Administrative Services, President's Cluster, and Student Success and Support Programs, College Centers
Annual Program Planning Worksheet for 2025

Program: DSPS **Current Year:** 2024-2025

Last Year CPPR Completed: 2023

Current Date: 2/28/25 **Cluster:** Student Success Programs and Services

The Annual Program Planning Worksheet (APPW) is the process for:

- Reviewing, analyzing and assessing programs on an annual basis
- Documenting relevant program changes, trends, and plans for the upcoming year
- Identifying program needs, if any, that will become part of the program's Resource Plan (**download from this folder**) (Please review the **Resource Allocation Rubric** when preparing the resource plan)
- Highlighting specific program accomplishments and updates since last year's APPW

Please complete the following information. Please note that responses are not required for all elements of this document.

I.   General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose or direction. Indicate any changes that have been made to address equity gaps.

Disabled Student Programs and Services (DSPS) facilitates accommodations and other support services for students with disabilities so that they have an equitable opportunity to meet their educational goals. We promote self-advocacy, independence, and integration in the college experience. We educate the campus community on disability related matters and provide guidance in the implementation of accessibility and accommodations.

The DSPS student headcount continues to increase after significant declines from pre-Covid. There have been significant changes in the department staff due to attrition and retirements which has been a challenge. DSPS recruited several positions successfully however open positions still remain.

The number of in person students requesting to see a counselor, advisor, and take tests in the proctor room has increased. The department continues to support different modalities in which a student can meet with counselors or staff. The DSPS website is

redesigned and meets all accessibility requirements. The DSPS updated marketing materials, the faculty handbook, brochures, and instructions how to qualify for services. Videos were also created for distribution to students, faculty, and community partners. DSPS provided a series of workshops for training students how to use the program database, utilize assistive technology, and study skills.

The department continues to strengthen community relationships with the Department of Rehabilitation, County of Education, local high schools, correctional facilities, and non-profit agencies in the area. The department responded to many requests for orientations, both onsite or at our local feeder high schools, to which we responded. That remains a high priority to transition high school students to Cuesta DSPS and ensure they receive services.

The DSPS student equity gap is another area identified and hence additional resources for staff are being requested. It is critical that we improve successful course completion for the DSPS students. Additional staff will yield more appointment availability, guidance, referrals, and support in order to achieve this goal.

II.   Data Analysis and Program-Specific Measurements

Programs are often impacted by institutional or other organizational change. Please review program-relevant institutional data sources, such as institutional enrollment trends, which along with some other relevant program data, is available on the **SLOCCCD Institutional Research website**. Other organizational or departmental measurements may provide useful information for planning in your program; please describe those measurements and the data below.

A. Data Summary:

- Describe data collection tool(s) used.

Institutional Research, CCCCO Data Mart, Surveys

- Include updates to program data results from the previous year, if any.

Program Title: DSPS

Description: Program Information from IPPR, such as Mission, Program Outcomes, and Program Connection to College Mission and Goals
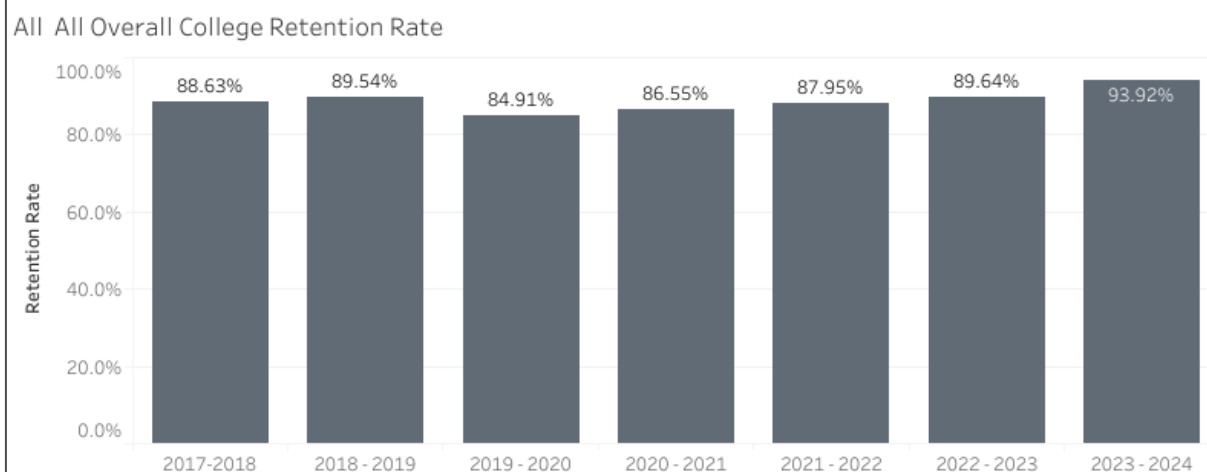
Total Students Served	2020/2021	2021/2022	2022/2023	2023/2024
District-wide MIS	760	808	771	791
- SLO MIS	325	359	503	521
- North County MIS	53	99	120	113
- South County MIS	1	1	3	2
-Distance Ed	723	709	602	566

California Community Colleges Chancellor's Office

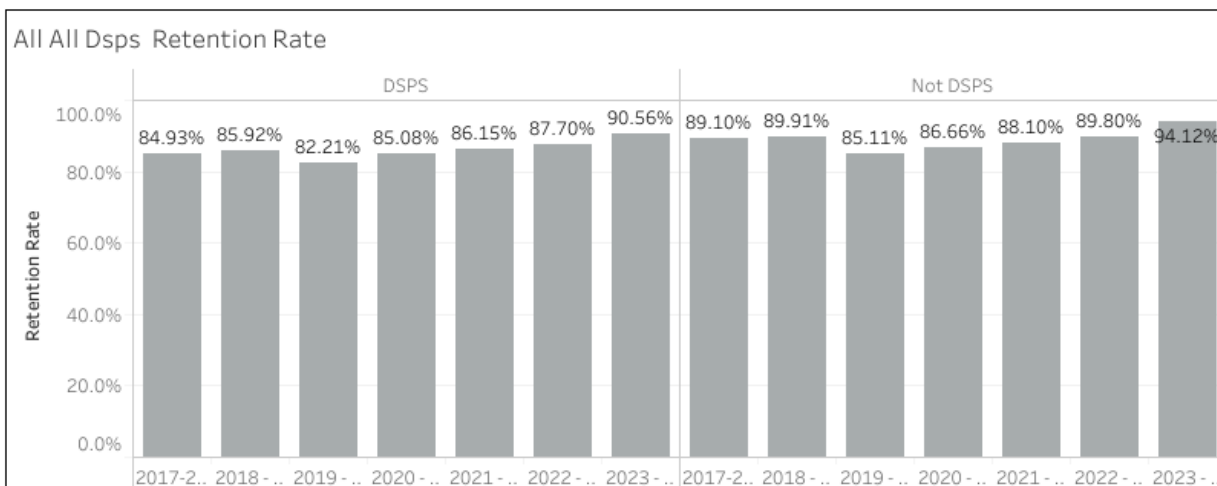Special Population/Group Program Awards Summary Report

			Annual 2022-2023	Annual 2023-2024
San Luis Obispo CCD				
DSPS - Disabled Students Programs & Services		Total	365	349
	Associate in Science for Transfer (A.S.-T) Degree		21	13
	Associate in Arts for Transfer (A.A.-T) Degree		35	27
	Associate of Science (A.S.) degree		25	22
	Associate of Arts (A.A.) degree		78	113
	Certificate requiring 60+ semester units		16	8
	Certificate requiring 30 to < 60 semester units		95	94
	Certificate requiring 16 to fewer than 30 semester units		55	44
	Certificate requiring 8 to fewer than 16 semester units		8	8
	Certificate requiring 6 to < 18 semester units		17	5
	Other Credit Award, < 6 semester units		11	14
	Noncredit award requiring from 48 to < 96 hours		3	1
	Noncredit award requiring < 48 hours		1	

SLOCCCD Program Review Data: Intra-term Course Retention

Department:	Course:	Disaggregate by:
All	All	Dsps

All All Overall College Retention Rate

Year	Retention Rate
2017-2018	88.63%
2018 - 2019	89.54%
2019 - 2020	84.91%
2020 - 2021	86.55%
2021 - 2022	87.95%
2022 - 2023	89.64%
2023 - 2024	93.92%

Course Retention Definition: *Percentage of students who do not withdraw from class and who receive a valid grade. Invalid grades include: DR, IP, MW, UD, XX*

All All Dsps Retention Rate

Year	DSPS	Not DSPS
2017-2	84.93%	89.10%
2018 -	85.92%	89.91%
2019 -	82.21%	85.11%
2020 -	85.08%	86.66%
2021 -	86.15%	88.10%
2022 -	87.70%	89.80%
2023 -	90.56%	94.12%

Persistence Year:
First Year Persistence

Disaggregate By:
Dsps

Definitions

Major
All

First Year Persistence: Overall

Year	Persistence
2018 - 2019	69.4%
2019 - 2020	69.1%
2020 - 2021	62.2%
2021 - 2022	66.3%
2022 - 2023	65.8%
2023 - 2024	61.3%

Disaggregated By:Dsps

DSPS

Year	Persistence
2018 - 2019	80.2%
2019 - 2020	81.6%
2020 - 2021	75.0%
2021 - 2022	83.7%
2022 - 2023	81.7%
2023 - 2024	83.2%

Not DSPS

Year	Persistence
2018 - 2019	68.9%
2019 - 2020	68.6%
2020 - 2021	61.8%
2021 - 2022	65.6%
2022 - 2023	65.0%
2023 - 2024	60.2%
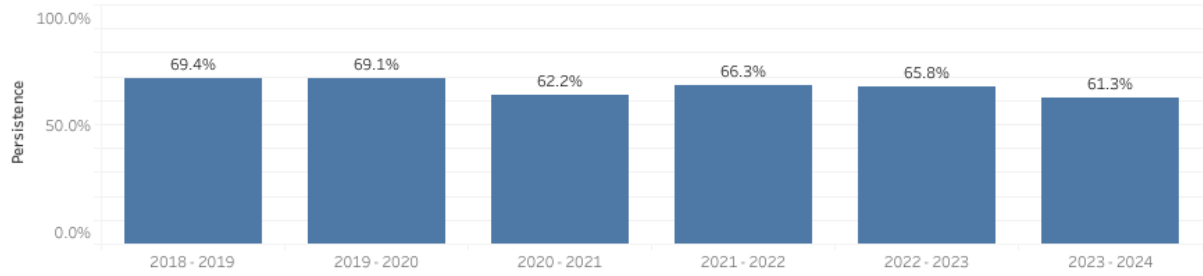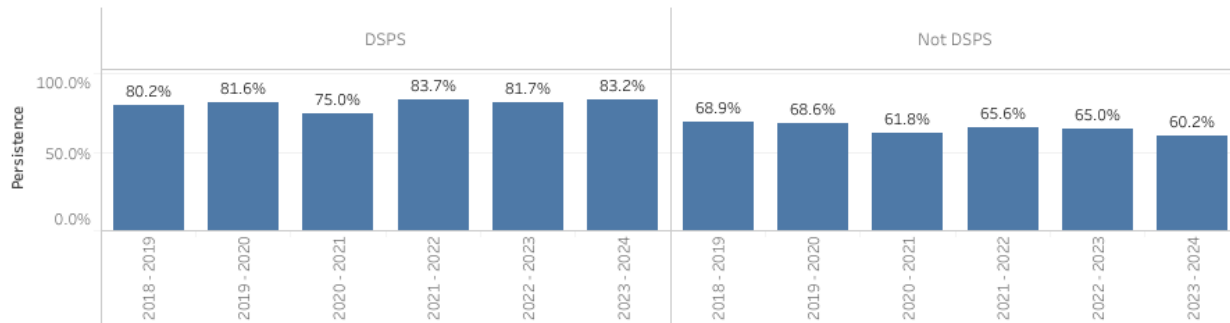
Successful Course Completion by Student Subpopulation

Academic Year:
All

Department:
All

Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
DSPS

All Success Percent by DSPS

	Success Percent
DSPS	73.58%
Not DSPS	76.46%
Overall	76.39%

Performance Gaps

	Percentage Point Gap
DSPS	-2.80%
Not DSPS	0.07%
Overall	0.00%
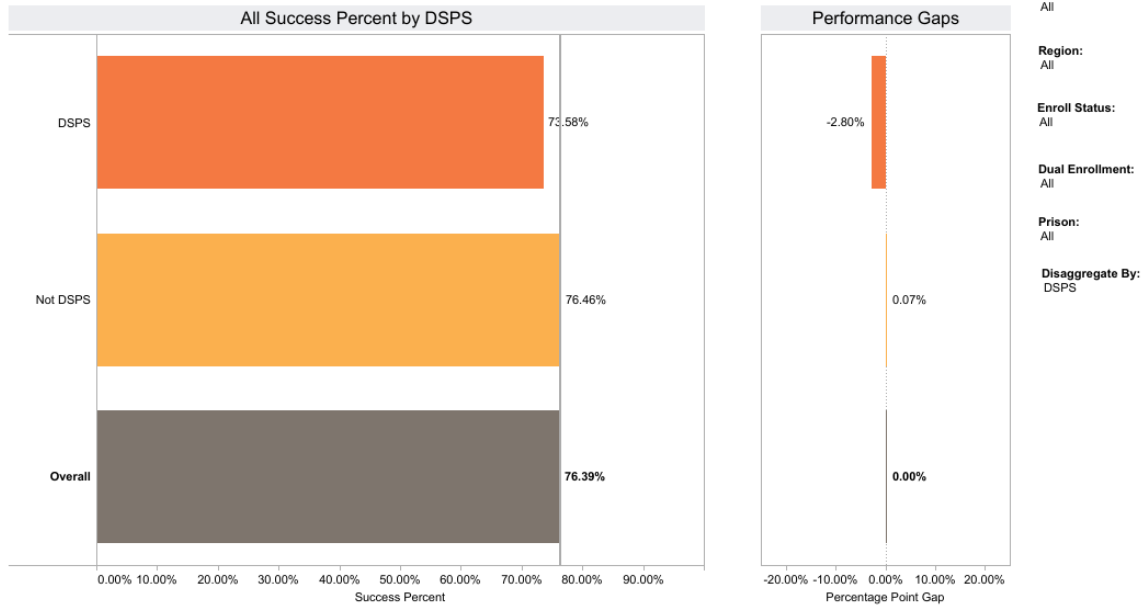
Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Student Characteristics Dashboards
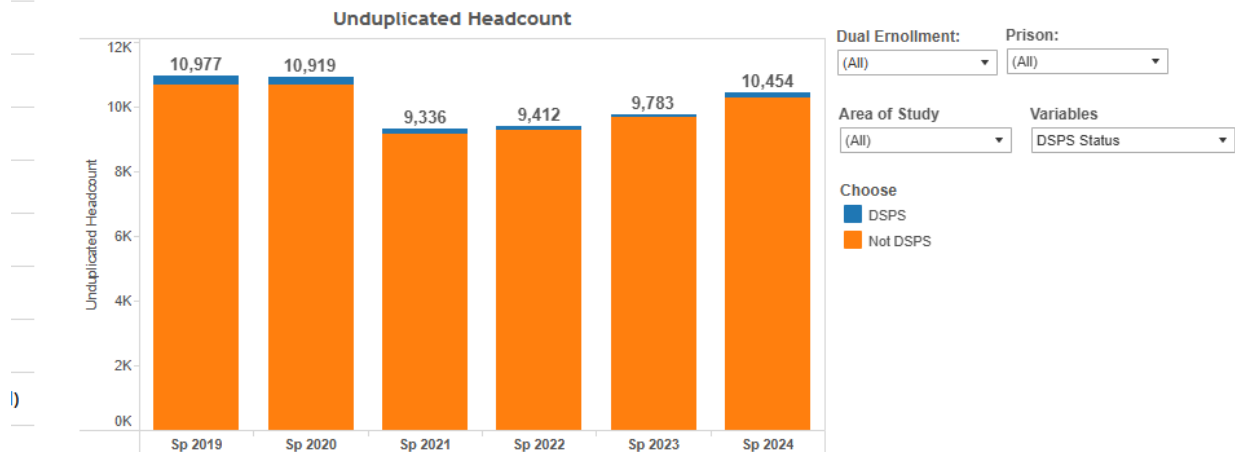
Unduplicated Headcount

Term	Unduplicated Headcount
Sp 2019	10,977
Sp 2020	10,919
Sp 2021	9,336
Sp 2022	9,412
Sp 2023	9,783
Sp 2024	10,454

Dual Enrollment: (All)
Prison: (All)
Area of Study: (All)
Variables: DSPS Status

Choose
- DSPS
- Not DSPS

Disabled Students Programs & Services (DSPS) Summary Report

	Annual 2023-2024	Annual 2023-2024
	Student Count	Student Count (%)
Cuesta Total	929	100.00 %
1 - < 18	88	9.47 %
18 & 19	265	28.53 %
20 to 24	242	26.05 %
25 to 29	95	10.23 %
30 to 34	77	8.29 %
35 to 39	48	5.17 %
40 to 49	54	5.81 %
50 +	60	6.46 %

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Disabled Students Programs & Services (DSPS) Summary Report

	Annual 2023-2024	Annual 2023-2024
	Student Count	Student Count (%)
Cuesta Total	929	100.00 %
African-American	23	2.48 %
American Indian/Alaskan Native	7	0.75 %
Asian	30	3.23 %
Filipino	2	0.22 %
Hispanic	295	31.75 %
Pacific Islander	2	0.22 %
Two or More Races	66	7.10 %
Unknown/Non-Respondent	16	1.72 %
White Non-Hispanic	488	52.53 %

California Community Colleges Chancellor's Office

Disabled Students Programs & Services (DSPS) Summary Report

	Annual 2022-2023	Annual 2022-2023	Annual 2023-2024	Annual 2023-2024
	Student Count	Student Count (%)	Student Count	Student Count (%)
San Luis Obispo CCD Total	921	100.00%	929	100.00%
Female	533	57.87%	520	55.97%
Male	350	38.00%	346	37.24%
Unknown	38	4.13%	63	6.78%

B. Data Interpretation:

- Describe results from previous improvement efforts to the program based on institutional or departmental changes.

In review of the number of degrees and certificates earned, the DSPS students' number of degrees awarded declined by 4% in 23/24 compared to 22/23. AST degrees significantly declined from 21 in 22/23 to 13 23/24. AAT degrees dropped from 35 in 22/23 to 27 in 23/24.

Student Retention improved as reflected in both the general population an even higher with DSSPS students. For 22/23, the overall retention rate was 89.64% which climbed to 93.92% in 23/24. In that same time period, DSPS student retention was 89.8% and increased to 94.12%. The general student retention increased by 4.28% and DSPS retention increase 4.32%.

The student persistence rates decreased in 23/24 for students overall by -4.5% and DSPS students by -4.8%. Continuing to refer students to campus resources with be important to continue to improve the persistence rates. Case management through ConexED and student engagement will be integral to increase persistence.

Equity gaps for DSPS students are noted in the Successful Course Completion data. Non- DSPS student's completion rate is 76.46% and DSPS completion rate is 73.58%, which is a performance gap of -2.8%. It is imperative to address this in the Student Equity Plan and potentially receive funds for some of the positions requested such as a DSPS Academic Success Coach, DSPS Counseling, and Learning Disability Specialist position(s).

The DSPS demographics reflect only slight changes from 22/23 to 23/24. The largest percentage of students are between 18-19 (28.53%) and 20-24 (26.05%). The next largest group is ages 25-29 (10.23%). We are seeing more students non-traditional age students in the Nursing and Psychiatric Technician Programs. The ethnicity consists of 52.53% white and 31.75% Hispanic. Gender continues to be predominately female (55.97%), males (37.24%). There is a slight increase in unknow gender from 22/23 (4.13%) to 23/24 (6.78%).

- Identify areas if any that may need improvement for program quality and growth.

DSPS students are benefiting from having a dedicated DSPS counselor that started July, 2024. Both the Disability Specialist and DSPS Counselor appointments fill quickly and based on the number of DSPS students, the department is understaffed. The DSPS Counselor primarily focuses on developing student education plans, registration, course selection, and career exploration. The Disability Specialist works with new and returning students to develop Academic Accommodation Plans (AAPs), evaluating assistive technology needs, and interpreting the verification of disabilities. The DSPS Director continues to meet with students to develop AAPs, recommend campus and community resources, and review new accommodation requests. An increase in the number of requests for flexible attendance, assignment extensions, and course substitutions is increasing and the guidelines are being revised and discussed. The faculty handbook was revised and a proposal to include policy on Emotional Support Animals (ESAs) was submitted to recommend that DSPS could approve use of ESAs as an accommodation.

DSPS is actively working on expansion of "Wired Like This" Social Group for our increasing population of neurodiverse students. The goal is to evolve this group into a Student Leadership Club and increase campus engagement. A recent survey was sent out to participants to inquire various activities/topics of discussion would be of interest to the group. In addition, DSPS had meetings with Cal Poly to discuss their activities working with integrating inclusion/engagement with its neurodiverse population.

The DSPS unduplicated headcount increased by 20 students from 22/23 to 23/24. The DSPS faculty and staff were able to complete several workshops and outreach events throughout the year. The department updated the DSPS brochures, faculty handbook, DSPS website, created videos, provided numerous outreach and orientation events throughout the year.

- Recommend any changes and updates to program based on the analysis above. For elements that require funding, complete the Resource Plan Worksheet (**download from this folder**) and review the **Resource Allocation Rubric.**

The DSPS staffing has experienced many retirements, turnover, and lack of approved positions over the years. The CCCCO DSPS recommends a ratio of certificated staff to students of 1:250. The 2023-2024 MIS student count is 930 and the department only has 2 certificated faculty. The other classified staff requested is for test proctoring and academic coaching to cover two DSPS campus offices. In addition, the DSPS allocation is typically not sufficient to cover all the expenditures to support students. College Effort is identified as a district and other funds used to support allowable expenses in DSPS. I am requesting funding for several positions that could be partially funded with the general

or SEA funds which will count as College Effort. For DHH expenditures, it is required that the college match the DHH expenditures by 25%. Therefore, one of the positions in the Resource Allocation Rubric for DSPS is an ASL interpreter.

III. Annual Program Outcomes (ASOS and SSOS), Assessment and Improvements

Your program has established either Administrative Service Outcomes or Student Service Outcomes. Those outcomes are assessed and tracked in the Course or Program Assessment Summary. Review CPAS documents for ASO or SSO assessment results for program outcomes.

A. Current Program Outcomes:

To increase the number of students earning a degree, persistence, retention, and completion.

B. Describe your program assessment:

Although DSPS students increased in the area of retention, there were decreases in both degrees and persistence. DSPS is collaborating more with internal student services departments to offer more workshops, referrals, and resources. DSPS continues to work with students defining educational goals, pathways, and course selection. DSPS staff is reaching out to enrolled DSPS students who have not utilized their accommodations or completed their SEP. Contacts are made to remind students that they need to see the Disability Specialist to update their AAP or discuss how effective their accommodations are.

C. Describe any results from improvement efforts arising from ASO or SSO assessment in the last year:

DSPS strengthened working relationships between Student Success Center, EOPS, Allied Health, Department of Rehabilitation, SLO County of Education, and Tri-county Regional Center. DSPS supported many outreach events including STEM Days, Cougar Days, SSC Study Jams, Welcome Days, Human Library, etc. DSPS hosted several workshops including "Welcome to DSPS", "How to Use AIM", "Study Skills", "Do I need DSPS", and "How to be a Successful Student". DSPS also hosted a book signing/motivational speaker event featuring Chris Egan, and athlete, advocate, and author with an Intellectual Disability. DSPS continues to serve on community and college Advisory Committees including Psych Tech, EOPS, DOR, Tri- County Regional Center, and Cal Poly, SLO. Additional connections explored were with local psychotherapist who may offer a sliding scale fee for Cuesta students to receive assessments as the demand is high.

DSPS will be hosting on-campus orientation for SLOHS/MBHS Special Education students who will register for classes 4/29/25. Working with SLOCOE SELPA to ensure students have applied, uploaded verification of disability, Promise Program ready, etc. so we can enroll.

D. Recommend changes and updates to program based on assessment of program outcomes. For elements that require funding, complete the Resource Plan Worksheet (**download from this folder**) and review the **Resource Allocation Rubric.**

The focus this year is to build adequate staff to serve students with disabilities. The program requires an increase of certificated faculty and classified staff to meet the student needs and administrative needs. The adopted case management approach and referral system requires additional steps to assure student are receiving all beneficial services. The requirements to track these contacts, referrals, follow-ups, letters, and recording these activities is time consuming. The core work of scheduling student appointments, proctoring exams, providing information about the program and processes, creating AAPs, SEPs, etc. continues to grow with the expansion of the program.

IV. Anticipated Service Challenges/Changes

Provide a brief description of challenges or changes anticipated in the next year and any needs that have emerged consequently.

Suggested Elements:

A. Regulatory changes

Year 3 (Five Year Implementation by 27-28) of the new DSPS Funding Formula - $200,000 base = 80% DSPS Headcount = 20% Expanded College Effort. Allocations will be determined based on 22-23 H/C x per student rate $1,143.

VAR reporting and data collection requirements

B. Internal and external organizational changes

Hire DSPS Learning Disability Specialist, Program Assistant, Adjunct Disability Specialist, Test Proctor, and Academic Success Coach.

C. Student and staff demographic changes

Without enough certificated staff, students are waiting longer to receive an appointment with both our Disability Specialist and DSPS Counselor. Students need

timely accommodation, educational plans, and assistive technology/alternative media. We have a full-time blind student, and it is challenging to obtain all instructional materials to send to the Assistive Technology Production Center (ATPC) for Braille. SLOCOE indicates we will have 2 more blind students starting in the Fall 2025.

DSPS hired the following positions during 24/25:

- Assistive Technology Facilitator (vacant several years)
- DSPS Program Assistant (attrition)
- Test Proctor Coordinator (attrition)
- DSPS Counselor (vacant several years)

D. Community economic changes – workforce demands

N/A

E. Role of technology for information, service delivery and data retrieval

DSPS will be upgrading the Accessibility Information Management (AIM) database this summer. Use of DSPS 23-24 funds are adequate to support the upgrade.

F. Providing service to multiple off-campus sites

We continue to support the Arroyo Grande site and other feeder high schools with orientations, assistance with registration, applications, disability verifications, and creating an Academic Accommodation Plans (AAP). The DSPS personnel provided in person orientations at Morro Bay High School, San Luis Obispo High School, Templeton High School, and Atascadero High School.

G. Anticipated staffing changes/retirements

DSPS Program Assistant, Judy Rittmiller, is anticipated to retire in Fall 2025. It will be important to replace her as she runs the NCC DSPS Office, which provides all the test proctoring, including the Psych Tech students, independently. My resource plan includes additional positions to meet the needs of the DSPS students and two campus offices.

V. Overall Budget Implications

Provide a brief description of the immediate budget request(s) made in your Resource Plan (**download from this folder**) (after having reviewed the **Resource Allocation Rubric)**. These elements will be reflected in the District planning and budget process.

Elements:

A. Personnel

Requested a F/T LD Specialist to replace retired LD Specialist, DSPS Specialist, PT Disability Specialist, Sign Language Interpreter, Academic Success Coach. The DSPS department is understaffed and has not replaced key positions over the years while the number of students served has increased. A portion of the salary and benefits can be funded from the general fund or SEA to meet the required College Effort for 25% of DHH expenditures.

B. Equipment/furniture (other than technology)

N/A

C. Technology

N/A

D. Facilities

N/A

Signature Page

List the names and titles of managers, faculty, and classified staff who contributed to the annual planning and program review process.

Stephanie Schlatter	Director, DSPS
Name	Position
Juan Vega Quinones	Alt Media Facilitator *Juan Vega Quinones*
Name	Position
Kathy Peters	Disability Specialist *Kathy Peters*
Name	Position
Jamie Bettencourt	DSPS Counselor *Jeremy Bettencourt*
Name	Position
Name	Position

Student Success and Support Programs, College Centers and Administrative Services Programs: Managers completing this process must sign. All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

		Stephanie Schlatter	03/04/2025
Name	Title	Signature	Date
		Maria Escobedo	
Name	Title	Signature	Date
Name	Title	Signature	Date

2025 APPW DSPS Final1

Final Audit Report   2025-03-04

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