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I. Department/Program Mission

<p>1. State the department name and everyone who participated in creating the comprehensive program plan.</p>	<p>Disability Resource Center -Margo Dobbins, Bea Cashmore, Brenda Davis, Steve Sum, Joyce Henderson Mcleod, Daniel Garza, Nhung Tran, Bhavi Patel, Teresa Ong, Gertrude Gregorio, Hien Ha</p>
<p>2. State the program's mission. If you don't have one, create one.</p>	<p>It is the mission of the Disability Resource Center (DRC) to promote student independence and full integration into campus programs. The DRC provides individualized academic accommodations and support services to students with verified disabilities.</p> <ul style="list-style-type: none"> • To ensure equal educational opportunities to students with disabilities who have the potential to achieve academic and vocational goals consistent with a community college program. • To provide information and support to Foothill College employees in order to assist the college in carrying out the institution's responsibility to students with disabilities. • To contribute to the college's commitment to campus climate, student equity, transfer, outreach, retention and matriculation, consistent with the mission of the college, federal and state law, and Foothill / De Anza board policy.
<p>3. Explain how the program/department mission is aligned with the college mission?</p>	<p>The Disability Resource Center provides essential access and accommodations to all qualified disabled students as they complete their academic and career goals at Foothill College. This is not only central to the college mission, but fulfills mandated federal and state disability access laws. The stated DRC mission is to provide support and accessibility via a broad range of services and in class accommodations for qualified students seeking higher education.</p> <p>The students served by DRC are matriculating students enrolled in classes across all academic disciplines. Their goals include transfer, degree/certificate, career preparation, basic skills, and lifelong learning.</p> <p>The Disability Resource Center's mission aligns with the college's mission by providing direct supportive services and implementing effective success strategies designed to meet the unique needs of our student population as they pursue their transfer, career education, and basic skills. DRC contributes to a positive climate for learning through on-going our efforts to provide in-service training and increase awareness on disability related issues to the college community.</p>

II. Department and Program Description & Data			
12. Indicate all locations and service delivery options available.		Locations offered: <input checked="" type="checkbox"/> FH Main Campus <input checked="" type="checkbox"/> Middlefield <input type="checkbox"/> Off campus	Delivery options offered: <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Telephone <input checked="" type="checkbox"/> Email / Online
12. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).			
Faculty Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
DRC Counselor	1 (11 months)		Provide counseling services to Students with Disabilities
DRC Counselor (1430 contract)		1 (10 hrs/week)	Provide counseling services to Students with Disabilities
Learning Disability Specialist/Instructor	1 (10 months)		<ul style="list-style-type: none"> • Review LD documentation to determine eligibility of services • Provide LD testing to Foothill students • Provide consultation to faculty and students • Teach remedial Math and English courses for students with disabilities • Teach in the Special Education Program • Assist college in meeting legal and educational code obligations to students with disabilities • Coordinate the Specialized Tutoring Program
Learning Disability Specialist/Instructor	1 (11 months)		<ul style="list-style-type: none"> • Review LD documentation to determine eligibility of services • Provide LD testing to Foothill students • Provide consultation to faculty and students • Teach remedial Math and English courses for students with disabilities • Teach in the Special Education Program • Assist college in meeting legal and educational code obligations to students with disabilities • Coordinate the Summer Academy: designed for eight-day summer bridge program to help students successfully transition into their first year at Foothill College.
Management Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Dean, Adaptive Learning Division	1		Oversees ALD programs and services including

Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Supervisor, Disability Access and Compliance	1		Psychological Services and Health Services. Provide overall direction and guidance for operations, problem solving, and decision-making regarding the Disability Resource Center and the administration of disability service provision; provide work direction and guidance to other program personnel; evaluate assigned personnel; establish and monitor program budgets.
Alternative Media Specialist	1 (11 months)		Act as a resource and provide technical assistance and faculty support to campus instructional and technology areas on access requirements for persons with disabilities. Oversee and produce materials in alternative formats such as Braille, large print, E-text and audio. Assist in installation and set up of hardware/software configurations of adapted computer technology in CAC and in other locations campus-wide.
Computer Access Center Coordinator / Deaf Services Coordinator	1 (75% FTE, 11 months)		Coordinate and oversee day-to-day activities of the Computer Access Lab, maintain specialized software and equipment; provide specialized instructional assistance and technical support to students and faculty computer users; coordinate and provide deaf interpreting services.
Mobility Assistant/Shuttle Driver	1 (50% FTE)		Safely transport disabled students in compliance with Americans with Disabilities Act (ADA) requirements; Coordinate pick-up schedule and maintain log of students receiving services; provide assistance to DRC testing services; pick up and deliver academic tests for the testing services office.
Testing Proctor	1		Schedule and administer a variety of tests to students with disabilities; perform clerical duties; and process and circulate materials; receive, log, and file tests from campus faculty; return completed tests to faculty in a secure manner; meet with faculty and other college personnel to develop and implement testing procedures and policies and resolve testing issues as they arise.

Administrative Assistant I	1 (11 months)		Provide general clerical and administrative support to DRC and ALD programs: front desk reception, assist students faculty and staff.	
Student Worker Positions	Hours per Week	Months per Year	Brief Description of duties	
Office Assistant	10	Depends on availability of funds	Assist in the Computer Access Center lab	
Office Assistant	10	Depends on availability of funds	Assist in filing, drive shuttle, etc.	
<p>12. Given available data, describe the trends in overall student usage (# served by total headcount, amount served through telephone, amount served through online communication). Are there changes in overall usage? What are the implications for your department/program?</p>		<p>Data is collected through the student tracking system kiosk, Program Student Master list, Meeting Maker, Drop-in Log sheets, and anecdotal report from DRC staff and faculty. A comprehensive database is needed to document all contacts. Student may use services multiple times a day but the current tracking system only records one contact per day.</p> <p><u>DRC Student Tracking System Kiosk Data</u> See attached data</p> <p><u>Computer Access Center Tracking System Kiosk Data</u> See attached data</p> <p><u>Alternative Media usage trends:</u></p> <ul style="list-style-type: none"> • 2007/08 - 46 textbook requests • 2008/09 - 74 textbook requests • 2009/10 - 90 textbook requests projected, based on mid-year data <p><u>Placement tests administered by DRC Test Proctor</u></p> <ul style="list-style-type: none"> • 2007/08 - 50 students • 2008/09 - 75 students • 2009/10 - 90 students projected, based on mid-year data <p><u>Test accommodations usage trends</u></p> <ul style="list-style-type: none"> • 2007/08 352 students proctored, 823 exams administered • 2008/09 520 students proctored, 1,415 exams administered • 2009/10 688 students proctored, 2,007 exams projected to be administered, based on mid-yr projection <p>150 students received accommodations for online classes in 2008/2009. Data was not collected for previous years.</p>		D
<p>12. <u>Scheduling of services</u>: Given available data, describe the patterns in usage (times of day, times of year, weekend usage). Are there changes</p>		<p>Drop-in hours for Counseling are fully utilized. Otherwise students must wait 3 weeks to see a counselor. Incoming students are frequently unable</p>		

<p>in when students access services? What are the implications for your department/program?</p>	<p>to receive appropriate counseling for Fall quarter.</p> <p>Peak hours: between 8am to 1:00 except during registration, add and drop periods, and during withdraw deadline week. The first week of the quarter is dedicated to issuing academic accommodation letters to qualified students. Counselors, DRC Coordinator, and LD specialists see a steady flow of students on a drop in basis through out the day.</p> <p>Peak periods for utilization of DRC services coincide with the college’s registration calendar as illustrated below:</p> <ul style="list-style-type: none"> • 4 weeks prior to Fall quarter • Weeks 1-4 of each quarter • Priority Registration <p><u>Test proctoring peak times:</u></p> <ul style="list-style-type: none"> • College placement testing - 4 weeks prior to Fall Quarter • Mid-terms / Finals exams • Thursdays and Fridays (Primarily English and Math Divisions’ exams and quizzes). • Requests for evening proctoring have increased steadily since 2007. In response to these requests, DRC office remains open one evening per week. Evening proctoring duty is rotated among DRC staff. • Increased requests for accommodations for biology lab exams, which must be taken in the lab classrooms. • Increased requests for test accommodations in the Physicians Assistant Program partnership with Stanford has created the need for DRC Staff to travel to Stanford University. Since the proctor is unable to administer exams in multiple sites, these duties are shared with the DRC Supervisor.
<p>12. Student Demographics: Given available data, describe the trends with respect to student demographics and underrepresented students. Are there changes in access to and use of services? How will your program address any needs/challenges indicated by the data?</p>	<p>Adaptive Learning Division is a dedicated program for under-represented students. To improve services to both disabled students and other underrepresented populations DRC will work with Institutional Research to gather demographic information, including the following categories: Veterans, students enrolled in basic skills, and international students. Efforts to better inform the local community of available services will be conducted through outreach and recruitment.</p> <p>Student utilization of DRC resources has increased steadily for years. The trend is toward those individuals with more severe diagnoses and educational limitations. We must continue to assess staffing levels to address this growing need.</p>

<p>12. Student Academics: Given available data, describe the trends with respect to the academic characteristics of students, such as transfer or basic skills status. Are there changes in access to and use of services? What are the implications for your department/program?</p>	<p>DRC counselors estimate that 80% of the students who state their academic goal as transfer/degree/certificate begin at the basic skills level. There is a greater influx of under-prepared and basic skills students entering the community college than previously experienced. While the need for services increases and DRC continues to build our academic tutorial services, current budget constraints and cutbacks have seriously stressed our resources.</p>
<p>12. International Students: Given available data, describe the trends with respect to international students. Are there changes in access to and use of services? What are the implications for your department/program?</p>	<p>A small percentage of our active students (approximately 3%), international students seek the following services:</p> <ul style="list-style-type: none"> • Evaluation for Learning Disabilities • Referrals for evaluation of Attention Deficit Disorder • Referrals for Psychological evaluation and treatment <p>DRC staff spends more than the average amount of time with international students to assess the needs, and gather disability documentation. Due to language barriers it is more difficult to evaluate for Learning Disabilities and to obtain / translate disability documentation when they were diagnosed in another country.</p> <p>DRC staff often finds it difficult to help the student locate affordable psychological evaluation and treatment. Often cultural taboos exist against acknowledging and diagnosing disabilities. Implications: not enough staff to take the time to problem solves complex issues faced by international students.</p>
<p>12. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).</p>	<p>DUE TO STATE BUDGET CUTS to categorical programs DRC's ability to serve students is severely impacted and will continue to be until budget is restored. Services negatively affected by budget cuts include:</p> <ul style="list-style-type: none"> • specialized counseling • specialized tutoring services • classroom assistants, • LD eligibility assessment • new students intakes • note-taking services • liaison and collaboration with community resources • provision of supportive accommodations including registration assistance and educational planning.
<p>12. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.</p>	<p>DRC staff observe the following increases:</p> <ul style="list-style-type: none"> • Veterans with disabilities returning from combat with diagnoses of Traumatic Brain Injury, physical / medical conditions, Post

	<p>Traumatic Stress Syndrome (PTSD) and other severe psychological disabilities. These conditions affect the student's ability to adjust to college life and educational challenges. Students with brain injuries often have lost abilities such as executive functioning, problem solving, and comprehension of basic skills. Students with PTSD may have severe problems with social adjustment, setting goals and following through with tasks.</p> <ul style="list-style-type: none">• Autism and aspergers syndrome have increased in California, especially in the Silicon Valley. Students with these conditions may have average or above average intelligence, but need specialized support to succeed in the college environment.• Students with psychological disabilities such as bi-polar disorder and other psychiatric conditions need extensive support and complex case management. <p>Students in the above categories take longer than the typical student to complete their educational goals and need more personal and counseling support.</p> <p>DRC must respond to an increased number of inquiries and concerns from the college community because of classroom incidents involving these students. DRC and Student Affairs have collaboratively dealt with an increasing number of discipline issues and disruptive student problems occurring in the past 3 years.</p> <p>The number of requests for services from Middle College Students has increased in the past three years. Extensive amount of time is needed to manage the coordination of services with this cohort, requiring multiple meetings with Middle College staff, high school district personnel, and parents.</p>
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Summary of Planning Goals & Action Plans				
12. Identify 1-3 operational goals for the next 3 years and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	College Strategic Initiatives			
Identify 1-3 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Respond to current unmet needs by: <ul style="list-style-type: none"> Restore state budget cuts to DSPS (46% cut in 2009-10) Hire 1 FT Counselor Change Shuttle driver contract to 100% Restore budget to hire part-time hourly and student employees Restore note taker honorariums to a higher compensation/quarter (\$50 per quarter) 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Work with Institutional research to track: <ul style="list-style-type: none"> Educational goals for DRC students, including: basic skills placement, transfer, degree / certificate completion Student Demographics 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Improve data collection student tracking system to analyze DSPS student contacts (currently KIOSK)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Establish cycle to conduct surveys for program effectiveness and student satisfaction.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Explore other Colleges methods of serving students in response to budget cuts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. What is your plan for accomplishing your goals?				
Dept/Program Operational Goals	Activities	Measures	Timeframe	
Respond to current unmet needs of Staffing	Work with college/district to restore state budget cuts to DSPS.	Fill unmet staffing needs and increase note taker honorarium	Winter 2011	
Track and identify educational goals and	Work with Institutional Research	Reports that can be analyze	Winter	

pertinent student demographics	department to create and generate reports.	and used for future program planning	2011	
Data collection student tracking system.	Look at other tracking system that would effectively generate the necessary data for our division.	Adopt a new tracking system	Winter 2011	
Establish cycle to conduct surveys	Develop student satisfaction and program effectiveness survey	Implement survey	Winter 2011	
Explore how other colleges are responding to reduce resources in order to maintain program effectiveness.	Explore different college's models of serving students with disabilities.	Adjust, improve or adopt other methods in for serving students with disabilities	Winter 2011	
12. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.				
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request supports one or more college strategic initiative and/or supports student learning & success.		
Additional shuttle	To transport students with disabilities	<ul style="list-style-type: none"> • Provides open access and outreach to student support services. • Contributes to the retention and success of our students. • 		
Laptops to loan to students with students	To provide additional access after hours for homework or other assistive technology programs.	<ul style="list-style-type: none"> • Provides open access and outreach to student support services. • Contributes to the retention and success of our students. 		

III. Service Evaluation																										
<i>Service Evaluation Overview</i>																										
<p>1. Student Services Survey: Given results of the Fall Student Services Survey, describe any trends with respect to student knowledge of and use of program services. Are there changes over time? What are the implications for your department/program?</p>	<p>Results of survey conducted by Student Services in 2009 for Disability Resource Center:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Question</th> <th style="text-align: center;">%</th> <th style="text-align: center;"># of respondents</th> </tr> </thead> <tbody> <tr> <td>Have never heard of it</td> <td style="text-align: center;">34.8%</td> <td style="text-align: center;">467</td> </tr> <tr> <td>Have heard of it, but never used it</td> <td style="text-align: center;">57.6%</td> <td style="text-align: center;">773</td> </tr> <tr> <td>Have used it, but did not find it helpful at all</td> <td style="text-align: center;">0.7%</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Have used it, but did not find it helpful</td> <td style="text-align: center;">1.2%</td> <td style="text-align: center;">16</td> </tr> <tr> <td>Have used it & found it helpful</td> <td style="text-align: center;">2.2%</td> <td style="text-align: center;">29</td> </tr> <tr> <td>Have used it & found it very helpful</td> <td style="text-align: center;">3.5%</td> <td style="text-align: center;">47</td> </tr> <tr> <td>Rating Average Response Count</td> <td style="text-align: center;">1.00</td> <td style="text-align: center;">1342</td> </tr> </tbody> </table> <p>These results indicate that a substantial percentage of respondents have heard of DRC services but have not used them. It might be useful to know the percentage of students without disabilities and not interested in services, vs. those with disabilities and choose not to use DRC. It would also be informative to know if the number of students requesting services has increased after in-service and recruitment efforts (for example: DRC staff began giving presentations regularly to Counseling 50 classes in 2008). The data may be useful with planning campus outreach activities.</p>		Question	%	# of respondents	Have never heard of it	34.8%	467	Have heard of it, but never used it	57.6%	773	Have used it, but did not find it helpful at all	0.7%	10	Have used it, but did not find it helpful	1.2%	16	Have used it & found it helpful	2.2%	29	Have used it & found it very helpful	3.5%	47	Rating Average Response Count	1.00	1342
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<p>2. "Internal" Evaluation: Given results of the Internal Evaluation, describe any trends with respect to internal perceptions of program effectiveness. Are there changes over time? What are the implications for your department/program?</p>	<p>The following DRC programs and services are in place to maximize program effectiveness for student learning and retention:</p> <ul style="list-style-type: none"> • The Counseling 50 curriculum has been re-written and adapted by the Adaptive Learning Division to address specific needs of students with disabilities, including learning to effectively utilize DSPS services and self-advocacy skills. • Summer Academy • Computer Access Center • Basic skills tutoring • Strategies classes • Classroom accommodations combined with tutoring and specialized counseling provide students with strategies to enhance retention of information and increase understanding of students' individual learning styles and development of strategies. • Services: Specialized Counseling, test accommodations, computer technology instruction, alternative media, shuttle services, note taking, learning disability assessment and advisement for strategies all contribute to students' success. • DRC has improved the referral and follow-up process for students referred by faculty and other campus staff. A referral follow-up form is sent to instructors after the student has met with the DRC coordinator or counselor. The form indicates if the student is eligible for services or if additional evaluation is needed. 	
<p>3. "External" Evaluation: Given results of the External Evaluation, describe any trends with respect to external perceptions of program effectiveness. Are there changes over time? What are the implications for your department/program?</p>	<p>DRC will develop and distribute survey to campus faculty and staff and administration to determine external perceptions of program effectiveness.</p>	
<p>4. Point of Service Surveys: Given results of the Point of Service Survey, describe any trends with respect to student evaluations of service. Are there changes over time? What are the implications for your department/program?</p>	<p>DRC will work with Institutional Research to develop a survey to determine and assess the perceptions of students regarding the effectiveness and accessibility of DRC services.</p>	

<p>5. Optional: Provide any additional data relevant to service satisfaction or perceived effectiveness of your program. (Indicate the source of the data).</p>	<ul style="list-style-type: none"> • The 2004 Accreditation Self Study (50 responses) indicated generally affirmative responses to the questions regarding accessibility of college publications. • Survey responses from 2004 to 2009 suggest an increase in awareness of DSPS services. • In 1998 DRC conducted a student satisfaction and transfer survey. Of the 49 responses: <ul style="list-style-type: none"> - 12 students transferred to other colleges, - 37 reported satisfaction with counseling services, - 25 reported satisfaction with Computer Access Center - 15 reported satisfaction with Note taker services - 35 reported satisfaction with test accommodations - 22 reported satisfaction tutoring - 25 reported satisfaction step program - 40 reported satisfaction registration services 		
<p>6. Are you seeing trends in service satisfaction or perceived effectiveness that are not reflected in the data cited above? If yes, please explain.</p>	<p>Additional researches are to be completed.</p>		
<p>Summary of Planning Goals & Action Plans</p>			
<p>7. Identify 1-3 goals for the next 3 years related to service evaluation and provide action plans for accomplishing your goals.</p>			
<p>Dept/Program Operational Goals</p>	<p>Activities</p>	<p>Measures</p>	<p>Timeframe</p>
<p>Conduct ongoing satisfaction survey of students served. To itemize each service: e.g. test accommodation, alternative media, counseling, CAC, note takers services, shuttle, etc.)</p>	<p>Work with Institutional research to develop survey instrument.</p>	<p>Completed survey instrument and to be administered and evaluated within the timeframe</p>	<p>Survey to be developed by Fall 2010 and survey conducted in Spring 2011 (initially, then every 3 years after that)</p>
<p>Improve tracking of students' progress, transfer, utilization of services</p>	<p>Purchase data base to address specific DSPS topics including disability trends, number of contacts, services used, goals, and progress</p>	<p>Completed database to be used by DRC program staff by Spring 2011.</p>	<p>To be completed and in operation by Winter 2011</p>
<p>8. Are additional resources needed to accomplish your department service evaluation goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>			
<p>Identified Resource</p>			
	<p>Purpose</p>	<p>If requesting funding, provide a rationale of how each request supports one or more college strategic initiative and/or supports student learning & success.</p>	
<p>Database</p>	<p>Student tracking</p>		

IV. Service Area Outcomes		
<i>Student Learning Outcome Assessment</i>		
1. Be sure and complete your service area outcomes. SAOs are listed in a separate document. Please refer to your SAOs to complete this section, but do not-relist the SAOs themselves.		
2. Are additional resources needed to accomplish your service area outcome goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning & success.
Database	Improve student tracking of utilization of services	Students will learn how to effectively utilize disability related accommodations and services

V. Resource Planning: Personnel, Technology, Facilities, and Budget	
<i>Faculty</i>	
<p>1. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)</p>	<p>1 Counselor FTE</p>
<i>Classified Staff</i>	
<p>2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)</p>	<ul style="list-style-type: none"> Change shuttle driver contract to 100% Alternative Media: Need assistant in scanning and or editing e-text due to the growing needs of students. Approximately 20 hrs/ week. Part Time (seasonal) employees. Due to the large amount of sensitive, confidential documentation handled by this division, ALD has a need for staff to complete filing, document (archival) scanning, and shredding. For confidentiality reasons, student employees cannot carry out these tasks. However, hourly staff could appropriately handle the volume of work. Student and hourly employees are needed as classroom aides for student with disabilities
<i>Technology and Equipment (see definitions below)</i>	

<p>3. Are the existing equipment and supplies adequate for meeting the needs of the program? If no, explain.</p>	<p>The Computer Access Center (CAC) needs more workstations to accommodate larger classes. There is inadequate space to conduct staff trainings, SPED classes, and ALLD trainings.</p> <p>Alternative Media: Changes in technology is affecting how closed captions and subtitles are presented in classrooms for the hearing-impaired. Older VCRs send the video signal through an electronic decoder box, which then routes the video and captions to the TV monitor or projector. The AV dept uses a portable decoder PCD-88 from Link Electronics and costs \$250 each. Eventually VCRs will be phased out, as DVD media is now the standard. DVD players in most classrooms can display subtitles for the hearing-impaired if the data is on the DVD.</p> <p>Laptops: CAC staff works with an increasing number of students who are unable to purchase computers for their schoolwork, and a staff time often assist students in finding resources for low cost computers. It would benefit students to be able to borrow laptops from DRC on a quarter-by-quarter basis until they are able to afford their own.</p> <p>Test Proctoring: Additional computers and printers are needed for placement in private testing rooms to meet the increased demand for Placement Test accommodations and reasonable requests for private rooms.</p> <p>The DRC shuttle was stolen in 2008 and needs replacement.</p> <p>Tape recorders are needed to loan to students.</p>
<p>4. Do you have adequate resources to support ADA needs in your physical and/or online services? If no, explain.</p>	<p>The CAC space is inadequate to allow multiple wheelchair access.</p> <p>Alt media: Electronic textbooks (e-text) cannot always be obtained from the publisher for use by learning disabled students with assistive computer technology. Our sheet-feeding scanner allows the Alternative Media Specialist to more rapidly create e-text in-house. We need to plan on replacing the current sheet-feeding scanner in the future.</p>
<p><i>Technology & Equipment Definitions</i></p>	
<ul style="list-style-type: none"> • Non-instructional Equipment and Supplies: includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director. 	
<p>Instructional Equipment and Supplies: includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.</p>	
<ul style="list-style-type: none"> • Durable Equipment and Furniture: includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department. 	

<ul style="list-style-type: none"> Note: It is recommended that divisions perform and maintain an inventory of all their technology and equipment. 	
<i>Facilities</i>	
5. Are your facilities accessible to students with disabilities? If no, explain.	<ul style="list-style-type: none"> Test Proctoring has one wheelchair-accessible private testing room. Five additional accessible rooms are needed Counseling offices should be larger to accommodate wheelchair users The DRC Supervisor's office is located in an inaccessible angle for students using wheelchairs.
6. List needs for upgrades for existing spaces.	<ul style="list-style-type: none"> CAC: Tutoring, instruction and test proctoring take place simultaneously in this portable room. Larger spaces are needed which can be designated for specific purposes. Test Proctoring: Facility needs additional private rooms with computers and printers to meet increased demand for Placement Test accommodations and reasonable requests for private rooms.
7. List any new spaces that are needed.	<ul style="list-style-type: none"> CAC: Private rooms are needed to allow for test proctoring for computer-users, and students using voice recognition software. Additional private testing rooms are needed Complete remodel of Bldg. 5400 to house Adaptive Learning Division (ALD) Programs and Services. ALD programs will be consolidated into a centralized location to improve effectiveness and efficiency of services to students. See remodel plans, part of Measure C project).
8. Identify any long-term maintenance needs.	<ul style="list-style-type: none"> CAC: Upgrades are needed on a regular basis for computers, software, and workstations. Alternative Media: The RapidCaption closed captioning hardware & software needs to be upgraded. The vendor no longer supports the product. Explore alternative solutions. Testing Accommodations: computers and printers are in need of regular maintenance. Shuttle maintenance needs to be conducted on a regular basis.
9. Are available general use facilities, such as student spaces and office/work space adequate to support the program? Please explain.	CAC: More designated space for computers with voice recognition software. Students using these programs need to speak aloud which is distracting to others in the open lab environment.
10. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	The college's ETS program provides excellent services to our division. Work is done effectively and in a timely manner.
<i>Budget</i>	

11. Are the A-budget and B-budget allocations sufficient to meet student service needs in your department/program?	State budget cuts to categorical programs including DSPTS (46% in 2009-10) severely impact our ability to meet student needs.	
12. Describe areas where your budget may be inadequate to fulfill program goals and mission.	Computer technology upgrades, interpreting and captioning services are ongoing and costly.	
13. Are there ways to use existing funds differently within your department/program to meet changing needs?	Funds are allocated efficiently in accordance to the mandatory needs of the division.	
Summary of Planning Goals and Action Plans		
14. What are your goals with respect to resource planning and how will those goals be measured?		
15. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning & success.
Closed Caption Monitors	To serve deaf/hard-of-hearing students in classrooms.	This would support Putting Access Into Action initiative, providing students a gateway of a more suitable learning environment.

VI. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 3 years.

The primary goal of the DRC is to restore funding levels to meet the needs of students with disabilities. With adequate funding for staffing and services, DRC will be able to:

- hire another Full Time DSPS counselor to provide specialized counseling to students
- change the shuttle driver's contract to 100%
- hire student assistants
- keep up with the current assistive technology

DRC needs to track student data to effectively identify trends and conduct program planning. Comprehensive data collection will assist us in accomplishing the following:

- Identify and address educational goals for DRC students, including: basic skills placement, transfer, degree/certificate completion
- Identify and address the needs of specific student demographics
- Identify and assess the trends of services utilized by students. A shared data base will also allow DRC staff, counselors and LD specialists to track student issues as they are noted by fellow staff
- Establish a cycle to conduct program effectiveness and student satisfaction surveys.

2. Final Resource Request Summary: **When the program planning and review form is online – the section below will automatically fill in with your responses from each section. Until this is ready, these sections will be cut and pasted from previous sections.**

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above.

Resource	Purpose	Rationale	Estimated Cost

Unprecedented state budget cuts to categorical programs have negatively impacted staffing and services.

<i>Supervising Administrator Signature</i>	<i>Completion Date 1/22/10</i>
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