I. ANALYSIS AND IDENTIFICATION OF STRATEGIC PROGRAM ISSUES

1) Summary of Analysis

The SCC WorkAbility III (WAIll) Program provides employment services for students with disabilities who are consumers of the California Department of Rehabilitation (DOR.) The program has expanded to cover all four colleges within the District. The population served by WAIll is changing to reflect older, recently-disabled individuals, and represents the cultural and ethnic diversity of the greater Sacramento area. Consumers with mental-health issues are one of the fastest growing populations and providing services to this population is challenging.

The WAIll Program receives feedback from counselors and consumers in quarterly meetings, and adjusts the goals and objectives of the program to address this. There is a solid set of student learning outcomes that are addressed in every part of WAIll services. Curriculum evolves to meet the changing needs of the program. The program is fully staffed and will continue as long as funding is available.

2) Strategic Program/Unit Issues

**Focus of Service:** Currently the WAIll Program serves a preponderance of individuals who are not full-time SCC students. A shift in programs and offerings will be made over the next three years that will allow for a focus on current DSPS students in degree and certificate programs to be served with employment and DOR services. It is clear that services to newly-disabled older individuals will increase over the next decade. WAIll will continue to focus on services to better serve this growing population. Although data is not available to compare current Worker’s Compensation success rates, it is clear that the individuals that are seen in WAIll represent a severely-impacted population within those individuals with disabilities. Overall DOR rates of successful services are in the 40-50% rate, while WAIll maintains a 50+% of programmatic success.

Additional data that needs to be collected to assess the success of WAIll includes: pre and post-service knowledge assessment on specific career development knowledge areas (in progress); case studies of individuals who were successfully and unsuccessfully served, additional student satisfaction surveys of program participants.

**Salaries:** Faculty salaries are rising much higher than classified, and the Counselor/Coordinator position is consuming 64% of the overall WAIll staffing budget.

**Staffing:** WAIll must maintain a full staff to provide job placement services to as many students as possible. This is the hard measure of the program’s success, and future budget increases will in part depend on a high placement rate.

**Service Population:** WAIll continues to see an increase in serving late-disabled adults and individuals with mental health challenges. This is a much more difficult population to serve, often with a lower rate of employment success.

**Collaboration with DOR:** The two different cultures of the College and DOR make it sometimes difficult to collaborate in providing services. WAIll will continue to engage in collaboration activities to maintain referrals to the WAIll program from the DOR counselors.
II. DATA COLLECTION, ANALYSIS & SUMMARY

1) Provision and Delivery of Program Services

a) Program Mission/Purpose & Service Provision: The mission of WorkAbility III (WAIII) is to provide employment transition services for students with disabilities who are clients of the California Department of Rehabilitation (DOR). Traditionally, California community colleges have made a commitment to providing access and support services to students with disabilities. However, levels of unemployment for individuals with disabilities have remained consistent since the 1970’s. The partnership between the DOR and the community colleges has worked to support increasing numbers of students who complete training programs and make a successful transition to employment. The key program services of WorkAbility III include: 1-1 career, transition, disability and personal counseling; classes and workshops that support career development; and job placement and retention services.

b) Past Performance & Goal Accomplishment: Over the past ten years, services from WorkAbility have expanded to meet the changing needs of Sacramento City College, the Los Rios Community College District, and the DOR. These expansions have included: offering WAIII services at all four LRCCD campuses, including counseling services, career development classes and job placement services; increasing outreach and collaboration with five local DOR offices and counselors; increasing the number of WAIII staff providing job placement assistance services; developing new workshops and conferences to meet the needs of SCC students with disabilities.

c) Data Analysis and Summary: One hundred percent (100%) of the individuals who receive WAIII services are students at a Los Rios college. Per the DOR/WAIII contract, WAIII provides services to 80 students annually, with 30 students being provided permanent employment opportunities (defined as employment that lasts at least 90+ days.)

The end result of WAIII services is employment, rather than graduation. A small percentage of WAIII consumers attend SCC programs and graduate with a degree or certificate. Being that the focus of WAIII services is employment rather than attaining an educational goal, data is not collected to compare with other programs. Overall, employment rates for individuals with disabilities are much higher than the general population (60-80%, compared with 8% locally, per Department of Labor information). Participant data is included in Appendix A. **Key Participant Indicators** for WAIII are measured by services provided that result in successful employment for 90 or more days.

Traditionally, DOR and WAIII services were designed to meet the needs of individuals who had congenital or long-term disabilities, and who had received services through special education programs prior to arriving at a community college. The current WAIII data suggests that there has been a marked increase in services to older adults, above the traditional community college age of 18-25. This trend is reinforced by the following factors: (1) traditional special education often include a career development component, making it easier for individuals to transition to work more “normally” out of a traditional college training program; (2) significant changes and cuts to the Worker’s Compensation program in California has resulted in a vast decrease in services and success rates, as many of the individuals who were traditionally served in worker’s compensation programs have self-re-directed to DOR and community college services, resulting in age and professional outlook changes; (3) individuals being served by WAIII show an increase in mental health issues, which is also reflected in the rise of mental health services from DSP&S. These individuals tend to be in the 35+ age range.
2) Advisory Board Recommendations (DSPS, EOPS, & Transfer Center)

The WAIII Program does not maintain an advisory board. Per our DOR contract, WAIII holds quarterly meetings with WAIII, DOR and DSP&S staff to discuss and consider the WAIII Program services and goals. These meetings take place every three months. Minutes are collected of each meeting, and any recommendations are reported on during the next quarterly meeting.

**Future Directions:** Depending on the type of information shared at quarterly meetings, changes, additions or deletions to the WAIII contract would be made for the following contract year. In the past year, there has been an addition in increased services for Career Exploration to pre-plan DOR clients. One addition that has been proposed for next year includes increased matriculation services to DSPS students who are also consumers of the DOR.
3) **Student Learning Outcomes**

The underlying purpose of student learning outcomes is to improve teaching and learning, the heart of the community college. Accreditation standards require evidence that the institution “demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning.”

**Program/Unit-Level Learning Outcomes:** As a result of interacting with this program/completing this program, students will be able to: (1) understand the relationship of jobs and careers; (2) make reasonable, well-researched career decisions; (3) develop a long-term career plan; (4) develop an appropriate immediate job goal; (5) investigate job goal using information interviews and job shadowing; (6) develop an employment portfolio, including a master application, resume and cover letter; (7) prepare for employment interviews; (8) understand state and federal laws pertaining to employment and accommodations for people with disabilities; (9) conduct a job analysis to investigate access-related issues of their job goal; (10) formally request on-the-job disability accommodations; (11) understand issues including diversity, workplace culture, sexual harassment and problem-solving skills, in order to retain employment and develop a long-term career; and (12) obtain and keep an appropriate job for a period of at least 90 days.

**Program-to-Division Learning Outcomes:**

<table>
<thead>
<tr>
<th>Student Services Program Learning Outcomes</th>
<th>WAIII Learning Outcomes</th>
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<tbody>
<tr>
<td>Information Competency</td>
<td>Develop an employment portfolio, including a master application, resume and cover letter.</td>
</tr>
<tr>
<td>Life Skills and Personal Development</td>
<td>Understand the relationship of jobs and career. Develop a long-term career plan. Develop an appropriate immediate job goal. Prepare for employment interviews. Obtain and keep an appropriate job for a period of at least 90 days.</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Make reasonable well researched career decisions. Understand state and federal laws pertaining to employment and accommodations for people with disabilities.</td>
</tr>
<tr>
<td>Communication</td>
<td>Investigate job goal using information interviews and job shadowing. Formally request on-the-job disability accommodations.</td>
</tr>
<tr>
<td>Cultural Competency</td>
<td>Understand issues including diversity, workplace culture, sexual harassment and problem-solving skills in order to retain employment and develop a long-term career.</td>
</tr>
<tr>
<td>Depth and Breadth of Understanding</td>
<td>Conduct a job analysis to investigate access-related issues of their job goal.</td>
</tr>
</tbody>
</table>

The WWIII Program has not developed any assessments to determine goal completion. WAIII will utilize SLO #5 above “investigation of job goal using information interviews and job shadowing” to assess effectiveness over the next three years.
4) Curriculum

Accreditation standards and Title 5 require that program curriculum is current and meets student needs regardless of credit awarded, delivery mode or location. WAIII uses curriculum that was developed by the coordinator over the past decade to address the specific needs of individuals with disabilities in career development. The curriculum is often modified to meet the specific needs of the student, as well as changes in the length of the class. The curriculum has been presented at local and international conferences, and has been well received and utilized within the WAIII Program.

Regular changes and updates are added on an annual basis, reflecting changes in career development theory, disability law and access. A continuous effort to measure the effectiveness of specific lesson sections is made to determine additions or changes.

**Future Directions:** Curriculum change is currently enacted to a sufficient degree.
5) Program Resource Utilization

**Staffing Trends:** Workability is a small program with only 2-4 staff. Over the past three years, certificated staff has remained static, and the classified support staff has had several changes, due to promotions and internship positions. WAIII staffing and services are not generally influenced by or reflective of general SCC enrollment changes. Since WAIII focuses solely on serving students with disabilities who are DOR consumers, our service community generally remains static and does not reflect activities in the general student population.

**Staff Participation:** Per the collaborative contract with the DOR, funds provided for WAIII staff and faculty are earmarked specifically for direct services to DOR consumers. Some consideration of the role of faculty and staff is taken when determining other campus activity, and WAIII staff do serve on standing committees, and participate in special projects, initiatives, events and trainings. However, there is an emphasis that participation is limited, and our services are focused on DOR clientele. Currently the WAIII Coordinator serves on the Staff Equity and Diversity Committee, the Student Equity Committee, the Accreditation 3A Committee, and two peer evaluation committees. The WAIII SPA currently serves on the Honors and Awards Committee and the Student Equity Committee.

**Staff Professional Development:** There are certainly plenty of opportunities for WAIII staff to participate in professional development activities. WAIII staff attend statewide conferences in DSPS services, career development and transition services, as well as various staff development activities offered on campus.

**Facilities & Equipment:** The WAIII Program currently possesses adequate facilities and equipment to maintain an effective program. WAIII utilizes the off-campus centers and DOR offices to provide instructional space, and the technology support provided by SCC meets the needs of the program.

**Finances & Budget:** WAIII is financed by a contract with the DOR. These funds are federal funds, matched by 25% certified redirected time (DSPS, Internship and Matriculation staff). Over the past several years, the DOR has increased the budget for WAIII to meet increased staffing needs. One problematic trend is dealing with the large regular increasing salaries for faculty, which currently utilize 64% of the current staffing budget for a single position. The remaining 36% covers 1.5 classified positions. Over the next several years, salary increases will continue to make this situation difficult. Eventual selection of a new WAIII Coordinator will relieve this issue. Currently, the DOR has awarded sufficient budget increases to absorb salary increases, and this is expected to continue over the next few years.

**Future Directions:** WAIII serves a very specific student population, and although it is based at SCC, it serves the needs of all four LRCCD colleges. In time, additional DOR funds may make it possible for individual Los Rios campuses to establish their own WAIII programs. For the time being, WAIII is committed to work collaboratively with all LRCCD DSP&S offices, outreach centers and DOR offices.
6) Collaboration Across Our Communities

**Current Partnerships:** WAIII has strong collaborations with DSPS at Cosumnes River College, American River College and SCC. We also regularly work with the SCC Career Center, Work Experience Program and General Counseling. Students are regularly cross-referred to our partner programs. We collaborate on campus initiatives including the seasonal Job Fair, Career Fair, Transfer Day and the School-to-Work Conference.

**Future Directions:** A long-term effort is taking place to help WAIII serve as a natural end-service to DSPS services. Collaboration has started with local DOR programs to ensure that every DSPS student has access to DOR services, and that all DOR students at SCC are offered WAIII services to assist in the transition to work. **One barrier to a focus on DSPS matriculation is the attitude and intentions of DOR counselors who see WAIII as a job-placement program for their own purposes, rather than as a collaborative program between two agencies.**
7) Other Program Issues

None.
Appendix A

A.1 Participant Data 2007-08

<table>
<thead>
<tr>
<th>Category</th>
<th>% of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>50%</td>
</tr>
<tr>
<td>Asian</td>
<td>10%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>15%</td>
</tr>
<tr>
<td>Native American</td>
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</tr>
<tr>
<td>Filipino</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>20%</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>40%</td>
</tr>
<tr>
<td>Female</td>
<td>60%</td>
</tr>
<tr>
<td>Age</td>
<td></td>
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<tr>
<td>18-25 yrs</td>
<td>20%</td>
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<td>26-40 yrs</td>
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</tr>
<tr>
<td>41-55 yrs</td>
<td>45%</td>
</tr>
<tr>
<td>51+ yrs</td>
<td>15%</td>
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</table>