

# Report on Accessibility KCCD

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## Summary of Findings

Kern Community College District (KCCD) contracted with me for an overall assessment of the current understanding of accessibility in the district. In addition, recommendations for moving forward based on that assessment were to be made in a report. The overall goals for this report, as well as a series of questions based on an accessibility checklist (Appendix A), were developed in conjunction with Kern Community College District representative, John Means, Vice Chancellor of Educational Services. Members of the district's Accessibility Task Force (see Appendix B) were asked to make themselves available to be interviewed. Impressively, almost all the members were able to find time in their busy schedules to participate. Based on the agreed upon structure, interviews were conducted over four days (December 3–6, 2019) with personnel from each of the three colleges (Bakersfield College, Cerro Coso College, Porterville College) and the Kern Community College District office. (See Appendix C for list of participants.)

While each campus has its own unique perspectives and issues, there were a number of common features related to the goal of achieving districtwide accessibility.

## General Strengths

While there are certainly many specific areas where the campuses and district can make improvements in ensuring accessibility, there are a few areas where all of the campuses are doing well. These areas can be a springboard for future change.

### 1. Accessibility Task Force

- The active and committed Accessibility Task Force, chaired by a Vice Chancellor and supported by the Chancellor, that currently exists is an excellent indicator of district commitment and provides a possible avenue for moving forward with compliance.
- In speaking with individuals engaged with the task force and various accessibility projects, it was clear both that the individuals involved are committed to being part of the solution and that they would welcome a strategic, structured approach to moving forward.

### 2. Champions

- Each campus has a core group of individuals who are knowledgeable about and dedicated to improving access for individuals with disabilities. These “champions” have strong a commitment to, as well as good ideas for, improving access. They are also all aware that much more needs to be done, and although expressing a certain degree of frustration, they were all dedicated to continuing their efforts to support the goal of full inclusion.
- It is particularly encouraging that, on all campuses, these dedicated individuals were not just staff from disability services. Staff members involved with technology, websites, distance education, and even the bookstores all showed a strong commitment to accessibility.

- Many of the individuals interviewed clearly see access as part of their job duties, and while expressing a desire for more campuswide and district support, they were still willing to work with the levels of support and resources currently available.

### 3. Training

- All the campuses had individuals involved with training faculty and those posting to websites on accessibility, and while there is still more to do, everyone was grateful for the efforts of those currently offering trainings.
- Distance education, in particular, had individuals on every campus who are very dedicated to providing training to faculty on course accessibility.

### 4. Web Teams

- In general, the web teams had a strong understanding of the need for accessibility of the websites. Staff members were very clear that more needs to be done, but the fact that all the campuses, as well as the district, had individuals who were very aware of the issues of accessibility is quite encouraging.

### 5. Broad awareness

- Indeed, general awareness of the need for access is surprisingly strong. Although awareness of the issues of access does not necessarily correlate with compliance, it is a hopeful sign that there does seem to be a broad awareness of access issues. “Accessibility” is recognized as something that is a potential issue, and even in the cases where individuals have not made materials fully accessible or are a bit vague on the details of what needs to be done, the concept itself is not completely unknown.

## General Weaknesses

Campus staff also expressed many similar concerns about where and how access falls short. I list the general concerns in this section, and provide greater detail below in the section dealing with strategies for compliance.

### 1. Administrative support and commitment

- Many individuals interviewed expressed a desire for greater administrative support and commitment, both at the campus and district levels.

### 2. Clarity of roles and responsibilities

- The question of who is responsible for checking for accessibility came up repeatedly. Confusion also exists around the role of disability services in creating access.

### 3. Additional training on accessibility

- Although everyone acknowledged that some training on accessibility is currently available, the general consensus was that much more is needed. Concern was also expressed that training has historically centered on faculty, and in some cases primarily online faculty, whereas staff (particularly administrative assistants) and administrators also need training.

4. Closer connection between web teams at district and all three campuses
  - The connection of the campus web teams with the district web team/web master was highlighted as a particular area of concern. There is a strong desire for greater communication, connection, and support between all three campuses and the district.
5. Institute Section 508 procurement process
  - A number of IT staff members and administrators noted that there needs to be greater understanding and awareness of how to ensure accessibility at the procurement phase for Information and Communication Technology (ICT).
6. District's role
  - A desire for district leadership was expressed by all the campuses. There is a recognition that clear policy and a well-communicated vision for access would be extremely helpful. The district's role in and commitment to accessibility needs to be clearly articulated.

## **Suggestions for Compliance**

In this section on compliance suggestions, I want to highlight suggestions made by Kern CCD staff members. The following suggestions were made in some cases by one individual and in some cases by a number of individuals.

1. District-level strategies
  - The District needs to express clearly that accessibility is a priority. The perception exists that there are many competing priorities, and the distinction between the focus on state programs (which are valuable but optional) and actual state/federal law (which must be followed to be in legal compliance) has been lost.
  - The district can take the lead in ensuring that all senior administrators understand the need for accessibility, as well as the connection between access and accommodation. It is difficult for staff when they have a better understanding of these issues than their supervisors do.
  - Commitment to accessibility needs to be clearly expressed in district policy and procedures.
  - The district should consider creating a Section 508/ADA Coordinator position at the district level. Someone needs to serve as a resource for answering questions about accessibility, purchasing technology, speaking with vendors, legal requirements, etc., and the consensus was that this individual would be best housed at the district.
  - The district needs to take the lead on ensuring that all forms on district websites are accessible. If campuses continue to use PDF forms, then training on creating accessible PDF forms needs to be provided to everyone developing or maintaining forms.
  - Encourage high-level administrators of each campus to communicate to the campus community about the importance of access.
  - Suggest slightly refining KCCCD mission statement to say, "provide outstanding educational programs and services that are responsive to ALL our diverse students and communities," with the recognition that the student diversity includes students with disabilities.
2. Additional training
  - The need for faculty training, including the option for some one-on-one training sessions was repeated by many individuals.

- Training on document accessibility (Word, PowerPoint, and PDF), as well as training on creating accessible forms, were identified as particular needs.
- The inability to receive flex credit for trainings was identified as a barrier to attendance by a number of interviewees.
- While the ability to make training mandatory for faculty may be somewhat limited, there is no such limitation for mandatory training of administrators. Annual training for staff and administrators is recommended. In particular, it was suggested that training be required of all administrators down to the department chairs.
- Training on accessibility can also be made available to the board. Training on creating accessible documents needs to be made available to those individuals developing the board agenda and minutes.
- Many would like to see demonstrations on the actual impact of adding accessibility into documents or courses, e.g., a before and after accessibility demonstration of reading a document using a screen reader.
- Trainings might be offered at department meetings. In particular, short trainings on single topics (labeling graphics or using headings, for instance) could be presented as a series.
- It was suggested that all new employees receive training on accessibility.
- The message of accessibility should be added to all workshops and trainings, both to raise awareness of the message and to make the process of developing accessible materials feel less overwhelming.
- Anyone who is sending official emails or official announcements for the district or campuses needs to be trained on how to create accessible email.
- There needs to be a discussion around providing incentives to adjunct faculty to attend trainings.
- Consider starting a “Faculty Inquiry Group” (FIG) dedicated to strategizing on how to improve compliance of accessible courses and accessible materials.
- Look for faculty champions who want to learn about accessibility and give presentations to other faculty.
- Add flex trainings, as well as lunch and learn trainings on accessibility.

### 3. Purchasing technology

- Instituting a Section 508 purchasing process so that access to technology is assured during the buying phase was suggested by a number of staff members. As suggestions in the meantime, all purchasers of technology need to be offered suggestions on how to speak with vendors about accessibility, as well as training on how to recognize when technology is accessible.
- Awareness of accessibility needs to be inserted into the request process for purchasing technology.

### 4. Website

- The web masters/web teams of all three colleges and the district need to meet at least quarterly to share resources and concerns, as well as to develop strategies to ensure that all those posting to the websites are aware of accessibility issues. Given the distances between the campuses and the heavy workload of the web teams, chairing these meetings might rotate so that each campus and the district only need to chair one meeting a year.

- A plan to review all webpages on the site over a number of years could be developed so that every department's page is reviewed every few years. Webpages could be prioritized based on level of traffic.
- Ensure that there is a consistent policy across all campuses requiring that instructor web pages be accessible.
- When working with instructors on their webpages, include guidelines for language, etc., along with guidance on accessibility.
- Make sure that anyone posting to the website is aware of and can use free manual web checkers (e.g., WAVE extension for Chrome, Color Contrast Analyzer, etc.).
- Annual refresher courses for anyone posting to the website would be helpful.

#### 5. Feedback process

- Students need to have a way to provide feedback on where access falls short or is not working well. Currently, there is a perception that at least some students are afraid to complain when their needs are not met. Small focus groups might be asked for feedback.
- Staff also need to be able to provide feedback on any accessibility concerns, without fear of reprisals or stigma.
- Follow-up evaluations of new/revised processes and strategies to improve access need to be conducted.
- Course reviews, curriculum reviews, and program reviews all need to include accessibility as one of the review criteria.
- There needs to be accountability for inaccessible content.

#### 6. Framing the conversation

- Concerns were expressed about how best to frame the need for accessibility in order to increase interest in compliance. I will expand upon this topic in a succeeding section, but in a nutshell, accessibility needs to be communicated as a benefit to the document/course creator, rather than a burden.
- It was suggested that there might be natural places in current processes to add the issue of accessibility. In addition, information about universal design for learning (UDL), inclusion, and equity naturally fit with accessibility and should be included.

#### 7. Long-term change: Adding access to job duties

- Looking long-term, accessibility can be added into job descriptions for new hires. This strategy embeds accessibility into the campus cultures. Accessibility will become an accepted part of the job, rather than something to consider after the fact. Accessibility can then be included as part of job evaluation.
- Since many players are involved with creating and approving job descriptions, a first step might be to include knowledge of accessibility as a "preferred," rather than required qualification. Over time, such knowledge may move to "required," but in the beginning, it may be better to move slowly. Exceptions to this idea of moving slowly would apply to your web masters and distance education coordinators. Lack of knowledge about accessibility in their positions puts the district at very high risk for legal action.

- Web masters should know how to create accessible websites and follow the Web Content Accessibility Guidelines (WCAG) from the World Wide Web Consortium (W3C).
- Distance education coordinators need to understand how to create accessible online courses.
- For other positions, accessibility might be included in job descriptions in the following ways:
  - Administrative assistants, especially at the level that works with senior administration, might be asked to create accessible documents and accessible emails.
  - Purchasing staff might be asked for a knowledge of Section 508 and the special requirements for purchasing technology.
  - Faculty members of online courses need to be able to create accessible courses, including their Canvas pages/modules, posted documents, and online videos.
  - Staff involved with risk management should have a basic understanding of the ADA, Section 504, and Section 508.
  - All senior administrators should be expected to have an understanding of the legal issues surrounding accessibility, just as they are expected to understand the laws regarding FERPA and sexual harassment.

## Road Blocks to Solutions

Based on the interviews, it is clear that the accessibility champions on the campuses are dedicated, hard-working, and committed to accessibility. They have a great wealth of knowledge and expertise, but it is also clear that while they are making some difference on campus, there is still a long way to go, and they are encountering a number of road blocks. These road blocks are coming in a variety of forms:

- Administrators who do not understand that access (as opposed to accommodations) is a campus issue, not a disability services issue
- Administrators who do not understand how access and accommodations work together, thus creating a lack of clarity on individual roles and responsibilities, which interferes with the ability to develop long-term, effective, strategic plans
- Staff who do not realize that accessibility applies to what they do (email, information flyers, forms, posted minutes/agendas, webpages, etc.)
- Faculty who teach primarily face-to-face who do not see the need to do anything differently
- Faculty who consider themselves “too busy” to deal with accessibility
- Faculty who do not consider accessibility a “real” priority and believe it will eventually go away
- Faculty who have become resistant to hearing the same voices talking about accessibility; in other words, the strongest advocates are being ignored, sometimes to the extent that potentially useful information is simply deleted without reading
- Faculty who believe that access is separate from teaching and should not be their job
- Adjunct faculty who need training but find it difficult to take advantage of campus resources
- Technology decision makers who do not realize that the accessibility of hardware and, most especially, software need to be considered when making purchasing decisions
- Technology decision makers who don’t know where to start, what the right questions are, or how to move forward when determining accessibility
- Staff who believe that access and accommodations somehow provide an “unfair advantage” to individuals with disabilities so are unwilling to engage in the process
- Administrators who forget that these civil rights laws apply not only to students but also to staff

## Mitigating Strategies

In order to overcome these listed road blocks, a multi-pronged strategy can be adopted.

1. Accessibility needs to be promoted in new ways
  - a) Link accessibility and teaching
    - Provide training and information on how universal design for learning (UDL), inclusion, and accessibility intersect to improve teaching and communication
  - b) Reframe accessible design as good design (which is also more efficient design)
    - Help faculty and anyone posting documents online to understand that creating accessible documents need not take extra time and, in fact, can save a great deal of time when it comes to editing
    - Provide training on creating accessible Canvas courses, Word documents, PowerPoint documents, and PDFs
  - c) Make sure that all forms online are accessible
    - Ensure that anyone creating forms in PDF knows how to develop the forms accessibly
    - Consider other tools for creating forms (e.g., web-based forms)
  - d) Work with the marketing department to find new ways to frame the accessibility message
    - The district would benefit from a structured campaign to reframe the conversation from “right vs. wrong” to “good for all”
    - Accessibility needs to be seen as a win-win strategy that everyone wants to learn
2. Administrators (from senior administration through department chairs) and, if possible, the board need to be trained on access issues
  - a) In order to implement strategic plans for change, administration needs to understand a bit about the laws, how access and accommodation work together, and who is responsible for what
    - By receiving training, administration demonstrates to staff that accessibility is a priority
    - Trained administrators will be able to support their staff who will be doing the actual work of creating access.
3. Additional training
  - a) All faculty need to receive training on the intersection of UDL, access, and inclusion
  - b) Faculty who are posting online need to learn to create accessible documents (Word, PowerPoint, PDF), and if they have a faculty webpage, they also need to understand what needs to be made accessible on the webpage.
  - c) Faculty who are teaching online need to learn to create accessible Canvas courses, as well as accessible documents.
  - d) Any staff members who are sending official emails for the campus or posting anything online need to learn to create accessible documents and emails.
4. Procurement

- a) A Section 508 purchasing process needs to be instituted—at a minimum, any software used in a learning environment and any software required of all employees need to go through a vetting process
5. Weaving access into the campus culture
    - a) Job interviews for all new faculty, staff working with technology, as well as all administrators should include questions soliciting the candidate’s awareness of accessibility issues and/or techniques
    - b) Consider adding a requirement for knowledge of accessible documents into the higher level admin assistant positions.
    - c) Consider including awareness training in opening day activities.
    - d) All workshops related to technology should include information about access.
    - e) Solicit suggestions from faculty on how to improve accessibility; consider creating faculty cohorts to support universal design for learning.
    - f) Consider creating department liaisons who can learn about accessibility to become a resource for the department.
  6. Celebrate wins!
    - a) We often focus so hard on how much is left to do that we forget to applaud what we have done. Look for ways to congratulate individuals and departments on the efforts that have been made.
      - Acknowledge faculty who create fully accessible online courses.
      - Give recognition to admin assistants who post accessible documents.
      - Recognize those who create fully accessible webpages.

## **Summary of Recommendations**

Access requires the involvement of the entire campus and the support of the district. I suggest focusing your attention in the following areas.

1. Make clear that accessibility is a priority and is not going away.
2. Marketing accessibility to increase interest and active participation.
3. Providing additional training.
4. Instituting a Section 508 procurement process.



## Appendix A

### Accessibility Checklist 10/29/2019: Priorities for Accessibility

1. Timeliness in responding—alternate media services from students with disabilities
  - Meet with Alternate Media Specialists (AMS) and disability services Directors to discuss current timelines, workflow, and tracking
  - Discuss current system for assessing needs and delivery of alternate formats
  - Assess available technology for both creating alternate formats and for students' access to alternate formats
  - Ensure that AMSs are aware of all available resources for alternate formats, including tactile graphics
2. Timely response to complaints regarding web accessibility and alternate media requests
  - Determine current process for recording and tracking complaints
  - Ensure that lack of complaints is also tracked
  - Check with campus webmasters to ensure that an accessibility link is included in website footers; link should go to a page where complaints can be made
  - Responsible party for resolving complaints needs to be identified
3. Periodically review the accessibility of instructional materials
  - Provide faculty training on what it means to create accessible instructional materials
  - Ensure that DE faculty are trained on how to create accessible courses and course materials
  - Provide training to any faculty members choosing/requiring technology, and all department chairs, on how to choose technology that complies with Section 508
  - Make sure that faculty have tools (e.g., MathType, ABBYY FineReader) to assist with creating accessible materials and know how to use them
  - Include review of accessibility in curriculum review process, as well as course approval process
  - Teach faculty who interact with vendors selling technology what questions to ask and what demonstrations to require vendors to provide before deciding on technology purchases or adoptions
  - Institute policy that all new DE courses are reviewed (at minimum) using the built-in Canvas accessibility checker before going live
  - Encourage cohorts of online faculty who wish to use Universal Design for Learning (UDL) principles in their courses
4. Written procedures for technology equipment upgrades and replacements
  - Develop a Section 508 purchasing process, including review for equipment upgrades and replacements
  - Work with purchasing to implement Section 508 purchasing
  - Choose a purchasing model, document workflow, assign duties, determining authorized signatories, create forms, and track effectiveness for Section 508 purchasing

- Ensure that all requestors of technology understand the process of purchasing accessible technology under Section 508
5. Technology master plan supports the goals of the District Strategic Plan
    - Institute Section 508 purchasing at the campus and district levels
    - Learn to assess technology for accessibility, as well as academic and business needs
  6. Professional development
    - Instructors to periodically attend accessibility trainings
      - Include accessibility training in orientation for new hires and all new online instructors
      - Provide refresher trainings for both the legal overview and the specifics for making documents, videos, and Canvas courses accessible
    - All staff attend professional development
      - Consider including accessibility in job descriptions
      - Consider offering a certificate (with some sort of pay incentive attached) for those who wish to become mentors, master teachers, or document experts for accessibility
    - Ensure that all instructors understand how access and accommodation work together, as well as what their responsibilities are and what disability service's responsibilities are
  7. Checklist to review accessibility of instructional materials
    - Ask instructors to include an accessibility statement on syllabi, courses, and faculty webpages providing contact information if students need a greater level of access for any instructional materials the instructor is using.
    - Videos
      - Videos must be captioned
        - When transcripts are available, post the transcript as well as the captioned video
        - Make sure that all faculty using online videos know about the DECT (Distance Education Captioning and Transcription) grant and 3C Media as options for free captioning
      - Instructor created videos need to be "audio described"
      - Commercial videos that cannot be audio described need to be assessed for possible accommodation
      - Learning software that includes videos needs to be assessed for usability by students who are blind or visually impaired
    - Documents
      - Learn to follow the **LIST** process
        - **L**inks: All hyperlinks in documents or on webpages named logically so that they make sense out of context

- **Images:** All images, pictures, charts, graphics, etc., on websites, documents, PowerPoint presentations, DE courses, etc. need to have a brief alternate text label
  - **Structure:** Documents and courses need to provide appropriate structure for accessibility; specifics vary depending on program used to create the materials
  - **Tables:** Tables need to have the header row and/or, header columns marked for accessibility
  - **Colored LIST:** Remember to watch color contrast (especially on PowerPoints and presentations) and not use color alone to convey information
- Assist staff to learn to post both PDFs and original formats for greater access
  - Ensure that math and science faculty have a program such as MathType available for accessible math documents
- Learning software
    - Ensure that all decision makers adopting learning software understand how to access accessibility and what questions to ask vendors
  - Encourage faculty to learn about and design curriculum based on Universal Design for Learning (UDL) principles
8. All college websites are accessible including all instructor webpages
- Make sure that all webmasters understand the Web Content Accessibility Guidelines (WCAG 2.0) and provide access to training for webmasters as needed
  - Ensure that all webmasters have a process to check for and remediate website accessibility
    - Use the resources and tools available on the CCC Accessibility Center website as needed
  - Web accessibility results need to be tracked
    - Webmasters need to have a process for remediating accessibility issues and tracking changes, as well as tracking accessibility complaints (or lack of complaints)
  - All websites need an accessibility link in footer that includes a statement of commitment to full inclusion, a way to report accessibility issues, a link to disability services if accommodations are needed, and contact information of parties responsible for accessibility
  - The following webpages need to be prioritized for accessibility:
    - Accessibility page
    - Main campus page
    - Pages related to student registration, financial aid, grievance procedures, and any other pages that are required for students to use
    - Veterans information page
    - Disability services information page
    - Staff pages related to human resources
  - Ensure that all required forms for student or staff use are accessible

- If faculty or staff are working directly on their webpages, consider providing accessible templates
  - Everyone allowed to post to the website should be trained on web accessibility, creation of accessible documents, and creation of accessible videos
- Any staff member writing campus emails related to official campus business (human resources, grievances, legal actions, required trainings, etc.) needs to be trained to create accessible emails

#### 9. Campus libraries and learning centers

- All campus libraries and learning centers need to be reviewed for accessibility of information and communication technology (ICT)
- Librarians should be encouraged to become familiar with the accessibility work done through the American Library Association and their Accessibility Workgroup
- Libraries need to consider accessibility of all resources, including books, workstations, scanners/copiers, etc.

#### 10. KCCD Board Policies and Procedures promote and protect accessibility

- The mission of the Kern Community College District is to provide outstanding educational programs and services that are **responsive to our diverse students** and communities.
  - Ensure that disability is recognized as part of the diverse, multicultural community served by the district
- See Board Policy 3725 / Administrative Procedure 3725—Information and Communications Technology (ICT) Accessibility & Acceptable Use
  - Example from Peralta CCD:
  - The Board of Trustees shall ensure equal access to instructional materials and information and communication technology (ICT) for all and particularly for individuals with disabilities, in a timely manner. As it relates to equally effective alternative access to instructional materials and ICT, timely manner means that the individual with a disability receives access to the instructional materials or ICT at the same time as an individual without a disability. The Chancellor shall establish administrative procedures to comply with the requirements specified in Section 508 of the Rehabilitation Act and its implementing regulations.

## Appendix B: Accessibility Task Force Members

### Bakersfield College

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## Appendix C: List of Individuals Participating in the Interviews

The following individuals were interviewed at the colleges listed before the start of each table. In general, staff members were interviewed at their home campuses; however, the bookstore managers for both Cerro Coso and Porterville Colleges chose to be interviewed together at Cerro Coso College. During the time I was at Bakersfield College, I also made a brief presentation to the IST Committee on issues related to compliance with disability law.

### Bakersfield City College

Staff Member	College	Department
Academic Technology Committee	Bakersfield College	Bill Mosely, Dean Academic Technology Matt Jones, IT Pam Rivers, Academic Technology David Greenfield, Educational Media Tracy Lovelace, Educational Media
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Jennifer Jett	Bakersfield College	Department Chair, English
Joe Saldivar	Bakersfield College	Department Chair, Biology
Katrina Marquez	Bakersfield College	Alternate Media Specialist, DSPS
Kirk Russell	Bakersfield College	Department Chair, Library
Terri Goldstein	Bakersfield College	DSPS Director
Todd Coston	Bakersfield College	Director of IT

### Cerro Coso College

Staff Member	College	Department
Cliff Davis	Cerro Coso College	Curriculum & Instruction
Heather Ostash	Cerro Coso College	Vice President, Student Services
Juli Cornett	Cerro Coso College	Librarian
Mike Campbell	Cerro Coso College	Director, IT
Montana McGinty	Cerro Coso College	Bookstore
Nicolas Orizaga	Porterville College	Bookstore

<b>Staff Member</b>	<b>College</b>	<b>Department</b>
Pam Campbell	Cerro Coso College	Director, Access Program
Rachel	Cerro Coso College	Alternate Media Specialist, Access Program
Rebecca Pang	Cerro Coso College	Director, Distance Education
Sylvia Sotomeyer	Cerro Coso College	Web Content Editor

### **Porterville College**

<b>Staff Member</b>	<b>College</b>	<b>Department</b>
Christopher Ebert	Porterville College	Librarian
Fernando Roman	Porterville College	Alternate Media, Disability Resource Center
Jay Navarrette	Porterville College	IT
Joe Cascio	Porterville College	Dean of Instruction
Kim Behrens	Porterville College	Associate Dean, Health Careers
Reagan Dozier	Porterville College	Testing Center
Rebecca Baird	Porterville College	History Faculty
Sarah Phinney	Porterville College	Distance Education Career
Stephanie Olmedo-Heine	Porterville College	Program Coordinator, Disability Resource Center

### **Kern Community College District**

<b>Staff Member</b>	<b>College</b>	<b>Department</b>
Cammie Ehret-Stevens	District	Purchasing and Contracts Manager
David Barnett	District	Director, Enterprise Applications (IT)
Debbie Martin	District	CFO
Joe Grubbs	District	Executive Director, Risk Management
John Means	District	Vice Chancellor, Educational Services