**Bakersfield College**

**Program Review – Annual Update 2015**

**I. Program Information:**

Program Name:

Program Type:  Instructional  Student Affairs  Administrative Service

***Bakersfield College Mission****:* Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Describe how the program supports the Bakersfield College Mission:

Disabled Student Programs & Services assists the college in providing equal access to educational opportunities for students with disabilities. Disabled Student Programs & Services provides reasonable accommodations to students with documented physical, communication, psychological, developmental, and learning disabilities who are enrolled in classes through Bakersfield College. The department provides accommodations and support services which may include, liaison with California State Department of Rehabilitation and other community resources, test taking assistance, special equipment, mobility assistance, note taking, assistive computer technology, special classes, sign language interpreters, written materials in alternate format, and learning disability assessment. These services are intended to prepare and support students to participate on an equal basis with their non-disabled peers.

Program Mission Statement:

The mission of DSPS is to support student success, learning, and development through the provision of individual services and the facilitation of accommodations for students with disabilities; through collaboration with internal and external partners to identify and remove barriers to foster an all-inclusive campus; and through the provision of institution-wide advisement, consultation, and training on disability-related topics. We recognize disability as an aspect of diversity that is integral to society and to the campus as supported by our College’s Mission and Strategic Goals, Strategic Initiatives and Core Values.

**II. Progress on Program Goals:**

1. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

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| --- | --- | --- | --- |
| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Progress on goal achievement**  **(choose one)** | **Comments** |
| 1. Compliance of student files with Title 5 regulations. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_7/2/15\_\_\_ (Date) | DSPS was fined $55,000 for our files being out of compliance. |
| 2. Staff DSPS to the greatest extent possible based on the budget. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_7/2/15\_ (Date) | DSPS has never regained staffing since the budget cuts of 2010-12. |

1. List new or revised goals (if applicable)

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| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
|  | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement |  |

**III. Trend Data Analysis:**

Highlight ***any significant changes*** in the following metrics and discuss what such changes mean to your program.

1. Changes in student demographics (gender, age and ethnicity).
2. Changes in enrollment (headcount, sections, course enrollment and productivity).
3. Success and retention for face-to-face, as well as online/distance courses.
4. Changes in the achievement gap and disproportionate impact (Equity).
5. Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.

**STUDENT COUNT:** According to the KCCD District Office, due to reporting errors, there is no good historical data for DSPS prior to fall 2011 (See Attachment A). This email stream in Attachment A shows that the numbers given in the DSPS APR trend data are incorrect, and the MIS numbers from the State Chancellor’s office were mis-reported prior to fall 2011, giving falsely inflated numbers. Regardless, **according to trend data post-fall 2011, student enrollment has dropped a total of 673 students over the past three years that’s a 70% drop**. This has a negative impact on our budget, and our ability to serve students. **Our numbers have progressively dropped each year since we lost our counseling support**. Historically, DSPS had both Diana Kelly and Skip Hill working to support the program. During 2011-12 Skip Hill retired and was not replaced until fall 2013. Diana Kelly became ill and was frequently away from the office. She officially retired in spring 2014, and has never been replaced. In addition during these years, the DSPS budget took severe hits, and we have never regained staffing to the levels needed, and supported by our budgets. The office fell into such disarray that we were fined $55,000 by the State Chancellor’s Office for our confidential student files being out of compliance. **Despite the overall decrease in students, our number of students who are Deaf or Hard of Hearing have actually increased over the last few years. This is a very intensive and expensive group to serve**. Another high intensity and expensive group to serve is those who are blind or low vision. While this group has remained fairly constant over the last couple years, serving 30 students is a high number.

**GENDER, AGE, AND ETHNICITY:** Students with disabilities are primarily female (58%:42%), and aged 20-29 years old. However, it should be noted that there is a significant number of students with disabilities who are also over 40 years old (28%), a disproportionately impacted group. **When it comes to ethnicity, a significant number of students with disabilities are from disproportionately impacted groups**. Fifty-four percent of the population are Hispanic/Latino, and another 9 percent are from other disproportionately impacted groups. **In addition, as a whole, students with disabilities are a disproportionately impacted group.** Bakersfield College and DSPS does a good job of retaining students with disabilities, but we don’t do well with remedial education or with degree completion and transfer.

**ENROLLMENTS -- PRODUCTIVITY -- OUTCOMES:** As expected, with overall numbers down, enrollments at census and FTES are also down. However, at 5.1 enrollments per student, this not only shows that the number of enrollments per student has remained fairly constant over the past few years, but also shows us that **students with disabilities take a smaller number of units than the average, non-disabled student**. Two successes connected with the smaller number of disabled students served is that as the number of students dropped**, the retention and success rates have increased. Retention rates have improved 4% over the past five years and success rates have increased by 6% over the past five years.**

**AWARDS**: Allied Health, Family and Consumer Education, and Industrial Technology continue to be favorite major with the highest number of awards. Overall as the number of students has dropped, so has the number of awards, overall by 16 awards over the past year.

**IV. Program Assessment (focus on most recent year):**

1. How did your outcomes assessment results inform your program planning? Use bullet points to organize your response.
2. How did your outcomes assessment results inform your resource requests? The results should support and justify resource requests.
3. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).
4. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

***Institutional Learning Outcomes***:

*Think: Think critically and evaluate sources and information for validity and usefulness.*

*Communicate: Communicate effectively in both written and oral forms.*

*Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.*

*Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.*

1. Describe *any significant changes* in your program’s strengths since last year.
2. Describe *any significant changes* in your program’s weaknesses since last year.
3. If applicable, describe any unplanned events that affected your program.

**A/B How outcome assessment results inform planning and resources:**

* DSPS participates in an annual audit to determine if student files are in compliance with state regulations.
* Funding structures can be altered as a result of these audits.
* A fiscal audit is performed simultaneously to determine if the department has been expending funds correctly.
* The department then utilizes the reports to improve, not only the filing systems, but the procedures and protocols for interacting with students and how we provide services.
* For future developments, DSPS is looking to implement an online database for improved record keeping.
  + With the online database, access to files will be quicker and more accurate.
  + Staff in the Delano campus will have the same full access as those on the main campus.
  + This will also allow for better documentation and report generation.
  + Some of the systems we are exploring have integrated student surveys within their structure.
  + Providing a new database system will improve the infrastructure for DSPS and better integration among the various services provided to students.

**C/D: Alignment of DSPS SLOs to BC Institutional Learning Outcomes:**

|  |  |
| --- | --- |
| **Verified students with disabilities that participate in DSPS services at BC will meet the following student learning outcomes will:** | **BC Institutional Learning Outcomes** |
| * identify, through an interactive process with a DSPS Counselor, individual academic limitations and the appropriate accommodations for student success. | * Think: Think critically and evaluate sources and information for validity and usefulness. |
| * explore and use various disability management strategies that impact academic success. | * Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills. |
| * develop and update an ongoing Student Educational Contract (SEC) once a year with a DSPS Counselor. | * Communicate: Communicate effectively in both written and oral forms. |
| * understand the legal rights and responsibilities for students with disabilities and know how to file a complaint/concern or grievance if access or accommodations are denied. | * Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world. |

**E/F:** **Significant changes in program strengths and weaknesses:**

* Our programs' strengths are also it's weakness, and that is our personnel.
  + Terri Guerra retired this year
    - She was replaced with Katrina Marquez
  + A second DSPS counselor was not approved to be hired
  + The Assistive Technology position was never filled due to budget constraints
  + We hired a Scribe Coordinator, but she is only temporary. We need to make this into a permanent position.
  + We never hired two Supportive Services Accommodations Technicians because the position description was removed from the website.
* A tremendous weakness is that our department is still spaced out throughout the campus
  + This is a burden on our students, as well as a possible compliance issue. Students must see a counselor in one building then go to another building to speak to the Alternative Media Specialist, and then another building across campus for their testing accommodations, and so on.
* Our Budget is also a strength and a weakness.
  + We don't learn about our full budget until December, and our budget had been going up, so therefore we have been scrambling to spend money late in the fiscal year.
  + We need a better process to anticipate budget and hire necessary personnel.
* Our file system is another strength and weakness.
  + The file system is more accurate and organized.
  + Each file contains labeled dividers detailing what can be found on each tab.
  + To continue having an accurate filing system, every file must be thoroughly reviewed to check for missing components which takes up many hours to complete.
* Another weakness is that the Delano Testing Center will not accommodate all students during testing hours.
  + We have outgrown the space in Delano and will require the need to expand into a quiet space that can accommodate the students’ needs.
* Regarding hiring students as scribes and alternate media workers, the current hiring process is cumbersome on the students.
  + The process can take weeks to complete and the majority of the students with disabilities require the use of a scribe ASAP.
  + When the process take so long, students are not accommodated in a timely manner leaving the campus vulnerable to Office of Civil Rights complaints.
* We do not have enough sign language interpreters to cover our current needs; therefore we are forced to rely on an outside vendor at a hirer rate. We currently spend hundreds of thousands of dollars on the vendor for Interpreters for our deaf students.
* We do not have an Assistive Technology Specialist, and students are not able to get the proper technology training they need to use the software deployed to them.
* A strength is that the WorkAbilty III Contract has been renewed for an additional three years.
  + We will be able to work with the community and our students to place them into paying jobs that fit their skills.

**V. Assess Your Program’s Resource Needs:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.

DSPS is requesting the following positions:

* 1. **Full-time DSPS/Equity counselor** –
     1. Replacement counselor for Diana Kelly who retired spring 2014.
     2. **We are requesting this through Equity funding**
        1. DSPS is a disproportionately impacted group
        2. DSPS students are comprised of disproportionately impacted groups
        3. DSPS has received no funding or support from Equity
  2. **Full-time Assistive Technology Specialist**
     1. Replacement position for Adie Geyser who passed away spring 2013
  3. **Sign Language Interpreter II, 30 hours per week, 10 month**
     1. New position to lessen our reliance on the outside vendor for services
     2. We can potentially save $22,377 in 10 months by hiring an interpreter over using a vendor
        1. Hiring an interpreter runs about $56 per hour
        2. Using the vendor costs $75-$85 per hour with a two hour minimum
  4. **Department Assistant 1 part-time**
     1. Replacement position for Cheryl Caswell who is working in the Counseling Department
  5. **Scribe Coordinator part-time**
     1. New position. Duties previously handled by a department assistant, but with the loss of the department assistant, and the growth of the Scribe program, a person is needed just to handle these responsibilities.

**Special Services Accommodations Technicians (2) part-time**

* + 1. Long-term replacement. Position eliminated in the budget crisis of 2010. Located on the Delano campus in the admissions/counseling area. This person will help with files, special testing and implementing accommodations.
    2. Long-term replacement. Position eliminated in the budget crisis of 2010. Located on the main campus in the Alternate Media center. This person will help with reproducing materials into alternative formats such as electronic text, Braille, and large print.

1. Professional Development:
2. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success.

During the past year members of DSPS went to the annual convention of the California Association for Postsecondary Education and Disability (CAPED), and to the California Placement Association. Travel was hindered by not having a department assistant. However, now the department has hired someone so travel should not be hindered by the inability to process paperwork.

DSPS has presented regularly at FLEX workshops, including how to use assistive technology, and how to caption videos.

1. What professional development opportunities and contributions can your program make to the college in the future?

Serving students with invisible disabilities

Assistive technology and accessibility

Disability Awareness Month Activities

How to caption videos

1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?
3. How will your Facilities Request for next year contribute to student success?

DSPS has two main facilities needs: a) Bring the DSPS program into one location as a consolidated unit and b) Repair and update the adaptive physical education facilities. The first will support student success by bringing together disparate sections of DSPS into one unit. This will help students receive their services in one location and not need to transverse long distances which is difficult for many disabled students. The vast space among the components of DSPS leaves the campus vulnerable to possible complaints from the Office of Civil Rights. The second is a safety issue because the carpeting in Gym 11 is pulling up and has become a trip hazard.

a) DSPS currently exists in 5 different locations in 4 different buildings. A site has been identified that could be altered to fit 3 of the services into one area. The goal is to bring some of the disparate components of DSPS back together in one location as one unit. To accomplish this, major and minor renovations of existing space must be done to meet the physical and legal requirements of the program. With the relocation, a DSPS student is able to receive the assistance they need in multiple areas of DSPS such as counseling, alternate media, and interpreting services quickly. By having DSPS centered in one location the student is able to seek the assistance they need in one location rather than five. Also, we would be reducing the distance needed for the student to traverse the entire campus from building to building which can be difficult especially for a student who has mobility or other disability-related issues. Again, having DSPS so spread out leaves the campus vulnerable to possible complaints from the Office of Civil Rights. In the new location, there may be the need for rewiring of the electrical outlets, network drops, and repartitioning of the area to meet the needs of the various areas of DSPS.

b) As mentioned, the carpeting in Gym 11 is pulling up and has become a trip hazard. This is especially important in a room for people with disabilities since some have mobility issues and difficulties avoiding obstacles, and some can't see well enough to see the obstacles.

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success?
2. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?
3. Discuss the effectiveness of technology used in your area to meet college strategic goals.

DSPS is looking to implement an online database for improved record keeping. With the online database, access to files will be quicker and more accurate. Staff in the Delano campus will have the same full access as those on the main campus. This will also allow for better documentation and report generation. Some of the systems we are exploring have integrated student surveys within their structure. Providing a new database system will improve the infrastructure for DSPS and better integration among the various services provided to students. f

D. Budget: Explain how your budget justifications will contribute to increased student success for your program.

By law, all DSPS budget is spent on direct services to students.

**VI. Conclusions and Findings:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.

In 2010-11 the DSPS program took a *tremendous* budget cut, the impacts of which are still felt today. DSPS was broken up into its component parts and scattered throughout the campus making it difficult for disabled students to access needed services, and creating vulnerability for compliance issues. In addition, as the years progressed, the department was also hit with complaints from the Office of Civil Rights, compounded by staff retirements (Skip Hill & Diana Kelly), illnesses (Cheryl Caswell and Diana Kelly) and death (Adie Geiser). The department was further hit in 2014 with a $55,000 fine for our confidential student files being out of compliance with Title 5 regulations.

All of this has had a negative impact on students and student success. **Our DSPS student numbers have dropped, and that in turn, negatively impacts our budget and our ability to serve students.** One of the primary reasons the student numbers have dropped is because of our diminished capacity to see students due to the need for counseling support. All students must meet with a counselor for an hour for an intake appointment, and then subsequent meetings are 30-60 minutes depending upon the student and his/her individual disability-related needs. All accommodations stem from meetings with counselors. **DSPS replaced Skip Hill but we have never replaced Diana Kelly**.

**DSPS students as a whole are a disproportionately impacted group**. **DSPS students also come from disproportionately impacted groups**, such as Hispanic/Latino (54%) and African American (8%), yet we have received no funding support from Equity to help with ‘moving the dial’ towards equity for our students with disabilities.

What we need:

* To be brought into one centralized location rather than the current system which is decentralized dispersed, and a compliance issue.
  + We also need the carpeting removed in the Adaptive PE facilities and the walls painted.
* A counselor hired through Equity to work with students with disabilities to help move the dial away from this group being disproportionately impacted. This will free up resources enabling DSPS to hire some other necessary staff.

Without these needs being filled, students do not get served in a timely manner or at all, hampering student success and leading to possible Office of Civil Rights complaints.

**VII. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

[Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**

Curricular Review Form **(Instructional Programs Required)**

[Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

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[Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Budget Form](http://committees.kccd.edu/bc/committee/programreview)

Professional Development Form  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview)  [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_