Overall, The Disability Resource Center supports a diverse learning community with a wide range of support opportunities. Serving 1398 students, an increase of 5.0% or 67 students from the prior year, the DRC team continues to work to serve these students despite continued shortages in staffing and increased demands. The primary disability count of 1374 for 2013-14 is an increase of 5.8% (+76). The secondary disability count of 291 is an increase of 2.8% (+8). The number of service contacts for the year was 26735.

*The Disability Resource Center (DRC) provides a wide variety of services and supports for students and faculty at all three campuses as it relates to disability services.

*Specialized direct support services are provided by highly skilled professionals within the DRC.

*The DRC Testing Center provides students the ability to access their accommodations with strong procedures that ensure testing integrity along with reduced distraction environment and extended time, including scribes and readers as required. 2547 tests were proctored at the Visalia campus, 163 at the Hanford Center and 26 at the Tulare Center. Additionally we provide support for all students to makeup their exams totaling 350 for 2013-2014.

*The DRC Learning Skills Lab provides direct support with the opportunity of a special class LS 308. Fall 2013 205 students utilized the lab, 162 students enrolled in LS sections, 22 students enrolled in IS section and 21 students used as a service. In Spring 2014 the lab serviced 196 student, 155 students enrolled in LS section, 22 students in IS sections and 19 used as a service.

*Alternate Media and High Tech Services received 320 student requests.

*In partnership with Department of Rehabilitation the WorkAbility III (WAIII) program served 33 DRC students for the 2013-2014 academic year.

*4348 interpreter hours were dedicated to supporting our students eligible for Deaf and Hard of Hearing services.

In review of the 2013-14 academic year improvements in the areas of counseling, high tech center/ alternate media, data systems, outreach along with direct support needed?: need at the Tulare and Hanford Centers; are areas in need of immediate attention to support the growing case load and continued compliance demands. As staffing patterns have not been commensurate with program growth, these areas are unable to ensure all qualified students are provided with the most appropriate services and academic accommodations provided in a timely and effective manner as required by State/Federal mandates.

Describe any external opportunities or challenges.: The DRC continues to be impacted by the lack of staffing needed to support students, compliance, growth, outreach and outcomes. The transition from a long standing DRC Director who retired, to the use of a part-time Interim Director has had significant negative impact to staff development and effectiveness.

Additionally the lack of analyzing and maintaining the unit systems that both serve students with disabilities and provides funding opportunities to support this important work have not been attended to. This disassociation has greatly constricted the current budget and the collective work at hand.

Overall Outcome Achievement: The overall performance of the Service Area Outcomes (SAOs), were less than optimal. The goals were unable to provide relevant data to identify areas of strength or areas of weakness with the clarity needed to develop action plans to support at the very least, past patterns of staffing and the increase in service provision for systems to support the two centers. The DRC has been functioning for several years despite the increase in students without a full-time Counselor, the High Tech Media Specialist position was removed along with reducing the Intake/Outreach Coordinator to part time, and the reduction of part-time clerical help in the testing center and learning skills labs. This has reduced the ability for the systems to support students which directly correlates to compliance issues and greatly impacts opportunities for internal funding sources to engage in services that would support current and future growth. Many of the goals that were articulated would be a compliance issue if audited as AA forms and SEC’s are foundationally and clearly defined requirements under Title V. The small sample of 50 students that anchored this data which demonstrated outcomes under 100% amplifies the compliance concerns as there are well over 1000 active students. It is recommended that the prior SAOs be redesigned to articulate relevant data points that can speak to the effectiveness of service provision.

Changes based on outcome achievement: Prior SAOs analysis to address changes based on outcome achievements:

Provide special classes: Twenty percent (20%) of the active DRC students will be enrolled in or use Learning Skills 308 to meet the needs of their limitations imposed by their disability Enrollment in the LS 308 class directly supports both DRC students and general students at COS, in need of additional learning opportunities. This is a vital link to student success for those participating in the DRC program. Additionally it is important to articulate that the LS 308 class generates internal funding outside of DSP&S funding for the unit. Increasing the number of students engaged in this class not only supports student success as it relates to their SEC, but also offers an opportunity to build on this structure to offer more classes that might also support student success and provide funding opportunities to increase staffing. This will offer the opportunity to begin to close the gap in the lack of services that the unit is able to provide due to staffing shortages. Action such as conducting research on other community colleges that support additional "special classes" and analyze potential growth opportunities in this area is needed. Such outcomes will identify possible class structures and topics that will engage more DRC students. Areas to consider high tech, DRC orientation, ASL & D/HH and adaptive PE are areas to be explored to expand on the current program. Creating baseline data to track how students are made aware/referred to the special courses and information on those dropping this course with the reason would be beneficial to increase the percent of overall DRC students who are participating in the “special classes”.

Prior SAO
Utilizing a database application, measure annual SEC goals in relation to type and number of services compared to student course completion for all DRC services.

Action: Baseline Data: Create baseline data that identifies data points that correlate student success with systems/services.

Identify related course/program outcomes: outcomes with systems/services that were provided. Based on each areas outcomes in relation to the overall definition of student success, plan supports to increase effectiveness in identified and prioritized areas.

District Objective #1 for 2013-2015: Provide effective academic support services as measured by an increase in the rate at which students successfully complete
Rationale (With supporting data): This process will allow each area within the unit to engage in a greater understanding of their role as it relates to the larger system, along with identifying areas that are not supporting student success, therefore prioritizing areas that must be addressed to support access, compliance and the mission/objectives.

Priority: High
Safety Issue: No
External Mandate: Yes

Mandate Explanation: Specifically Title V Section 56027 states each community college must have policies and procedures for responding to accommodation requests in a timely manner.

Section 504 of the 1973 Rehabilitation Act (29 U.S.C. 794d), 34 CFR 104-Part D indicates a college is obligated to provide accommodations to assure access to the general college services and instructional process to students with a documented disability.

Americans with Disabilities Act (ADA) Title II for State and Local Government Entities (42USC12101 et. seq) Education Code Section 7310-12 and 84850
Title V regulations Sections 56000 et. seq.

Action: Increase Student Access to DRC Counseling Services

Increase DRC counseling staff to support student access resulting in compliance and student success.

Start Date: 08/01/2014
Completion Date: 05/29/2015
Status: Proposed

Identify related course/program outcomes: success.

This will increase student contacts directly effecting student success and compliance requirements. Additional this will also provide an additional resource to ensure all LD testing can be completed in a timely manner, increasing student access, compliance and internal funding as our LD assessments have lowered and the "Other" category hold many potential student who would be eligible for LD which is a higher weight.

District Objective #1 for 2013-2015: Provide effective academic support services as measured by an increase in the rate at which students successfully complete courses.

District Objective #3 for 2013 - 2015: Provide a level of counseling and library services for all district students that is equitable across the sites and instructional delivery modalities.
Action: Increase Student Access to High Tech/Alt Media services

Increase student access to High Tech Center by hiring a DRC High Tech Coordinator resulting in compliance and student success.


Start Date: 08/01/2014
Completion Date: 05/29/2015
Status: Proposed

Identify related course/program outcomes:
This position would oversee the High Tech Center. This faculty would supervise the Alternate Media Specialist, provide special classes (increasing revenue), support programming at the Centers, maintain data systems and oversee the current Learning Skills Lab releasing the responsibility of our current LD specialist to increase her ability to focus on LD testing increase internal funding and student success.

This position would support increasing demand resulting in compliance, student success, funding opportunities and maximizing staff efficiency in the High Tech Center and the Learning Skills Lab and outreach to Centers.

District Objective #1 for 2013-2015: Provide effective academic support services as measured by an increase in the rate at which students successfully complete courses.

District Objective #3 for 2013 - 2015: Provide a level of counseling and library services for all district students that is equitable across the sites and instructional delivery modalities.

Person(s) Responsible (Name and Position): Michele Brock, DRC Director and DRC Staff

Rationale (With supporting data):
Current data indicates that some students accommodations are not able to be met in a timely manner due to the lack of available staff. Some student's waiting over a month to received alternate media. Additionally a prior grievance indicates the reduction in staff that was never resolved. With the years of under-staffing in this area of the unit major compliance issues have arisen directly related to providing services in a timely manner therefore impacting student access and success.

Priority: High
Safety Issue: No
External Mandate: Yes
Mandate Explanation: Timely delivery of services is critical in order to ensure compliance with state and Federal nondiscrimination laws and regulations. (Title V 56027)

Disabled Student Programs and Services (DSPS) (Education Code, Section 84850 and Title 5, California Code of Regulations (5 CCR) Sections 56000-56076) were 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. The DRC provides services and accommodations for students with disabilities to support their student success and to meet the requirements of federal and State nondiscrimination laws, including Sections 504 and 508 of the federal Rehabilitation Act, the Americans with Disabilities Act (ADA), and State Government Code Sections 11135-11139.5.
<table>
<thead>
<tr>
<th>Resource Description</th>
<th>Why is this resource required for this action?</th>
<th>Notes (optional)</th>
<th>Active</th>
</tr>
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<tbody>
<tr>
<td>DRC High Tech Coordinator</td>
<td>To ensure compliance and student success while maximizing current staffing and outreach while providing additional funding sources.</td>
<td>Total cost est. to include Salary, benefits, materials, travel=$ Fa-G5 +</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Resource Type:** Faculty - New/Replacement