ADMINISTRATIVE SERVICES, PRESIDENT'S CLUSTER, AND STUDENT SUCCESS AND SUPPORT PROGRAMS, COLLEGE CENTERS ANNUAL PROGRAM PLANNING WORKSHEET FOR 2024

Program: DSPS   **Planning Year:** 2023-24   **Last Year CPPR Completed:** 2022-23

Unit: DSPS   **Cluster:** Student Success and Support Programs   **Current Date:** 3/11/24

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

I.   **GENERAL PROGRAM INFORMATION**
      A. PROGRAM MISSION.

- 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 reasonable access and accommodations.

A.   Describe any changes in primary relationships, internal and external, to the District.

The Disabled Student Program and Services (DSPS) hired a new director, Stephanie Schlatter, in February 2024. The prior interim Director, Jeremy Bettencourt, provided transition information and last year's Comprehensive Program Planning and Review (CPPR). Since the last program review, the following additional positions were filled:

Program Assistant – Marion Germond

Accommodation Assistant – Danielle Vogel

Testing Center Coordinator – Anita Hayes-Birt

The department is currently recruiting for a full time Disability Counselor which has been a vacant position for more than four years. It is important that a DSPS Counselor develop student comprehensive education plans with appropriate accommodations using their expertise working with students with disabilities. A full-time DSPS counselor can resume regular workshops for students in the program. Additionally, recruitment is planned to hire a full time Alternative Media Specialist and Learning Disability Specialist.

The Director is working on re-establishing community relationships, in reach, and out-reach recruitment, staffing, and department goals.

B. List any changes to program service, including changes and improvements, since last year, if applicable.

The number of students requesting to see a counselor, needing guidance, and to take their tests in the proctor room has increased on both campuses. The only certificated staff continues to work remotely and is available via phone, ConexED, and Zoom Video, ConexED is the new scheduling system and student interface adopted by the college. The DSPS website is comprehensive with enriched information regarding how to apply for DSPS services, schedule an appointment, request accommodations, student rights and responsibilities, grievance process, and success strategies. The DSPS Canvas page continues to evolve and provides student success strategies such as coping with test anxiety, time management, setting goals, and study tips. The information is available in writing and through videos with captioning.

C. List changes to program in the last year in reference to relevant statutory authority/program regulation and related compliance issues, if any.

N/A

II. **ANNUAL PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES**

A. Provide updates, if any, on how your program addresses or helps to achieve the District's Mission Statement in the last year.

Institutional Goal 1: Access: Increase student access to higher education

<u>Institutional Objective 1A: Increase enrollment of low-income and underrepresented students through intentional program development and targeted outreach.</u>

DSPS promotes Institutional Goal 1 through the following:

- DSPS outreach at meetings and with professionals such as SLO County Special Education Local Plan Area (SELPA), SLO County Office of Education (SLOCOE) Access, Cuesta Extended Opportunity Programs and Services (EOPS), Department of Rehabilitation (DOR), California Men's Colony (CMC)
- DSPS Advisory Committee
- Transfer Workshops
- High School site visits
- Virtual Lobby

- Accommodating more severe disabilities (i.e., Intellectual Disabilities, Cerebral Palsy)
- Creation of informational and tutorial videos on Cuesta DSPS website
- Appointment link on website for Disability Specialist

Institutional Objective 1D: Increase career pathways for local high school students.

DSPS promotes Institutional Objective 1D through the following:

- DSPS continues to provide outreach to local high school and provides DSPS orientations via Zoom and in person. DSPS developed a standardized orientation video that can be shared with high school students and families
- Specific accommodations for specific career pathways (ex. Nursing, Auto, Psych. Tech.)
- Increase in Personal Service Attendant (PSA) accommodations and development of specific form to authorize access to accompany students in the classroom
- Ongoing collaboration with faculty and departments on unique needs of programs to support recruitment of students with disabilities
- Implementation of ConexED for counselor's schedules, virtual appointments, reason codes, etc.
- Collaboration with academic counselors

Institutional Goal 2: Completion: Increase the number of students earning an Associate's Degree for Transfer, credentials, certificates, or specific job-oriented skill sets.

Institutional Objective 2A: Increase the number of students earning an Associate's Degree for Transfer, credentials, certificates, or specific job-oriented skill sets.

DSPS promotes Institutional Goal 2A through the following:

- Prioritize hiring fulltime Learning Disability Specialist, Alternative Media Specialist
- Academic adjustments, auxiliary aids and services such as note takers, ASL interpreters, extended time for test taking and alternative media for text books and materials
- Referrals of students to the DSPS academic counselor and academic success coach
- Collaboration with CalWorks/EOPS/CARE/Next Up (Foster Youth)
- Collaboration with Career Connections
- Collaboration with Monarch Center
- Strong relationships with CTE, Nursing and Psych Tech
- Provide documentation and letters for state licensing boards for academic accommodations

- Department of Rehabilitation (DOR) collaboration and referrals

Institutional Goal 3: Transfer: Increase the number of students transferring to a California State University (CSU) or University of California (UC).

DSPS promotes Institutional Goal 3 through the following:

- Referrals to the Transfer Center
- Campus tour was previously done for students with disabilities (Cal Poly) two years ago and plans to revive this activity are being made
- Transfer Workshops lead by Disability Specialist
- Targeted transfer advisement by Disability Specialist (ex. Specific colleges, timeline, process, etc.)
- Support in completing EOP application in preparation for transferring

Institutional Goal 4: Unit Accumulation: Decrease the number of units accumulated by Cuesta College students.

DSPS promotes Institutional Goal 4 through the following:

- Close collaboration with academic counselors
- Increase academic supports with Academic Success Coach
- Appropriate accommodations and effective support by DSPS faculty and staff

III. **ANNUAL MEASUREMENTS, ANALYSIS AND IMPROVEMENTS**

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:

SLOCCD Institutional Research

Total Students Served	2019/2020	2020/2021	2021/2022	2022/2023
District-wide MIS	833	760	808	771
- SLO MIS	624	325	359	503
- North County MIS	221	53	99	120
- South County MIS	5	1	1	3
-Distance Ed	400	723	709	602

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N o n - I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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B. Data Interpretation:

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

  - Total 23-24 DSPS students served dropped 5% from 21-22
  - The overall decline in the 22-23 students served is attributable to the loss of the Learning Disability Specialist
  - Not offering LD testing for students to qualify for the program
  - High DSPS staff turnover
  - Only one certificated staff to on-board students
  - Many students applied for the program but did not follow through with submitting disability verification
  - Limited staff to contact students and assist them obtaining disability verification

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

  The staffing for vacant positions is a top priority to increase our student count. It is critical to offer LD Assessment to students who are struggling and do not have access to a private evaluation or their high school records. Adding a full time DSPS counselor will ensure DSPS students develop a comprehensive educational plan and reduce the number of units to meet academic goals.

  The program will continue to offer the following activities to increase the students served:

  - In-reach to current Cuesta students
  - Visible presence at events for new students such as Promise Day, Cougar Welcome Days, Connect @Cuesta, and the Student Success Festival
  - Outreach to local high schools
  - Collaboration with appropriate community and state agencies such as Tri-Counties and DOR
  - Continued education and collaboration with faculty around DSPS services and supports
  - On-site visits to CMC
  - Faculty Training and workshops to increase timely accommodations for students

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

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

The director is currently working on establishing program outcomes and measurements. For example, a SSP how DSPS can best support faculty approving the test proctoring notification letter sent in Accessibility Information Management (AIM).

B. Recommend changes and updates to program based on assessment of program outcomes. For elements that require funding, complete the **Resource Plan Worksheet** and review the **Resource Allocation Rubric**.

V. ANTICIPATED SERVICE CHALLENGES/CHANGES

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

Suggested Elements:

A. Regulatory changes

As of July 1, 2023, the new DSPS funding formula - $200,000 base + 90% DSPS Headcount + 10% Expanded College Effort went into effect. Allocations will be determined based on prior prior year data (including MIS student headcount and DSPS final expenditures). The DSPS funding allocation will remain 100% for 23-24.

New DSPS Vision Aligned Reporting (VAR) will be completed for the California Community College Chancellor's Office (CCCCO) by December 15, 2025 for data collected in FY 24-25. This new report will align activities and expenditures to student success.

B. Internal and external organizational changes

Hire Alternative Media Specialist and Learning Disability Specialist

C. Student and staff demographic changes

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N o n - I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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Increase in Latinx, first generation, low- income students
Increase of DHH students and potential need for agency interpreters/captioning

D. Community economic changes – workforce demands

   Anticipate growth in Allied Health and Psych Tech Programs

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

   Continue using ConexED, Zoom, AIM, and survey tools

F. Providing service to multiple off-campus sites

   Challenge to staff two locations, maintain extended hours, and proctor tests
   Increased requests for comprehensive in-person orientations requiring enough lead
   time to plan, reserve space, and collaborate with Admissions and Registration,
   Enrollment Success, and other campus departments.

G. Anticipated staffing changes/retirements

   North County DSPS Program Assistant Judy Rittmiller is scheduled to retire in June,
   2024. The full time Disability Counselor will start assignment July 1, 2024.

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

   Elements:

A. Personnel
   The DSPS department is requesting a full-time LD Specialist, part-time DSPS Specialist,
   Psych Tech Proctor, part-time proctor, and academic success coach. Due to more in-
   person testing at both SLO and North County Offices, the need for a full-time Psych Tech
   proctor and part-time proctor was made. The proctor positions are in lieu of a full-time
   Success Coach.

B. Equipment/furniture (other than technology)
   2 Portable CCTVs for low vision students
   1 PIAF Printer to make tactile alternative media for blind/low vision students

C. Technology

None requested

D. Facilities

While assessing the DSPS open space and proctor room, it was suggested that adding a glass door and sound reducing panels would improve the sound distractions. The DSPS area is an open space therefore adding the door and panels will benefit students taking tests in the proctor rooms and uphold the reduced distraction environment accommodation.

SIGNATURE PAGE

Director(s), Manager(s), and/or Staff Associated with the Program

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

Stephanie Schlatter

Division Chair/Director Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date