

Bakersfield College

Program Review – Annual Update

Program Name: Disabled Students Programs & Services

Program Type: Instructional Student Affairs Administrative Service Other

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, mental health, intellectual, 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 DSPPS 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.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers
- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two.
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

Progress on Program Goals:

A. 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. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

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)	Status Update – Action Plan
1. Compliance of student files with Title 5 regulations.	<input type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: ___9/22/17___ (Date)	Completed an audit of 2016-17 student files in June 2017; as of September 22, 2017, there have been no findings.
2. Staff DSPS to the greatest extent possible based on the Categorical budget.	<input type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input checked="" type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: ___9/22/17___ (Date)	Most of the staffing is complete, with the exception of one interpreter position. We are also working to change one of our 8 month interpreter positions to a 10 month position.

B. 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)	Status Update – Action Plan
Maintain at least 1000 unduplicated students registered with DSPS annually.	<input type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	Maintain student numbers and then we maintain student classroom support as well as our budget.

Best Practices:

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

We received a grant from the State Chancellor's Office and we were awarded with 100 free licenses of Sonocent, audio notetaker. This program allows the student user to color code audio sections of lectures. For instance red might mean Important, Blue might mean unimportant; and the student has a rainbow of options of colors. The student can extract colors or delete colors. Once they extract a color, they can import the audio into the program, add the PowerPoint of the lecture, and even add in their own notes. This program is excellent for students who are auditory learners and have Learning Disabilities, ADHD, autism, or many other disabilities. One aspect of the grant is that licenses are given to military veterans in addition to students with disabilities.

Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time).

1. Please report on any unexpected changes or challenges that your program encountered this cycle:

Changes to DSPS Title 5 Regulations

There were significant changes to the state Title 5 regulations regarding DSPS. The one that had the biggest immediate impact is that the law was written so that we don't get paid for serving a student unless they enrolled in classes. This had a tremendous impact on summer and fall 2016. For instance, in summer 2016 we served 281 students, but only 113 were actually enrolled for the summer. Due to federal laws, we need to help students with the process of getting enrolled, so we had to help everyone regardless of getting paid or not. The State law was changed, effective spring 2017, so that students need only have applied to the college in order for them to get served and for DSPS to get paid for the services. We were able to rally and recruit new students with disabilities in the spring so the impact on our overall numbers was nominal. In fact, we had an overall increase of 21% over the previous year.

Another big change to Title 5 regulations is the switch to 'prior-prior.' That means our current DSPS budget is based on numbers from 2 years ago. The good thing is that we will get our budget up front. The bad thing is that we don't get paid for two years if our numbers go up, but we need to pay for the services now. This may ultimately require financial support from the college. This went into effect 2017-2018, and our budget is based on 2015-2016 student numbers and weighted student count. Unfortunately, that was a year when our numbers were the lowest in the past four years. The increase in student numbers noted above will not impact our budget until 2018-2019.

The last Title 5 change that will impact the DSPS program budget is a change in weighted student count. This is how much we get paid per student, based on their type of disability. This will not take effect for at least one more year. Apparently, in their modeling, the Chancellor's Office finds that some colleges will ultimately get more money because of this change, while others will get less. We have no idea where we will fall when this happens. According to someone close to the Chancellor's Office, the CCCCO is supposed to run models for individual campuses so we will get a sense of the impact on our budget.

Other changes to Title 5 that do not have a known fiscal impact yet are changes in how we categorize students with disabilities. Traditionally, students with autism or ADHD were categorized as 'Other'; now we break them each out into their own separate categories. Because the group is so small, students with speech related disabilities are now classified as 'Other.' Historically, only students with Learning Disabilities who were evaluated using the CA Community College Learning Disabilities assessment model could be counted as LD; any other Learning Disabled student was classified as 'Other.' Now, if a person has been served elsewhere as someone with a Learning Disability (such as high school or Department of Rehabilitation), then we count them as a Learning Disabled Student. Similarly, if someone with a mental health disability did not have a DSM specific diagnosis they were classified as 'Other'. Now, if the person has been served elsewhere as a person with a mental health disability that is how we classify them regardless of whether or not documentation includes a DSM diagnosis. The result of these changes made our numbers of students with Learning Disabilities rise incredibly, as well as students with mental health disabilities, while the 'Other' category has been reduced by about 75%.

2. How does your trend data impact your decision making process for your program?

DSPS keeps close track of counts of all students with disabilities and student contacts because a portion of our budget depends upon these numbers. While the State Chancellor's Office no longer tracks all student contacts (only one contact is required per year), BC DSPS still tracks all contacts as it helps to understand resource use. For instance, while only one annual contact is required, the overall average number of DSPS contacts per year is 9 per student. Moreover, students who are deaf represent less than 7% of the DSPS student population, but averaged 32 contacts per student last year and cost 30% of our total budget. Please see attached BC DSPS Summary file for a complete breakdown of student information by disability category.

Please note that only 4 years are shown in the summary. Prior to 2013-14 DSPS students were not counted correctly, and the numbers were falsely inflated, making the data unusable.

3. Were there any changes to student success and retention for face-to-face, as well as online/distance courses?

DSPS retention rate has remained at 85% for the past 3 years, up from 84% 4 years ago. This is 4% less than the 2016-17 college-wide average of 89%.

DSPS success rate has fluctuated over the past 4 years, ranging from 64% - 67%. For the period of this report, the success rate was 65%, 6% less than the college-wide average of 71%.

The average enrollment per student is 4.9; 0.8 higher than the college-wide average of 4.1.

Appropriately serving students in remote locations and satellite sites continues to be a challenge for the DSPS program.

4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?

There was a 30% increase in our number of students who are deaf in 2016-17. Many of these new deaf students are military veterans with hearing loss who do not use sign language. Most new deaf students have been accommodated through special seating, and/or use of assistive listening devices rather than sign language interpreters or realtime captioning.

Students with disabilities mirror the general student population in terms of gender; 55% female and 45% male. We have proportionally fewer students age 19 and younger (20% DSPS, 36% college-wide). However there is a significantly higher percent of DSPS students who are aged 40 and over (23% DSPS, 8% college-wide). Finally, DSPS is similar to the general population in terms of ethnicity, with the largest groups being Latino (56%) and white (28%).

DSPS students were awarded 7 less degrees in 2016-17 compared to 2015-16, nonetheless the number of certificates awarded were exactly the same for both years. Over half of the students awarded received certificates (55%). Twice as many students received an AA-T/AS-T in 2016-17 compared to 2015-16. Students with disabilities completed a wide variety of majors.

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
<p>Positions: <i>Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.</i></p>	<p><input checked="" type="checkbox"/> 1: Classified Staff <input type="checkbox"/> 2: Faculty</p>	<p>1) Increase our Sign Language Interpreter 1 - 35 hours per week from an 8 month to a 10 month position. 2) Hire one more Sign Language Interpreter 1 - 35 hours per week, 10 month position. 3) Create a classified scribe coordinator position (right now it's a professional expert position)</p>
<p>Professional Development: <i>Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</i></p>	<p><input checked="" type="checkbox"/> 1: Provided Professional Development <input checked="" type="checkbox"/> 2: Attended Professional Development</p>	<p>DSPS faculty/staff regularly present FLEX workshops about creating accessibility for students with disabilities. Staff have additionally taught workshops throughout the year on how to use different types of assistive technology. These workshops have been 'lightly' attended.</p> <p>DSPS counselors and director attended the 2016 CAPED Convention in Monterey, CA. This is our state-wide professional organization and the convention provides many learning and networking opportunities.</p>

<p>Facilities: If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.</p>	<input checked="" type="checkbox"/> 1: Space Allocation <input checked="" type="checkbox"/> 2: Renovation <input checked="" type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance	<p>DSPS would like to express our <u>sincere thanks</u> to everyone involved with planning and implementing the move to our new location! This move has proven to be a tremendous benefit for students by having most services in one location. It has also improved communication among the different DSPS services to the benefit of our students. We look forward to one day having all of our services in one location, including deaf services/sign language interpreters (currently in Fine Arts), and our assistive technology/high tech center (currently in the library).</p> <p>What is still needed is special furniture for the classrooms. DSPS is not allowed to purchase furniture with our budget, yet many students with disabilities require separate desks with cushioned chairs, rather than the combined desk-chair unit.</p> <p>What is also still needed is appropriate space on the Delano campus for test proctoring to take place for students with disabilities. The current space is wide open to the room, with over noises of people talking and walking by, making copies, microwaving food, etc. Additionally, there is no private place for students who use scribes to talk privately have their test read to them and have the student articulate their responses for the scribe to write them down.</p>
<p>Technology: If your program received technology (audio/visual – projectors, TV’s, document cameras) and computers, how does the technology impact your program and help contribute to student success?</p>	<input type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input checked="" type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____	<p>1) DSPS is in desperate need of a computerized data management system. We waste countless hours finding and organizing hard-copy files. Faculty and staff in remote locations, such as Delano, do not have ready access to hard-copy files housed at the Panorama campus. DSPS has not been able to afford the \$7,000 annual expense within our budget.</p> <p>2) DSPS relies on the BC campus IT department to fund assistive technology for student use, such as JAWS, Read and Write Gold, and Kurzweil 3000.</p>
<p>Resource Request</p>		<p>Discuss How Effective Request is for Student Success?</p>
<p>Other Equipment: If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.</p>	<input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____	

Budget:

Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)

DSPS is primarily supported through categorical funds. All funds must be spent on direct student services and be class-related.

BC provides a portion of the Deaf Services Coordinator's salary as our college's Deaf/Hard of Hearing required match. The Counseling Department also provides for a Department Assistant 1 to help in DSPS as a significant part of our College Effort.

Conclusions & Snapshot:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program's current circumstances and needs. Consider this a snapshot of your program, if someone were to only read this portion of your annual program review.

The most significant changes in 2016-17 to DSPS system-wide were the implementation of changes to State Title 5 Regulations. The greatest impacts relate to how we count students served, when students served get funded, how we categorize students' disabilities, and how much we get funded based on type of disability.

- 1) As written, DSPS would not get funded for students served unless they were enrolled at the college. However, by Federal law (ADA, 504) we have to support students with disabilities throughout the application, admission, and enrollment process. The result is that **DSPS served, but will not get paid for, hundreds of students in summer and fall 2016**. Fortunately, lawmakers were informed of the problem and changed the regulations. Effective spring 2017, students need only to have applied to the college in order to be served and counted for DSPS funding.
- 2) Starting in 2017-18 DSPS base budget and weighted student count are based on numbers from two years prior (called 'prior-prior'). Therefore, the current budget is based on the number of students served in 2015-16, when we hit a 4-year low. The change allows us to know the majority of our budget in July, as opposed to December. However, it makes budgets slow to respond to student growth. For instance, an increase in deaf students now, requires interpreters to be paid now. Nonetheless, DSPS won't get paid for the increase for two years. **This might necessitate additional fiscal support from the college.**
- 3) DSPS disability categorization was previously based on stringent regulations. As an example, students could only be categorized as "Learning Disabled" if the student was tested using the CA Community College LDESM model. The result was students being categorized as 'other' rather than their actual disability category. Changes to the regulations include the addition of the

categories 'autism,' and 'ADHD' that previously did not exist, and the ability to put someone into the correct category based on previous service history (e.g. in high school). This resulted in a redistribution of students from 'other' to their correct category. **The fiscal impact of these changes will not be known until 2019-20 due to 'prior-prior'.**

- 4) The last regulation change that has an unknown fiscal impact is changes to the weighted student count-- how much we get paid per student weighted by type of disability. With the changes to the categories outlined above and the changes to the algorithm by which we get paid per student, **the fiscal impact to the program is completely unknown. According to the State Chancellor's Office, when modeling, half the schools fare better, and half do worse.** This will take effect in 1-2 years.

In addition to changes to Title 5 Regulations in 2016-17, there were changes to DSPS staffing with the inclusion of 2 full time counselors, one at the Panorama campus and one in Delano, and a 21% increase in students served. Most notably is a 30% increase in students who are deaf or hard of hearing.

DSPS budget is at capacity. The only way we can attempt to maintain operations within our Categorical budget is to increase the capacity of our staff sign language interpreters, and decrease dependence on the use of an outside interpreting agency. This is accomplished by changing our Interpreter 1 - 35 hour, 8 month position to 10 months, and adding in another Interpreter 1 - 35 hour, 10 month position.

It must be additionally noted that in summer/fall 2017, BC has a student who is deaf playing football. Without an available staff interpreter to devote to football, DSPS has no option but to rely on the outside agency to fill this need. This equates to approximately 30 hours per week of interpreter services needed at a cost of \$75 - \$85 per hour. **It will not be possible to cover this additional expense within the DSPS budget.**

DSPS funds can only be used to provide accommodations to students with verified disabilities in class-related activities. However, by law, the BC campus has a much greater responsibility to provide access to students with disabilities. For instance, DSPS funds cannot be used to pay for accommodations, such as sign language interpreters, for student clubs and orgs events, Guided Pathways events, campus plays, or anything else on campus that is not directly classroom-related. Moreover, the BC campus has a responsibility to pick up costs beyond what the DSPS budget can cover, such as those described above for the student playing football. Because of this, **BC Administration must establish a pool of funds that can be used to cover these expenses that are either non-allowable through the DSPS budget, or beyond what the DSPS budget can bear.** Below is information from the CCCC 2012 Deaf/Hard of Hearing Handbook regarding college responsibilities above and beyond DSPS funding, and college effort.

Finally, DSPS still operates 'old school' with hard-copy files and Excel spreadsheets. We desperately need to have an electronic data management system in order to better maintain student files. Countless hours are wasted organizing, finding and filing these hard-copy documents. A web-based data management system would allow for staff not located in the main DSPS office to have equal access to all student files. Information on the *Student Accommodation Manager* is included with this report (ISIT Request Information - SAM). Unfortunately, DSPS cannot absorb this annual expense into our budget. Therefore, **we are requesting college fiscal support for the \$8,000 annual contract.**

ACCESS AND LEGAL OBLIGATIONS

DSPS (Education Code, section 84850 and Title 5, California Code of Regulations (5CCR) Sections 56000 - 56076) was enacted in 1976 through the passage of Assembly Bill 77 (Lanterman), which funds support services and instructional programs for students with disabilities in the California Community Colleges.

DSPS assists colleges by providing services and accommodations for students with disabilities. These services support student success and meet the requirements of federal and state nondiscrimination laws, including Section 504 and Section 508 of the Federal Rehabilitation Act.

While DSPS has been identified by the CCCCOC to provide services to students with disabilities, it is the ultimate responsibility of the college/district.

Institutional Responsibility/ College Effort

Historically DSPS was established by institutions to manage and oversee the services necessary to meet all the federal and state laws as well as the CCCCOC recommendations. **While DSPS receives funding from the State to provide these services the amount is never enough to meet all the instructional needs of DSPS students.** Funding for access to college-sponsored activities (i.e. graduation, job fairs, and new semester campus orientation) is an institutional responsibility.