I. Describe your program. What is its current state and why?

a. How does the mission or charge of your program or area or LCP support BC’s mission?

Disabled Student Programs & Services (DSPS) supports the college mission in providing equal access to educational opportunities for students with disabilities. DSPS provides reasonable accommodations to students with any kind of visible or documented physical, communication, mental health, intellectual, and learning disabilities who are, or want to be, enrolled in classes through Bakersfield College. Based on individual student needs, the department provides accommodations and support services that enable students to improve access so students can better learn the curriculum. Examples of accommodations and services includes: test taking assistance, specialize equipment, mobility assistance, note taking, assistive computer technology, adapted physical education classes, sign language interpreters, written materials in alternate formats, learning disability assessment, and liaison with California State Department of Rehabilitation and other community resources. These services are intended to prepare and support students with disabilities to participate in campus programs and services on as equal basis as possible with their non-disabled peers.

II. What were the top two or three accomplishments of your program in the past year?

A very powerful accomplishment in the past year was spearheading the establishment of the Kern Disability Collaborative, a monthly gathering of area service providers to people with disabilities. The group includes representatives from K-12 and higher education; state and community-based agencies; as well as parent and community organizations. The purpose of the group is to learn about each other and from each other, in order to share resources and provide better services to our mutual populations. Meetings are held on the second Thursday of the month at America’s Job Center, and each month has a different special topic panel—such as employment programs for people with disabilities, emergency preparedness, and working while receiving social security benefits. The response has been so positive that the group is relocating to a larger meeting room!

A great accomplishment has been the move for much of the DSPS program and services to one centralized location. Putting the many services and providers together in one (generally) quiet location, has been a tremendous asset to students with disabilities. Previously, when a DSPS counselor recommended alternative media to a student, they had to find their way to a different building to get their needs met— and many didn’t make the journey. Now, DSPS counselors walk the student to meet the Alternative Media Specialist at the end of their counseling appointment. Also, since DSPS counselors were formerly integrated into busy general counseling, timid students with disabilities shied away from the long lines and crowded waiting area. Moving the Testing Center next door to DSPS has also been a great asset, albeit temporary, since the Testing Center handles accommodated testing for students with disabilities. Unfortunately, there are still 5 team members who comprise our services to students who are Deaf several buildings away in Fine Arts, and all of DSPS assistive technology is located in the library lower level. It is our hope that in the future, all of DSPS programs and services can be in one easy-to-reach location.

Much of the DSPS budget is based on the number of students with disabilities served, weighted by type of disability. DSPS must serve at least 1,000 students per year in order to maintain our budget. As the BC student population grows, so does the population of students with disabilities. In 2015-16 the DSPS population dropped to 900 students; partly due to stricter tracking methods. In 2017-18 the DSPS population has grown to 1,167, a 30% increase from 2015-
However, due to changes in Title 5 regulations, DSPS will not see the increase in funding related to this increase in students until 2019-2020.

III. Analyze how your program advances BCs strategic directions and helps students achieve our guided pathways momentum points and complete their educational journey.

a. How is your program supporting the college’s four strategic directions?

i. Student Learning;

Each encounter with DSPS is a learning experience for students with disabilities. From the first encounter at the front desk, students are welcomed and taught how to navigate the complicated college environment and connect with campus resources. Through the interactive process, DSPS counselors and students learn about the students’ strengths, interests and career goals. Often for the first time, students learn how to articulate their disability, functional limitations and understand their own related needs. Students need to understand how they learn best, what are their barriers to learning, and how accommodations can help support their learning. Students are taught how to access their accommodations, what their personal responsibilities are in the process, and how to discuss their needs with faculty.

ii. Student Progression and Completion;

Through the interactive process, DSPS counselors develop individualized Academic Accommodation Plans (AAP) with each student. The AAP is based on the individual student’s disability-related needs, and outlines the nexus of the functional limitation and the accommodation. For instance, if reading retention is a difficulty, an accommodation of alternative media might be prescribed on the AAP. In addition to developing AAP, DSPS counselors support students with disabilities to develop their Comprehensive Student Education Plans (CSEP). To remain current, students must meet with DSPS counselors at least annually to update their AAP and Accommodation Checklist. Students are able to see counselors as much needed to advise and problem-solve issues.

iii. Facilities;

The DSPS Director is an active participant on the Facilities & Sustainability Committee. In addition, the DSPS Director regularly communicates with Maintenance & Operations about physical accessibility issues she encounters or which are reported to her.

iv. Leadership & Engagement

On campus, DSPS chairs and has large representation on the Accessibility Task Force. The group consists of faculty/staff/administrators from DSPS, Academic Technology, and Media Services. The last Thursday of each October, DSPS hosts a Disability Awareness Day including an Exhibitor Fair, speakers, and Accessibility Allies Awards to Outstanding Departments, Faculty, Staff and Students. The DSPS Director and DSPS faculty actively participate in BC shared governance committees including: Program Review; Facilities & Sustainability; ISIT; and Bookstore Advisory Committee. DSPS further engages the BC campus through professional development activities. We hosted Gaeir Dietrich, of the CCCCO High Tech Center Training Unit, for 2 days of training including how to create accessible documents. DSPS also partnered with the Kern Independent Living Center to host attorney Andrew Berk from Disability Rights California who educated students, faculty, staff and community members on rights and responsibilities of students with disabilities in higher education.
BC DSPS continues to lead and engage in the local community. As described above, DSPS has established the *Kern Disability Collaborative* which is a gathering of professionals who work with people with disabilities in our community. The DSPS – WorkAbility III job placement program team are active leaders on the Bakersfield Mayor's HIRE Committee on Employment of People with Disabilities. DSPS hosted employees of the California Department of Rehabilitation (DOR) for a half-day training about campus programs and services called *DOR @ BC*. DSPS is also ever-present at the annual Kern High School District Transition Fair.

On a larger scale, BC DSPS leads and engages as the Director is the Chair of the Region 5 DSPS Directors/Coordinator’s group, and the Chair of the Statewide Regional DSPS Director’s group. The WorkAbility Program Manager is the current President of California Placement Association, and takes the lead by hosting statewide and regional training events. Finally, DSPS Director and a counselor presented at the statewide CAPED Convention (CA Association on Postsecondary Education and Disability), and the DSPS Director serves as a mentor as part of the CAPED Mentorship Program.

IV. Which of the guided pathways pillars has your program particularly impacted in the past year?

As an Affinity Group in the BC Guided Pathways model, DSPS regularly helps students with each pillar: Clarify the Path, Enter the Path, Stay on the Path, and Ensure Learning.

a. What data or stories illustrate how your program is helping to clarify the path, get students on the path, keep them on the path, and ensure that they are learning?

- **Clarify the Path** –
  - Students with disabilities are encouraged to use tools, such as the STRONG inventory, to develop their career and personal goals
  - Students are connected to people and resources related to their Pathway of interest
  - Students with disabilities are assisted in learning the matriculation steps necessary to enter Bakersfield College.

- **Enter the Path** –
  - DSPS regularly participates in outreach and orientations for students with disabilities. Throughout the spring semester DSPS hosts 6-10 different groups of students with disabilities from area high schools.
  - DSPS participates in Bridge to BC
  - DSPS Counselors involve students in their educational planning process.

- **Stay on the Path** –
  - Students with disabilities get additional time for tutoring and Writing Center support. This is prescribed on every Academic Accommodation Plan and placed on every Accommodation Checklist.
  - DSPS is an Affinity Group to support students staying on the path.
  - DSPS encourages students with disabilities to participate in co-curricular activities, and provides accommodation support as need.
• Ensure Learning –
  o All disability-related accommodations prescribed to individual students have the goal to ensure their individual learning. The DSPS Director and Counselors work directly with in collaboration with faculty to ensure, as best as possible, that equitable learning takes place and measurement of learning is measuring their ability, and not their disability.