Non-Instructional Program Review Template

What is a Non-Instructional Program?
Non-instructional programs represent all Administrative and Business Services, Student Services, and non-instructional Academic Affairs areas at BCC.

Non-Instructional Program Name

Please indicate the program name: Accessibility Coordination Center & Educational Support Services (ACCESS)
Academic Year: 2024-2025
Name(s) of Submitter(s): Clementina Macias, Dean of Counseling and Student Success

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I. Area Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the area. This section should be kept short, a few paragraphs at the most, and address the following:

A. What is the area mission and how does it support the institutional mission?

Barstow Community College provides a variety of services and classes through ACCESS in an effort to equalize educational opportunities for students with disabilities as they move toward their educational or vocational goals. The mission of ACCESS supports BCC's mission by promoting accessibility and embedding its commitment to providing an equitable, accessible, and affordable education to its diverse student body, including local, military, distance education, and historically marginalized student populations. The department's philosophy is one that encourages self-awareness, self-determination, self-advocacy, and independence.

B. What is the area vision and how does it support the institutional vision?

ACCESS supports the institutional vision through collaboration and advocacy, we strive to empower our students to become confident and independent learners, capable of navigating their academic and career paths with dignity and respect.

C. Please provide a short area description:

The Accessibility Coordination Center and Educational Support Services (ACCESS) provides services for students with disabilities in compliance with both Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and other state regulations. We strive to eliminate the educational barrier unique to students with disabilities.

D. How does your area align to and/or support one or more of the following BCC Strategic Priorities?
- Strategic Priority #1: Innovate to Achieve Equitable Student Success

The work of the Accessibility Coordination Center & Educational Support Services (ACCESS), through state educational regulations, the Americans with Disabilities Act, and the Rehabilitation Act, and by its nature to serve and assist students, works to provide disabled students with the same goals for student success by providing equitable educational accommodations and support services that remove the barriers to access education at Barstow Community College. ACCESS partners with all faculty and staff from every division, or administrative unit to foster the institution's environment characterized by innovation, equity, and student success.

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- Strategic Priority #2: Ignite a Culture of Learning and Innovation

ACCESS integrates with other academic areas to support the culture of learning and innovation through the college community. This is accomplished through the authorization of accommodations, the provision of services, and the relationships fostered through counselor-student interaction.

- Strategic Priority #3: Build Community

The ACCESS department builds community by collaborating with numerous departments on campus, as well as non-profit agencies that support programs and vocational development for persons with disabilities.

- Strategic Priority #4: Achieve Sustainable Excellence in all Operations

ACCESS promotes a student-centered focus through the provision of Academic Accommodations and Support Services that provide equity to the learning environment and increased opportunities for students with disabilities to engage in activities,
instructional support, and student services by maximizing fiscal and operational resources.

- Innovate to Achievable Equitable Student Success
- Ignite a Culture of Learning and Innovation
- Build Community
- Achieve Sustainable Excellence in all Operations

II. Area Effectiveness

The purpose of this section is to evaluate the area holistically by reviewing and analyzing data within the context of serving the area's internal and external customers, helping students reach their goals, and furthering the mission of BCC.

For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers.

Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

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Customers

Demographics of internal and external customers – who do you serve?

The ACCESS department provides equitable support for students with disabilities in compliance with California Community College Title 5, Section 56002. A summary of the unduplicated students who were enrolled in the program at BCC are identified below:

Students Demographic Count: Summary of Primary Disability Type	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	**Spring 2024 (as of 8/8/24)
Acquired Brain Injury	6	3	2	1	5	1
Attention Deficit Hyperactivity Disorder (ADHD)	10	6	2	2	8	2
Autism	8	5	4	3	7	4
Developmentally Delayed Learner	6	5	5	2	4	4
Hearing Impaired	10	8	2	1	3	0
Learning Disabled	62	50	23	34	52	21
Mobility Impaired	14	13	11	11	13	7
Other Disability	40	48	15	24	37	19
Psychological Disability	36	42	30	53	73	60
Visually Impaired	9	4	2	3	1	1
Total	**201**	**184**	**96**	**134**	**203**	**119**
Source: CCC Chancellor's Office DataMart 2018-2024						

Policies and Process Response

What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit (BCC BP/AP; Federal, State & local regulations; guidelines). Describe the effect the changes or updates in policies and processes have had on the unit.

The recent Vision-Aligned Reporting (VAR) structure will require DSPS programs to provide information that offers direct visibility into how programs' efforts impact student outcomes. Vision-Aligned Reporting will be implemented statewide beginning in the fall of 2024. This will require ACCESS to improve its data tracking system to be able to report on each activity undertaken by the DSPS program which must be reported under a VAR category and subcategory. There are six main categories to choose from and each has its own set of

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Subcategories. In addition, there are many new activity categories and subcategories that must also be reported if conducted by the DSPS program, so staff should review those new categories and subcategories to ensure they are reported.

What in-house policies, procedures, and processes need to be updated, created, or deleted?
The Dean of Counseling and Student Success in collaboration with ACCESS staff and support from the Vice President of Student Services are working to develop/enhance business processes, protocols, and other area needs.

Collaboration with Other Areas Response

What areas and/or administrative units are integral to the work of your area and why? Please provide examples of collaborating with other areas on projects, process improvement, etc.
ACCESS collaborates with internal departments e.g. A&R, Financial Aid, Special Programs and Services, Counseling, Academic Affairs Faculty, TLSC, IT, Mindful Space, LRC, Transfer Center, Dual Enrollment, Basic Needs to increase ACCESS' presence on campus and in connection with K12 schools to capture students who transition independently to college or are dually enrolled students to encourage them to use our services which are instrumental to their academic success. For example, the ACCESS program is housed in the "K" building to foster collaboration, shared resources, and support. ACCESS also works with external community agencies such as the Inland Empire Health Plan (IEHP) where they have conducted Disability Awareness and Etiquette Classes at BCC for Disability Awareness Month. Another community agency that ACCESS partners with is the Department of Rehabilitation (DOR), which provides services for students with disabilities and Learning Disability (LD) testing if they are unable to obtain their Individual Education Plan (IEPS). Another partner agency is the San Bernardino County Superintendent of Schools, ACCESS has conducted annual outreach events.

What other areas have you worked with? Please provide examples of collaborating with other areas on projects, process improvement, etc.
ACCESS has partnered with the TLSC to host Tacos with tutors. In addition, the department has worked with Admissions and Records to ensure ACCESS students have priority registration.

What other areas do you want or need to work with more and why?
PIO to support the development of promotional materials for ACCESS.

Staffing

Area Organization – state any changes in past few years
In recent years, BCC has undergone significant changes in the organizational structure of the Division of Student Services to enhance services, efficiency, and overall student success. Before the Summer of 2024, ACCESS used to be under the umbrella of Special Programs and Services (SPS), and has since been restructured under the direction of the Dean of Counseling and Student Success. By aligning ACCESS directly with Counseling and Student Success, the program is more integrated into broader student support services. This leads to a more cohesive approach to addressing students' academic and personal needs, improving their overall experience and outcomes. In addition, having ACCESS under the Dean of Counseling and Student Success facilitates better coordination between ACCESS and other student services which leads to more streamlined referrals, shared resources, and coordinated efforts to support students with disabilities. It improves the ability to track and analyze data on student

outcomes. This will help in identifying trends, assessing the effectiveness of support services, and making data-driven decisions to enhance the ACCESS program. Lastly, a more integrated approach will lead to a more seamless experience for students. Students may find it easier to access services and receive comprehensive support tailored to their needs, which can improve their academic performance and retention rates.

Please list any professional development that staff has participated in (Standard 3.2)

In-Service Training, California School Employee Association Paraeducator Conference (CSEA), California Association for Postsecondary Education and Disability (CAPED), Cal State University Northridge Assistive Technology Conference (CSUN), Unconscious Bias Workshop presented by guest speaker, Patricia Lara 2024, Division of Student Services Series, and the Professional Development Series.

Please list any professional development staff would benefit from (Standard 3.2)
Continued statewide DSPS conferences, workshops, and student services best practices offerings within student services.

Do staff receive an annual employee evaluation on a regular basis (Standard 3.3)? If no, please explain.
Yes, for classified employees per ARTICLE 15 in the California School Employee Association (CSEA) Collective Bargaining Agreement, and for counseling employees per ARTICLE 12 in the BCFA Collective Bargaining Agreement.

Is the staffing within the department sufficient to meet all responsibilities in a timely manner and support internal and external customers adequately (Standard 2.7)?

Under review, current staffing is sufficient at the moment.

Area Effectiveness Data and Analysis

Satisfaction Surveys

No current surveys are being administered. Satisfaction surveys will be created for 2024-2025. ACCESS recognizes the importance of gathering feedback to provide the program with insights from students with disabilities about their experiences, needs, and satisfaction with ACCESS services. The feedback will be crucial for understanding what is working well and what areas require improvement. It will also help the program identify barriers that students face, whether related to accessibility, the quality of services, faculty and staff interaction, or support structures. This information is vital for making targeted improvements.

Audits, project tracking, etc.

Data tracking is in place for MIS DSPS data for reporting to the Chancellor's Office.

Student Equity Data

Specifically discuss any equity gaps that have surfaced in the data. What innovative plans or projects

will help to close these gaps?

The ACCESS program currently faces notable equity gaps that must be addressed to ensure fair and inclusive support for all students. Analysis of MIS Data Mart data from the past three academic terms (2021-2022, 2022-2023, and 2023-2024) highlights a significant gender disparity in participation. Female students are utilizing ACCESS services at a disproportionately higher rate than male students, with a three-year average of **68% female** participation compared to just **28% for males**. This discrepancy underscores the need to address gender inequities and ensure that ACCESS services are equitably accessible to all students. Equal access to resources and support is a cornerstone of educational equity, and gender disparities in ACCESS could hinder some students' success and retention by denying them adequate support and opportunities.

Moreover, the data reveals another critical equity gap concerning racial representation. African American students have participated in ACCESS at an average rate of **24%** over the same three-year period. In comparison, the average three-year rate for Latinx students is 36% and for White students, it is 24%. Historically, African American and other marginalized groups have faced systemic barriers to educational success. To address these disparities, ACCESS must enhance its support for African American students and other marginalized populations. Providing culturally sensitive and responsive support can help mitigate these barriers and foster a more inclusive educational environment.

To address these equity gaps, ACCESS will implement the following strategies:
- Partnering with Gender-Focused Student Groups: Collaborate with organizations that focus on gender equity to engage students who may benefit from ACCESS services but are not currently involved. This targeted outreach will help bridge the gender participation gap.
- Training for DSPS Staff: Provide comprehensive training for DSPS staff on gender sensitivity, inclusivity, and cultural competence. This will ensure that staff are well-equipped to support students effectively and address any biases that may affect their access to services.
- Collaborating with the Student Success and Equity Coordinator: Work with the Student Success and Equity Coordinator to host events that celebrate African American culture and contributions. These events will help create a more inclusive campus environment and encourage greater engagement from marginalized groups.

ACCESS is committed to fostering an equitable and inclusive learning environment for all students with disabilities. By addressing these equity gaps, ACCESS aims to improve access, support, and success for all students.

Institution-set Standards

If applicable, reflect on how the department/unit assists the college in reaching the institution-set standards and stretch goals. What innovative plans or projects will help to address any deficiencies.

The ACCESS program at Barstow Community College plays a critical role in helping the institution achieve its goals and meet its standards, especially in areas related to accessibility, equity, and student success. This is demonstrated by supporting student success and enhancing accessibility. ACCESS helps BCC meet its institution-set standards and goals by ensuring that students with disabilities have the support they need to succeed, which in turn supports the college's broader objectives related to student success, accessibility, and inclusion.

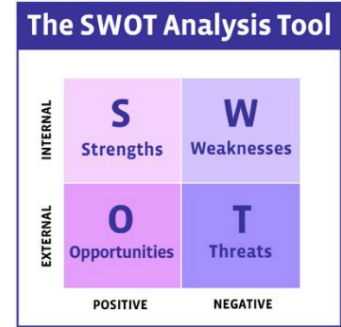Other Supporting Data (Qualitative or Quantitative)

Under review.

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SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well.

The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.

	Positive/ Helpful	Negative/ Harmful
Internal	STRENGTHS • Student-centered staff willing to help • Individualized student support • Committed team	WEAKNESSES • Intake process workflow, student tracking, lack of automation (manual steps/folders) • Data Tracking • Department communication among the team members • No clear direction on moving the department forward given senior-level transitions, processes, and expectations • Student engagement/communication with regard to continued progress and accommodation needs, changes to personal contact information, or academic goals
External	OPPORTUNITIES • Promote ACCESS services/allyship/awareness to faculty and staff • Program and data tracking improvements • Process improvements • Collaborations with other programs • Improve website	THREATS THREATS • Compliance issues with not having a solid record-keeping/tracking system • Lack of outreach/recruitment/visibility that impacts

	• Reduce lag time for counseling sessions Educate faculty on academic accommodations	student participant numbers • Administrative barriers due to policies that are not student-centered such as a student not being eligible for ACCESS if they are not registered for courses

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III. Goals and Service Area Outcomes (SAOs)/Administrative Unit Outcomes (AUOs)

The purpose of this section is to use data to develop goals, expected SAOs/AUOs for the next three years, and to reflect upon goals and outcomes from the previous cycle

You should reflect on and incorporate the responses from all the previous questions and the SWOT analysis into this section.

As you develop goals and outcomes:

a. *formulate **two to three goals with an expected outcome for each** that will help maintain or enhance program strengths or will act as an intervention to an identified weakness (cite evidence from assessment data and/or other area effectiveness data).*

b. *indicate the **status** of the SAO/AUO (ex: is the goal or outcome new, a carry-over from the previous program review cycle, etc.)*

c. *indicate how each goal and outcome are **aligned** with the College's Strategic Priorities.*

d. *indicate how each goal and outcome are **aligned** with the Pillars of Guided Pathways.*

e. *List at least one **action/strategy** for each goal/outcome.*

f. *Explain how you will **measure** the goal/outcome.*

g. *List any **resources** that will be needed to achieve the goal/outcome*

GOAL #1

Streamline ACCESS business processes, standard operating procedures, and data tracking to align with institutional data needs, Chancellor's Office initiatives such as Vision Aligned Reporting (VAR), etc.

Expected Service Area Outcome/Administrative Unit Outcome

A streamlined application workflow, intake process, and data tracking system will be developed using available technology.

A. This Goal/Outcome is

☒ New

☐ Continued

☐ Modified

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If modified please list how and why.
Click or tap here to enter text.

B. Alignment to BCC Strategic Priority *(Select at least one but choose all that apply)*
Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

C. Relationship to Guided Pathways

☐ Clarify the Path

☐ Entering the Path

☒ Staying on the Path

☒ Support Learning

D. Please list actions/strategies for achieving this goal/outcome.
- The Dean of Counseling and Student Success will work with ACCESS staff to conduct a process audit to identify current processes, assess efficiency, and spot gaps and redundancies.
- Develop and document standard operating procedures.
- Implement best practices for data tracking, and use VAR categories for tracking, which will ensure data is collected and recorded using standardized formats and definitions. This will include leveraging technology and working with our IT department to use automation tools to streamline and reduce manual errors.

E. Briefly explain how you will measure the goal/outcome.
The goal will be measured by process efficiency and effectiveness, and data quality and tracking. ACCESS will measure the accuracy of data collected against known benchmarks and through validation checks. Improved accuracy signifies effective data tracking improvements. In addition, ACCESS will be able to pull data to assess program trends concerning ACCESS student performance such as course success rates, withdrawal rates, and educational goal attainment.

F. Please list resources (if any) that will be needed to achieve the goal/outcome.
The Dean of Counseling and Student Success will work with IT to streamline and automate any identified workflow pieces. Also, the Dean will work with Institutional Assessment and Research (IAR) and the Dean of Enrollment Services to identify and/or create queries that can pull ACCESS student data regarding, enrollment, persistence, retention, course completion, graduation, etc.

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GOAL #2
Increase ACCESS' visibility, outreach, and recruitment efforts by sharing program resources/services to all incoming first-year students, sharing information with academic faculty, and updating the

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ACCESS website to make it more user-friendly.

Expected Service Area Outcome/Administrative Unit Outcome

Increase awareness among students. Higher program utilization. Improved collaboration with Academic Faculty. Improved student satisfaction and feedback. Enhanced recruitment and retention of ACCESS students.

G. This Goal/Outcome is

    ☒   New

    ☐   Continued

    ☐   Modified

    If modified please list how and why.
    Click or tap here to enter text.

H. Alignment to BCC Strategic Priority *(Select at least one but choose all that apply)*
Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 3: Build Community

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

I. Relationship to Guided Pathways

    ☐   Clarify the Path

    ☐   Entering the Path

    ☒   Staying on the Path

    ☒   Support Learning

J. Please list actions/strategies for achieving this goal/outcome.
- Incorporate ACCESS information into the first-year orientation program. Create engaging presentations or workshops that highlight the services available and how they can support students.
- Include ACCESS brochures or flyers in the welcome packets given to incoming students. Ensure these materials are visually appealing and clearly outline the benefits and how to access services.
- Utilize email campaigns to send information about ACCESS services to incoming students before and after they arrive on campus.
- Include links to resources and a brief overview of the benefits. Include a stop at the ACCESS office during campus tours for new students. This gives them a firsthand look at where to go for support and introduces them to key staff members.

- Host workshops or informational sessions for academic faculty to explain ACCESS services, the importance of accommodations, and how they can support students with disabilities.
- Send regular newsletters or updates to faculty about ACCESS initiatives, success stories, and any changes in policies or procedures.
- Update and redistribute the resource guide for faculty that details how to implement accommodations, understand disability issues, and collaborate with ACCESS.
- Include testimonials and success stories from students who have benefited from ACCESS services. This adds a personal touch and can help prospective students relate to the experiences of others.
- Implement a feedback form or survey on the website where students and faculty can provide input on how to improve the site and the services offered.
- Track recruitment numbers and retention rates of ACCESS students. Compare these metrics before and after implementing outreach and visibility strategies.

K.   Briefly explain how you will measure the goal/outcome.

Track the number of first-year students who engage with ACCESS services through surveys and analytics to measure awareness levels. Monitor usage statistics for ACCESS services and resources. Look for increases in service requests and interactions following outreach efforts. Evaluate faculty engagement through attendance at workshops, feedback from surveys, and collaborative projects or initiatives. Track recruitment numbers, retention rates, and graduation of ACCESS students. Compare these metrics before and after implementing outreach and visibility strategies.

L.   Please list resources (if any) that will be needed to achieve the goal/outcome.

Working with our PIO Office to create some professionally designed materials highlighting ACCESS services, benefits, and contact information. Also, creating informative slides and handouts for workshops and training sessions geared toward specific audiences. In addition, working with the PIO web developer to enhance our program website.

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GOAL #3
Click or tap here to enter text.

Expected Service Area Outcome/Administrative Unit Outcome
Click or tap here to enter text.

M.   This Goal/Outcome is

☐   New

☐   Continued

☐   Modified

If modified please list how and why.
Click or tap here to enter text.

N.   Alignment to BCC Strategic Priority *(Select at least one but choose all that apply)*
Choose an item.

Choose an item.

Choose an item.

Choose an item.

O. Relationship to Guided Pathways

☐   Clarify the Path

☐   Entering the Path

☐   Staying on the Path

☐   Support Learning

P. Please list actions/strategies for achieving this goal/outcome.
Click or tap here to enter text.

Q. Briefly explain how you will measure the goal/outcome.
Click or tap here to enter text.

R. Please list resources (if any) that will be needed to achieve the goal/outcome.
Click or tap here to enter text.

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Previous Goals/Outcomes
Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.
N/A

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IV. Resource Requests

Did you receive any resources over the last cycle? Did the funding of resource(s) have the positive changes the discipline or program was looking for?

    N/A

What does the area need to meet its goals and outcomes? Resource requests should be evidence-based and tied to goals and objectives stated above.

Resources may be requested from the following categories:

    a. *Personnel/Staffing*
    b. *Technology Resource*
    c. *Facilities Resource*
    d. *Professional Development*
    e. *Other*

For all resource requests departments/areas should utilize the <u>Budget Allocation Proposal form</u> and submit with their program review.

Goal/ Outcome #	Resource Required	Estimated Cost	BAP Required? Yes or No	If no, indicate funding source
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