

# STUDENT SERVICES COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR)

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle (i.e. every two or five years).

**Program:** DSPS                      **Planning Year:** 2018-19                      **Last Year CPPR Completed:** 2013-14

**Unit:** DSPS                      **Cluster:** Student Services

## NARRATIVE: STUDENT SERVICES CPPR

Please use the following narrative outline:

### I. GENERAL PROGRAM INFORMATION

#### A. Program mission (optional).

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.

#### B. Brief history of the program.

Disabled Student Programs & Services began at Cuesta College on the San Luis Obispo campus in 1972 with a modest budget of \$4,775. The department included a part-time counselor and 34 students with a wide variety of disabilities. The first director, Lynn Frady, Ed.D., was hired in 1973 and stayed with the program through 2001. Since then, several directors have served as leaders to the program. A new director will be hired Spring 2018.

State Categorical funding was created to help support services provided to students with disabilities. When the current DSPS funding formula was adopted in 1989-90, it included a \$50,000 base for each college. Our funding levels are also dependent on the number of students served. It is extremely important to have systems and procedures in place to legally serve our students and be as efficient as possible.

Over the last 46 years, Cuesta College's DSPS department has served more than 25,000 students. The program provides opportunity for college and community participation and growth through the Learning Disabilities conference and other outreach activities. We collaborate with the California Department of Rehabilitation, who come to the college once a week to meet with students, DSPS staff and faculty.

#### C. Include the broad history of the program and significant changes/improvements since the last Program Review.

Several significant structural changes have occurred since the last Program Review.

- Staffing
  - Faculty Retirements – One full-time Learning Disability Specialist and One Full-time Disability Specialist have retired in the last 5 years. Two part-time Disability Specialists have been hired to backfill needed student contact time. In addition, the remaining full-time faculty have taken on overload to assist with student demand. Finally, all full-time faculty have been moved from 10 months to 11 to provide student support outside of the semesters. The reduction in full-time faculty has also been mitigated by the reduction in teaching ACSK courses, allowing Specialists more office time to meet with students individually.
  - Classified Restructure – The classified staff structure has been reorganized, allowing for a more efficient service delivery model.
  - Director Hiring – A new director will be hired Spring 2018 to provide leadership to the newly reorganized department.
- ACSK Courses - Many of the ACSK courses taught by DSPS faculty have been deactivated due to outdated content and low enrollments. This has allowed Specialists more office time to meet with students individually to create and update Academic Accommodation Plans and assist students with issues as they arise during the semester.
- Title V – The language of DSPS regulations found in Title 5 has been thoroughly overhauled. Most of the changes reflect updates in the language to mirror DSPS regulations with DSM V, including the terminology used in describing various disabilities. This necessitated complimentary changes to MIS data elements, Banner screens, forms, policies, and procedures.
- Funding Formula - The DSPS funding formula has changed and will be effective 18-19. The Chancellor’s office has confirmed that DSPS budget will be funded at the same level or a slightly higher as the previous year allowing for services to be sustained and some improvements.
- CCCCO Reporting - In order for the Chancellor’s Office to obtain more detailed data regarding program funding, DSPS is now required to submit the End of Year (EOY) budget report using the same software already utilized by other student service divisions. Cuesta College’s EOY was submitted in September 2016 and validated by the Chancellor’s Office. The new software requires more details on expenditures, including the names and salaries of staff.

D. Describe how the Program Review was conducted and who was involved.

Program Review was conducted at an off-campus retreat on January 10, 2018 at the Port San Luis Coastal Gateway room. For team members unable to attend the retreat, input was solicited via email. The following team members were present:

- Catherine Riedstra, Dean of Student Services
- Malca Stein, Administrative Assistant/Scheduling Specialist to the Dean
- Kathy Peters, Disability Specialist
- Shirley Raun, Disability Specialist
- Carol Hurd, Academic Counselor

- Christine Groff, Accommodation Assistant
- Judy Rittmiller, DSPS Program Assistant
- Loren Buckingham, DSPS Testing Coordinator
- Louie Quade, Alternate-Media Facilitator
- Michelle Bach Peters, DSPS Department Assistant
- Joanne Malizia, ASL Interpreter
- Julia Thompson, ASL Interpreter

II. **PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)**

- A. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

DSPS' legal mandates, as outlined in the ADAAA, Federal 504 and 508 laws and Title V, fully supports the district's efforts for inclusion and accessibility. DSPS' daily operations assist college's staff, faculty, and support students in their efforts to reach their educational goals. DSPS assists students by identifying appropriate and reasonable disability access for courses and programs and promotes student personal growth. Academic accommodations lead to student success and excellence.

- B. Identify how your program addresses or helps the District to achieve its Institutional Goals and Objectives, and/or operational planning initiatives.

**Institutional Goal 1: Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.**

DSPS promotes Institutional Goal 1 through the following:

- Learning Disability (LD) testing
- Academic accommodations such as note sharing, ASL interpreting, extended time for test taking and alternative media for text books and materials
- Referrals of students to the DSPS academic counselor
- Referrals to the Transfer Center
- Referrals to Veterans Affairs
- Special classes which are designed to assist students with disabilities to build a foundation of academic and organization skills that will be utilized throughout their lifetime

**Institutional Goal 2: Increase student access to higher education.**

**Institutional Objective 2.1: Increase enrollment of low-income and underrepresented students through targeted outreach efforts.**

DSPS significantly increased outreach efforts and continues to collaborate with other departments in the Student Services cluster to increase the effectiveness through combined department efforts.

- The DSPS specialists continue to visit area high schools where they actively recruit and coordinate efforts with staff and students who are interested in applying to Cuesta College.
- DSPS staff assists with the transition process by identifying disability barriers and determining accommodations needed to remove or lessen the barriers and enable students to succeed.
- Through participation in various college efforts for local recruitment including Cougar Welcome Days, college nights, veteran affairs activities, high school events and meetings with local disability support agencies such as the Department of Rehabilitation (DOR) and Tri Counties Regional Center.

**Institutional Goal 3: Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.**

- DSPS continues its partnership with DOR to use DSPS office space to meet with clients at NCC and the SLO campuses
- The DSPS Advisory committee continues to meet twice a year
- DSPS continues to strengthen its ties with on and off campus veteran's groups by presenting at various events, sending a DSPS representative to the CA Veterans Summit, and a DSPS Specialist spending regularly scheduled time in the Cuesta Veteran's Office
- DSPS continues to play a consulting role in the development of the Adults with Substantial Disabilities program regarding disability issues, curriculum and accommodations
- DSPS continues to place reps on various committees at Cuesta College and be present at disability related meetings in the community and other schools
- DSPS is actively involved in committees and governing bodies which impact disability services. Likewise, DSPS has assisted Cuesta College administration, faculty and staff with clarification regarding disability law and regulations such as academic accommodations, service animals, and classroom settings
- Staff continues to be actively involved in various college sponsored activities to promote disability awareness and DSPS services

C. Identify how your program helps students achieve Institutional Learning Outcomes, if applicable.

**ILO 1. Personal, Academic, and Professional Development**

DSPS helps students achieve this ILO through:

- Individual sessions with Disability Specialists
- Individual sessions with Academic Counselors
- Promotion of activities and events to help students recognize, assess, and practice lifestyle choices that promote personal health and mental well-being
- Promotion of activities and events that assist students recognize, assess, and demonstrate skills and behaviors that promote academic and professional development
- Collaboration with Department of Rehabilitation counselors

### III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

#### **This should be an update on the data analysis from the last CPPR**

Program data is available on the [SLOCCCD Institutional Research and Assessment website](#).

Since the 2015-16 APPW, departments in the Student Services cluster have a standard set of common data elements which they will track to gauge progress towards the goals listed in the Educational Master Plan.

Collection tools include:

- California Community College Chancellor's Office (CCCC) data
- Cuesta College Institutional Research data
- Survey sent to DSPS Students in Fall 2015 (See DSPS SLO #2)

Definitions for DSPS Data

- Verified = students identified with disabilities through the initial intake process
- MIS = students who qualify for the DSPS categorical funding count by having 1 documented contact per semester.
- Students Served: All students designated as DSPS according to CCCCCO MIS and who were enrolled in at least one course at census of that respective academic year
- 1<sup>st</sup> Year Persistence: First time students in Fall who were enrolled in at least one course at census and who were designated as a DSPS student in either Fall or Spring of that academic year and who were enrolled in at least one course at census in Fall of the following year
- Units Completed/Units Attempted: Fall and Spring Units Completed/Units Attempted by students who were designated as DSPS in either Fall or Spring of that same academic year

#### **DSPS Students Served**

The first collection of data (Figure 1) shows the total number of students served. Overall, there has been a three-year gradual increase in the number of students with a verified disability, enrolled in at least one class at census, and served by the DSPS program district-wide. This increase may be due to the reduction in the stigma of disability and the increase in outreach efforts. What's particularly interesting is that the number of students served by DSPS has increased while total FTES continues to decline. Students in the dual enrollment program on the high school campuses during the high school day are accommodated by the high school special education programs.

**Figure 1. Total Students Served**

<b>Total Students Served</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2020-2021 Target</b>	<b>2025-2026 Target</b>
<b>District-wide Verified</b>	707	743	766	725	743
• North County	169	199	196	173	178
• SLO	600	607	609	615	631
• South County	13	16	14	13	14
<b>District-wide MIS</b>	467	500	745	479	491
• North County	125	208	192	128	131
• SLO	401	347	592	411	422
• South County	8	2	13	8	8

DSPS has reached the targeted goals as of 2015-2016. The program will continue to grow the total students served through the following activities:

- 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
- Rebranding campaign targeted at reducing the stigma of requesting accommodations

### **First Year Persistence and Success**

Figure 2 first shows the persistence of first-year students with a verified disability. Secondly, it compares the persistence of first-year students who received services from DSPS with the overall population of first-year students. Thirdly, it shows the DSPS target persistence rates. Students receiving DSPS services continue to be more likely to persist than the general student population. In addition, the 2020 target has already been met and exceeded. We attribute this trend to students receiving the accommodations needed to be successful and persist as they work towards their educational goals.

**Figure 2. First Year Persistence**

DSPS	1 <sup>st</sup> Year Student Persistence VERIFIED	1 <sup>st</sup> Year Student Persistence MIS	1 <sup>st</sup> Year Student Persistence DISTRICT	Difference	1 <sup>st</sup> Year Student Persistence Target 2020	1 <sup>st</sup> Year Student Persistence Target 2025
Annual 2014 – 2015	61%	70%	50.73%	+19.27%	61%	70%
Annual 2015 – 2016	64.58%	64.58%	51.45%	+13.13%	61%	70%
Annual 2016 – 2017	66%	65.2%	53.96%	+11.24%	61%	70%

We will continue to work towards the 2025 target of 70% by:

- Implementing software to automate and simplify the application and accommodation notification process
- Provide consultation to faculty and staff on disability related issues

**Student Success (Units Completed/Units Attempted)**

Figure 3 shows that there has been a three-year steady decline in the in the success rates of students who have received DSPS services, although the success rates of all students has increased slightly during this same period. Although the DSPS program has met its 2020 success targets, this decrease is of some concern. Throughout this period, the program has served more students while undergoing immense staffing and structural changes, which may have impacted the consistency and availability of services during this time. Finally, there has been an increase in the number of students in certain disability categories such as mental health and autism spectrum. Finding the right fit accommodation for students with these disabilities can take a few semesters to refine due to the individual nature of each student’s needs. This might be reflected in the data as dropping classes.

**Figure 3. Student Success (Completion Rate)**

DSPS	Student Success Units Completed/ Units Attempted VERIFIED	Student Success Units Completed/ Units Attempted MIS	Student Success Units Completed/ Units Attempted DISTRICT	Difference	Student Success Units Completed/ Units Attempted TARGET 2020	Student Success Units Completed/ Units Attempted TARGET 2025
Annual 2014 – 2015	75.00%	80.00%	75.60%	+4.40%	75.00%	80.00%
Annual 2015 – 2016	80.20%	76.75%	76.30%	+.45%	75.00%	80.00%
Annual 2016 – 2017	71.22%	74.67%	76.96%	-2.29%	75.00%	80.00%

To mitigate this decline and work towards our 2025 target, we will implement the following strategies:

- Professional development for faculty and staff in the areas of increased student disability types
- Implementation of software to better inform faculty of accommodations and to provide better two-way communication between DSPS and instructors
- Academic advising newsletter sent to all DSPS students by the DSPS academic counselor

### Staffing

Figure 4 presents data on the staffing ratios. This data exists in a context of dramatic staffing changes; 2 FT faculty retirements, 1 classified retirement, 3 directors in 3 years. The staff to student ratio has increased over the past three years, meaning fewer staff are available to serve students. However, due to the work to better organize duties and a resulting classified restructure, staff contacts with students has increased over the same period. This is likely due to the creation of structural efficiencies.

**Figure 4. Staffing Ratios (Headcount/FTE)**

DSPS	Staffing Ratio: TOTAL CONTACT/FTE	Staffing Ratio: Verified/FTE
Annual 2014 – 2015	1238.37	60.41
Annual 2015 – 2016	1056.74	85.70
Annual 2016 – 2017	1262.36	115.8



## Minimum Qualifications

Title	Incumbent	FTE	Minimum Qualifications	Meet MQs
DSPS Director	Vacant	1.0	The designated coordinator or director must meet the minimum qualifications for a DSPS counselor or instructor or meet the minimum qualifications for an educational administrator - The minimum qualifications for service as an educational administrator shall be both of the following: (a) Possession of a master's degree; and (b) One year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment. - and, in addition, have two (2) years full-time experience or the equivalent within the last four (4) years in one or more of the following fields: (1) instruction or counseling or both in a higher education program for students with disabilities; (2) administration of a program for students with disabilities in an institution of higher education; (3) teaching, counseling or administration in secondary education, working predominantly or exclusively in programs for students with disabilities; or (4) administrative or supervisory experience in industry, government, public agencies, the military, or private social welfare organizations, in which the responsibilities of the position were predominantly or exclusively related to persons with disabilities.	Yes
LD Specialist	Lisa Curtis	1.0	Master's degree in learning disabilities, special education, education, psychology, speech language pathology, communication disorders, educational or school psychology, counseling, or rehabilitation counseling; AND 15 semester units of upper division or graduate study in the area of learning disabilities, to include, adult cognitive and achievement assessment or the equivalent.	Yes
Disability Specialist / Assistive Technology	Kathy Peters	1.0	Master's degree, or equivalent foreign degree, in the category of disability, special education, education, psychology, educational psychology or rehabilitation counseling; AND 15 semester units of upper division or graduate study in the area of disability.	Yes
Disability Specialist	Susan Ladrie	.67	Master's degree, or equivalent foreign degree, in the category of disability, special education, education, psychology, educational psychology or rehabilitation counseling; AND 15 semester units of upper division or graduate study in the area of disability.	Yes
Disability Specialist	Shirley Raun	.50	Master's degree, or equivalent foreign degree, in the category of disability, special education, education, psychology, educational psychology or rehabilitation counseling; AND 15 semester units of upper division or graduate study in the area of disability.	Yes

Instructor/LD Specialist	MaryAnn Dockstader	0.023	Master's degree, or equivalent foreign degree, in the category of disability, special education, education, psychology, educational psychology or rehabilitation counseling; AND 15 semester units of upper division or graduate study in the area of disability.	Yes
Academic Counselor	Carol Hurd	.67	Master's degree in rehabilitation counseling OR Master's degree in counseling, guidance counseling, student personnel, clinical or counseling psychology, education counseling, social work, career development, marriage and family therapy, marriage, family and child counseling, or a Bachelor's degree in marriage and family therapy or in marriage, family and child counseling and possession of a license as a Marriage and Family Therapist (MFT); and either 15 or more semester units in upper division or graduate level course work related to people with disabilities, or completion of six semester units, or the equivalent of a graduate-level counseling practicum or counseling field work courses, in a post-secondary Disabled Students Programs and Services program or in a program dealing with people with disabilities, or two years of fulltime experience, or the equivalent, in one or more of the following: (A) Counseling for students with disabilities; or (B) Counseling in industry, government, public agencies, military or private social welfare organizations in which the responsibilities are for persons with disabilities, or the equivalent.	Yes
Accommodation Assistant	Christine Groff	1.0	NA	
DSPS Program Assistant	Judy Rittmiller	1.0	NA	
DSPS Testing Coordinator	Loren Buckingham	1.0	NA	
Alternate-Media Facilitator	Louie Quade	1.0	NA	
DSPS Department Assistant	Michelle Bach Peters	1.0	NA	
ASL Interpreter	Joanne Malizia	Temp	NA	
ASL Interpreter	Julia Thompson	Temp	NA	

With the anticipation of the retirements of at least one PT Specialist and one FT Specialist in the next three years, the district will need to prioritize the hiring of additional faculty to support students' needs and meet minimum program compliance requirements.

## **DSPS PROGRAM PLAN (Elements required by Title 5, section 56046)**

1. DSPS Long Term Goals – see Section III. above
2. Short-Term Measurable Objectives of the DSPS program – see Section IV. Below
3. Activities to Accomplish Goals and Objectives – see Section III. above and Section IV. Below
4. Description of the methods used for program evaluation – see Section I. D. above
5. Mission statement – see Section I. A. above
6. Number of students served – see Section III., Figure 1.
7. Description of academic adjustments, auxiliary aids, services and/or instruction Provided – see San Luis Obispo Community College District Administrative Procedure 5140
8. Staffing - see Section III. “Staffing” above
9. Minimum qualifications - see Section III. “Minimum Qualifications” above
10. Educational Assistance Classes – see Academic Skills Annual Program Plan and Review
11. Student Learning Outcomes – see Section IV. below
12. Student and faculty satisfaction surveys – Available upon request

### **IV. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS: NARRATIVE**

- A. Summarize assessment results for program outcomes.

#### **2017-2018 Student Services Outcomes**

***Student Services Outcome #1*** - Teach self-advocacy by establishing a pilot program through which students will receive an official letter of accommodation (LOA) to give instructors. Those using LOA’s surveyed will report more successful self-advocacy experiences than those who do not use the LOA. (Student Learning Outcome)

*Assessment methods and criteria:*

NA

*Summary of assessment results:*

Due to the sudden departure of the DSPS Director, this project was not completed nor measured.

*Response plan:*

NA

*Recommended changes and updates:*

The DSPS Department intends on implementing an electronic application and accommodation software system that will allow students to automatically send accommodation letters to their faculty via email. This development will render SSO #1 obsolete. Therefore, it will be retired for 2018-2019.

***Student Services Outcome #2*** - Teach students how to use Smart Pens; 90% will respond favorably (agree or strongly agree) that Smart Pen notetaking devices provided by DSPS were effective accommodations. (Student Learning Outcome)

*Assessment methods and criteria:*

A survey of current DSPS students was sent via email May 2017. 94 students responded to 10 questions.

*Summary of assessment results:*

A voluntary survey of DSPS students in the Spring of 2017, 76% of respondents (53) agreed or strongly agreed that Smart Pens are effective note taking technologies.

*Response plan:*

Because it is unclear if the 53 respondents were taught how to use Smart Pens, it is hard to say if students feel that Smart Pens are an effective accommodation. Students for whom Smart Pens would be an appropriate accommodation are also given the option of sharing notes. Students comfort with technology in general may influence the response to this question.

*Recommended changes and updates:*

Students who have used the accommodation of a Smart Pen often return to use a Smart Pen the following semester. It works for some and perhaps not for others. Although we did not meet the 90% goal, we have decided that the information gleaned from this SSO won't affect the use of a Smart Pen as an accommodation. Therefore, this SSO will be retired in 2018-2019.

***Student Services Outcome #3 - Consumer satisfactions survey 90% of students completing a survey will report high levels (90% or higher responding agree or strongly agree) of satisfaction with DSPS customer service. (Administrative Outcome)***

*Assessment methods and criteria:*

A survey of current DSPS students was sent via email May 2017. 94 students responded to 10 questions.

*Summary of assessment results:*

A voluntary survey of DSPS students in the Spring of 2017, 87% of respondents (94) agreed or strongly agreed to questions pertaining to satisfaction with DSPS customer service.

- I was made to feel welcome by the DSPS front office staff.
- DSPS front office staff were knowledgeable.
- DSPS front office staff were courteous.
- DSPS front office staff were helpful.
- I was satisfied with the DSPS front office facilities.
- Overall, I would recommend the DSPS to other students.

*Response plan:*

Customer Service will be emphasized with front desk staff and student employees. Participation in professional development opportunities will be encouraged.

*Recommended changes and updates:*

Although the 90% goal was not met, the DSPS department has decided to focus on student access and success as goals while always keeping an eye on customer services. Therefore, this SSO will be retired for 2018-2019.

B. Describe improvement efforts that have resulted from SLO assessment.

The DSPS Department has been working towards Student Services Outcomes that give us the type of data that will inform our work and give us information that is not just interesting, but actionable; information that will push us towards serving our students more effectively. Our SSOs have undergone almost yearly changes as we've examined our goals and how we can achieve them. For the 2018-2019 academic year, we've adjusted our SSOs once more, retiring the three from the previous year. It is our hope that the SSO established this year will remain in effect for the duration of this CPPR in order review our progress overtime.

C. Recommend additional improvements to the program based on assessment of outcomes and progress towards Institutional Goals and Objectives and/or Institutional Learning Outcomes.

**2018-2019 Student Services Outcomes**

***Student Services Outcome #1***

The transfer equity gap of individuals with Disabilities will decrease.

- Targeted transfer campaign
- Transfer barriers/support survey

***Student Services Outcome #2***

The percentage of DSPS students who use one or more accommodations will increase.

- Implement software that allows students to send instructors letters of accommodation via email.
- Reach out to students who have authorized accommodations, but have not used them.

***Student Services Outcome #3***

The access equity gap of individuals with Disabilities will decrease.

- DOR Workability III Grant
- Targeted outreach

D. Recommend changes and updates to program funding based on assessment of program outcomes.

- For elements that require funding, complete Section D – [Resource Plan](#) Funding Requests.
- For faculty hiring needs, see Section H – Faculty Prioritization Process.

Due to the refinement of the department's SSO over the past CPPR cycle, no budget requests related to the former SOO assessment results have been identified.

- E. Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.

In anticipation of supporting the future SSOs identified above, as well as, meeting institutional/programmatic objectives, the following budget requests have been identified:

- Renovate existing testing room to increase capacity and provide current industry standard distraction reduced environment.
- Electronic application and accommodation software will assist student, DSPS staff, and instructors better manage accommodations and support students.
- The development of a DSPS faculty manual will improve communication and provide instructors with the information they need to support DSPS students in their classrooms.
- Furniture storage and deployment will help inventory, repair, and maintain DSPS furniture in the best possible condition and without loss.
- A full-time DSPS counselor will provide the department with faculty representation on additional committees and students with access to specialized counseling for students with disabilities.

## V. ANTICIPATED SERVICE CHALLENGES/CHANGES

### Suggested Elements:

#### A. Regulatory changes

As rules and regulations are updated we must be prepared to comply with these various changes. This could include changing processes, updating Board Policy and on-going communication with various departments to ensure proper and timely implementation.

#### B. Internal and external organizational changes

None.

#### C. Student demographic changes

With a changing student population, it is critical that proper accommodations for some of our students are available. The college needs to be flexible and ready to react to these new students. It is critical that we continue to evaluate our accommodations to determine appropriate needs.

#### D. Community economic changes – workforce demands

None.

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

The implementation of electronic application and accommodation software will have a positive impact on students and instructors while also being a steep learning curve for

staff. Adequate training of staff and students will be required for a successful launch. Instructors will also need to be educated on the new system and what to expect.

F. Distance Education impact on services

The District is required to provide accommodations to students regardless of delivery method. An example of an accommodations provided to DE students include extended time on tests. Specialists and the DSPS Testing Coordinator work closely with DE instructors to insure accommodations are in place for DE students.

G. Providing service to multiple off-campus sites

The following services are provided to multiple off-campus sites each week:

	<b>SLO</b>	<b>NCC</b>	<b>SCC</b>	<b>Off Site</b>
LD Specialist	2 days	2 days	As needed	As needed
Disability Specialist	5 days	2 days	As needed	As needed
Accommodations Assistance	5 days	5 days	As needed	As needed
Alternate Testing	5 days	5 days	As needed	As needed
Alternate Media	4 days	1 day	As needed	As needed

Faculty and staff provide regular services at the SLO and NCC. When services are needed at the SCC or at any of our off-campus sites, faculty and staff are scheduled at the requested location.

H. Anticipated staffing changes/retirements

The hiring of the new DSPS Director should be complete by the end of Spring 2018. This will provide the department with much needed stability and leadership. With the anticipation of the retirements of at least one PT Specialist and one FT Specialist in the next three years, the district will need to prioritize the hiring of additional faculty to support students' needs and meet minimum program compliance requirements.

**VI. PROGRAM DEVELOPMENT FORECAST**

**Suggested Elements:**

A. Description of forecasted program development and objectives, based on information collected in I-IV

DSPS will continue to provide student with individualized accommodation plans and support including LD testing, problem solving and advocacy, alternate media, alternate testing, and other services. The implementation of DSPS software will help meet students needs in an efficient and effective manner while providing much-needed communication between, students, DSPS, and instructors.

B. Plans for improvement

As the new Director comes on board there are a number projects needed to continue to move the DSPS program forward and to meet the needs of students and the District.

- Create and distribute faculty and student manuals. In addition, create an internal staff reference manual.

- Implement DSPS software to allow students to submit electronic DSPS applications, upload verification of disability, review their Academic Accommodation Plan, send letters of accommodation to their instructors, schedule alternate testing, check out accommodation equipment, request note sharers, and request adaptive furniture.
  - Collaborate with Facilities to identify an adaptive furniture storage area. Retrieve all adaptive furniture for evaluation, repair, and cleaning, complete a comprehensive inventory, and develop a deployment procedure for facilities staff.
  - Implement annual student and faculty surveys.
  - Explore a Workability III Grant in collaboration with the Department of Rehabilitation.
- C. Support for Institutional Goals and Objectives  
 DSPS will continue to support the Institutional Goals and Objectives by fulfilling DSPS' legal mandates, as outlined in the ADA, Federal 504 and 508 laws and Title V, to support the district's efforts for inclusion and accessibility. DSPS' daily operations assist college's staff, faculty, and support students in their efforts to reach their educational goals. DSPS assists students by identifying appropriate and reasonable disability access for courses and programs and promotes student personal growth. Academic accommodations lead to student success and excellence.
- D. Student and program outcomes evaluation  
 With a focus on access, success, and transfer, develop a comprehensive outreach plan to include special education teachers and programs, as well as, home schooled students. In addition, create transfer focused workshops and activities. Finally, develop a plan to encourage student to and assist students with accessing authorized accommodations.
- E. Recommendations from external agencies  
 None.
- F. New service coordination and collaboration – internal and external programs  
 DSPS hopes to collaborate more closely with academic programs and student services offices. The CaFE Center shares a number of student with DSPS and has extended and offer for a Disability Specialist to hold office hours in the CaFE Center. In addition, the Curriculum Committee has reminded DSPS faculty of the importance of their participation as a voting member to ensure that curriculum that is reviewed adheres to the standard of universal design.
- G. Anticipated job description revisions based on program changes  
 None.
- H. Staff training/professional development needs



Ongoing training and professional development is necessary for staff. The implementation of DSPS software will require initial and ongoing training as new elements are implemented. Professional development is ongoing for all staff and faculty. Within the DSPS field, laws and procedures are in a state of flux and have a need for periodic training.

## **VII. OVERALL BUDGET IMPLICATIONS**

*Will be reflected in district planning and budget process*

### **Elements:**

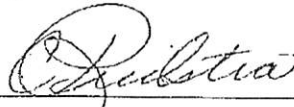
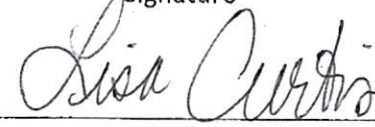

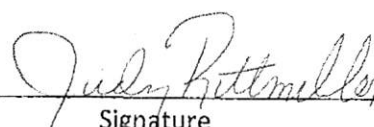

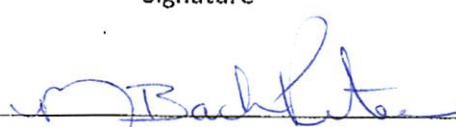
- A. Personnel
  - (A.) Academic Success Coach
  - (B.) Clerical Assistant
  - (C.) Student employees
- B. Equipment/furniture (other than technology)
  - (A.) White noise machines
  - (B.) Ergonomic Chairs
- C. Technology
  - (A.) DSPS software
  - (B.) Multi-Function Device
  - (C.) NCC Color Printer
- D. Facilities
  - (A.) Dedicated classroom for testing center
  - (B.) Split 3325 and 3329
  - (C.) Paint
  - (D.) Renovate front lobby
  - (E.) Relocate Math storage place from interpreters' office
  - (F.) Renovate computer lab to add door
  - (G.) Renovate existing testing room

# SIGNATURE PAGE

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

**Instructional Programs:** All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

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

Catherine Riedstra (acting director)		10/11/18
Division Chair/Director Name	Signature	Date
Lisa Curtis		10/12/18
Name	Signature	Date
Kathy Peters		10/11/18
Name	Signature	Date
Judy Rittmiller		10/11/18
Name	Signature	Date
Loren Buckingham		10-11-18
Name	Signature	Date
Louie Quade		
Name	Signature	Date
Michelle Bach Peters		10/11/18
Name	Signature	Date

# DEAN'S/MANAGER'S ANALYSIS OF COMPREHENSIVE PROGRAM PLANNING & REVIEW (CPPR)

**Program:** DSPS

**Planning Year:** 2018-19

**Last Year CPPR Completed:** 2013-14

**Unit:** DSPS

**Cluster:** Student Services

## A. CPPR Pre-Meeting

It is strongly recommended that the Vice President and/or Dean meet with Division Chair/Director/designee and the program faculty and/or staff involved in preparing the CPPR prior to the completion of the review documents. The discussion should include an overview of the CPPR document and expectations of what should be considered and focused on when developing the CPPR.

If a Pre-CPPR meeting occurred, please list those in attendance, when the meeting occurred and a summary of what was discussed.

## B. Narrative Analysis of CPPR Sections

Please provide an analysis and comments of programmatic information for each of the CPPR sections below.

- **General Information and Program Outcomes (Required for Instruction/Student Services/Administrative Services):**

DSPS has made significant advancement in the creation and measurement of their SSO. Most importantly they are refining their SSOs to provide them with meaningful and actionable data. Are their activities and initiatives helping students to achieve their goals? Are equity gaps decreasing? Faculty and staff are asking the right questions and using the data to inform decisions.

- **Program Support of Institutional Goals and Objectives, and/or Institutional Learning Outcomes (Required for Instruction/Student Services/Administrative Services):**

DSPS fundamentally provides access to students with disabilities to all aspects of the college. In addition, Disability Specialists and Counselors provide the opportunity for students to recognize, assess, and practice lifestyle choices that promote personal health and mental well-being, as well as, promote academic and professional development.

- **Program Data Analysis and Program-Specific Measurements (Required for Instruction/Student Services/Administrative Services):**

DSPS students persist at a higher rate than students overall. In addition, DSPS are successful at a similar rate as students overall. These results are consistent with the mission of DSPS to provide students with the accommodations they need to be on an

even playing field with students overall. In addition, the efficiency of the office has improved. Faculty and staff are serving more students with fewer employees.

- **Curriculum Review (Required for Instruction and may be Applicable to Student Services):**

NA

- **Program Support of Institutional Goals and Objectives and Student Learning Outcomes (Required for Instruction/Student Services/Administrative Services):**

DSPS has developed SSO to address equity gaps in access and transfer and will implement targeted strategies to lessen these gaps. In addition, DSPS will evaluate the process of accessing authorized accommodations to remove barriers and reduce challenges with the outcome of more students accessing accommodations. The hope is that DSPS student success rates will improve as a result. These SSOs will be measured and the activities will be adjusted as a result.

- **Anticipated Service Challenges/Changes (Required for Student Services/Administrative Services):**

DSPS stays abreast of the ever changing federal, state, and system regulations. In addition, they plan for the unexpected resulting in balanced budgets and timely accommodations. This reduces the district exposure to legal action and OCR complaints.

- **Program Development Forecast (Required for Instruction/Student Services/Administrative Services):**

It's exciting to witness a renaissance in DSPS. Faculty and staff are initiating so many positive changes to the student experience. The implementation of DSPS software will be a game changer. In addition, the collaboration with internal departments and external agencies will provide greater opportunity for DSPS students to be successful.

- **Overall Budget Implications (Required for Student Services/Administrative Services):**

DSPS budgets are always a challenge. Categorical dollars arrive with many restrictions. Students with expensive to serve disabilities like Deaf and Hard of Hearing arrive unexpectedly. It can be a challenge to maintain compliance while staying within budgets.

- **End Notes/Additional Comments (Required for Instruction/Student Services/Administrative Services):**

DSPS has gone through a lot of change in the past few years. It can be difficult to maintain positive attitudes and a focus on students during difficult times. I believe DSPS is heading into a period of growth and positivity with a focus on the student experience.

### **C. Commendations/Considerations:**

Please provide a list of commendations and considerations based on the CPPR.

#### **Commendations:**

Comments in this area summarize how the program has demonstrated its effectiveness.

- LD Conference
- Collaboration with instructors to implement accommodations in the classroom
- Working to insure compliance during times of fluctuating leadership
- Efforts made to improve flow and function of the office
- Efforts to take the office paperless
- Timely accommodations

#### **Considerations:**

Comments in this area constitute advice to help the program meet or surpass expectations for effectiveness.

- Create and distribute faculty and student manuals. In addition, create an internal staff reference manual.
- Implement DSPS software to allow students to submit electronic DSPS applications, upload verification of disability, review their Academic Accommodation Plan, send letters of accommodation to their instructors, schedule alternate testing, check out accommodation equipment, request note sharers, and request adaptive furniture.
- Collaborate with Facilities to identify an adaptive furniture storage area. Retrieve all adaptive furniture for evaluation, repair, and cleaning, complete a comprehensive inventory, and develop a deployment procedure for facilities staff.
- Implement annual student and faculty surveys.
- Explore a Workability III Grant in collaboration with the Department of Rehabilitation.

**D. Applicable Signatures:**

*Mark Sacks*

\_\_\_\_\_  
**Vice President/Dean**

*10-12-18*

\_\_\_\_\_  
**Date**

*Debra (acting director)*

\_\_\_\_\_  
**Division Chair/Director/Designee**

*10/11/18*

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Other (when applicable)**

\_\_\_\_\_  
**Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.

## **SURVEY**

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: <https://www.surveymonkey.com/r/9JXNBQD>