**Bakersfield College**

**Program Review – Annual Update**

**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.

|  |  |  |  |
| --- | --- | --- | --- |
| **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: \_\_\_\_9/8/16\_\_\_\_\_\_ (Date) | Completed an audit of 2015-16 files in July 2016, but as of September 19, 2016, there have been no findings. |
| 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: \_\_\_\_\_9/8/16\_\_\_\_\_ (Date) | Most of the staffing is complete, with the exception of one interpreter position. |

1. List new or revised goals (if applicable)

|  |  |  |
| --- | --- | --- |
| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| 3. Maintain at least 750 students per semester as part of the DSPS program. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | **Maintain student numbers and then we maintain our budget.** |

**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).

**GENDER, AGE, AND ETHNICITY:** Students with disabilities are primarily female (56%:44%), and aged 20-29 years old (42%). However, it should be noted that there is a significant number of students with disabilities who are also over 40 years old (25%), a disproportionately impacted group. **When it comes to ethnicity, a significant number of students with disabilities are from disproportionately impacted groups**. Fifty-six 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.**

1. Changes in enrollment (headcount, sections, course enrollment and productivity).

**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 799 students over the past four years that’s over 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 not been replaced until fall 2016. 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.

1. Success and retention for face-to-face, as well as online/distance courses.

Bakersfield College and DSPS does a **good job of retaining students with disabilities** (87% retention rate), but we don’t do as well with student success, 64%.

1. Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.

**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 4% 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. **Despite the drop in student numbers, our overall awards went up from 94 to 132!**

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

Use attached **Assessment Report Form AU Tab**

1. Describe *any significant changes* in your program’s strengths since last year.

Thanks to a block grant, we were able to a full-time counselor for DSPS in Delano for the 16-17 academic year. This is the first time ever that DSPS has a full time counselor in Delano.

1. Describe *any significant changes* in your program’s weaknesses since last year.

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.

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.

1. If applicable, describe any unplanned events that affected your program.

During the middle of the year we unexpectedly lost our only full-time counselor. It took the entire spring semester to recruit and hire his replacement. This was a tremendous blow to the program. In turn, we lost 50 students from our enrollment, causing us to lose $50,000 in our budget for 2016-17. This budget cut will continue through the 17-18 school year due to changes in the Title 5 regulations governing budgets.

**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 staffed to the capacity of our budget. We are not requesting any full time positions for this Annual Program Review.

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.

Many DSPS faculty, staff and administrator headed to the CAPED Convention and Training Event in San Diego October. This is the CA Association on Postsecondary Education and Disability, the preeminent organization in the state for people who do what we do. The convention hosts 5 keynote speakers and 48 breakout sessions, so there is something important to everyone. It is vital that we continue to attend this convention in order to stay current in the field. The WorkAbility III team attended the California Placement Association convention.

DSPS faculty and staff presented at FLEX activities both fall and spring semesters regarding working with students with disabilities and assistive technology.

Last April 2016 we brought Gaeir Dietrich to campus from the Chancellor's Office High Tech Center Training Unit to present about creating accessible documents.

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

Service dogs on campus

Making sense of the Accommodations Checklist

Creating an accessible syllabus

Handling challenging students with disabilities

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

We need to bring the DSPS program into one location as a consolidated unit. This 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.

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.

1. How will your Facilities Request for next year contribute to student success?

DSPS needs to be brought into one location instead of 5 locations for the reasons outlined above.

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?

DSPS students rely on the use of assistive technology in order to be successful in school. This is special technology that reads or types for the student, among other features.

1. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?

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.

1. Discuss the effectiveness of technology used in your area to meet college strategic goals.

With the exception of assistive technology and alternative media services, DSPS is fairly low tech in the administration of our programs.

1. 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. And in December 2015 we lost our only full-time counselor. It took the entire spring semester to find his replacement. We lost 50 students, which equated to losing $50,000 in our 16-17 budget.

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.

While we are fully staffed with counselors, and we are working hard to recoup the lost students, we will not feel the impact on our budget for two years due to the changes to Title 5 regulations. We are starting ‘prior-prior’ which means that our budget will be based on two years prior. The advantage is that we will get our entire budget up front, not part up front and the rest in December. The disadvantage is that the budget doesn’t respond quickly to changes in students. For instance, we have more students who are deaf this year. The sign language interpreters need to be paid now, but we won’t get paid for two years. This means we will need to ask the college for money to cover these expenses.

What we need:

* To be brought into one centralized location rather than the current system which is decentralized dispersed, and a compliance issue.
* We may need funds to cover sign language interpreter costs.