# Santa Rosa Junior College

## Program Resource Planning Process

### DSPS  2024

## 1.1a Mission

The Disability Resources Department cultivates an accessible and inclusive community and is committed to creating an accessible and inclusive college experience for disabled students. We collaborate with students to provide accommodations and services for their academic goals. We are dedicated to supporting disabled students and value their lived experiences and intersectional identities. Through collaboration and advocacy, we work with our campus communities to remove barriers, implement Universal Design for Learning principles, and fully realize the District's mission and vision for an accessible, equitable, and inclusive college.  We believe that universally accessible educational environments benefit all those at the college.

## 1.1b Mission Alignment

**DRD is fully aligned with District's Strategic Plan goals and objectives.**

The DRD mission is firmly aligned with the mission of Santa Rosa Junior College. DRD provides critical resources, services and instruction to students with disabilities. DRD contributes to student equity and retention by engaging  students with one on one support and services based on their individual needs.

To fulfill their mission, the DRD:

1. Embed into a variety of student areas including EOPS, Veterans, Sawubona, & Athletics
2. Collaborate with faculty to aid in the implementation of accommodations and best practices for students with disabilities
3. Create opportunities for disability awareness
4. Teach classes that help students with skills and strategies for academic success and disability management
5. Teach classes in the area of Disability Studies

# 1.1c Description

The DSPS program at Santa Rosa Junior College is provided through the Disability Resources Department, which is serving an estimated 2800 students with disabilities in 2023-2024. Administrators, faculty, classified staff, STNC and student workers totaling approximately 50 employees provide services and instruction through Disability Resources. Located in the  Bertolini Student Services Building and to Plover Hall in the center of the campus, services are centralized for easy student access.  The Department also has an office suite on the Petaluma campus in the Richard Call building which accommodates the full operation of support services for students with disabilities attending college at that campus. The department utilizes shared use classrooms on both campuses for special class offerings.

DRD's faculty is comprised of specialists with training and backgrounds in:
Acquired Brain Injury
Autism
Deaf/Hard of Hearing
Intellectual Disabilities
Learning Disabilities
Psychological Disabilities
Physical Disabilities
Visual Impairment
ADHD

Specialists meet with students individually to develop and maintain the Approved Academic Accommodations letters, to provide disability management and academic advising, and to assist students in setting up and accessing their approved academic accommodations and services each semester.

In addition to serving the individual needs of students with disabilities, the Disability Resources Department is also comprised of the following programs, services and outreach efforts:

**Acquired Brain Injury Program**
The ABI Program provides services to students who have sustained brain injuries.  Students with acquired brain injuries experience a wide range of limitations that directly affect their ability to achieve academic success. The nature and severity of an individual's brain injury (e.g., stroke, tumor, fall, motor vehicle accident, drug overdose, the length of time since the event occurred, and what, if any, type of rehabilitation they have received are all factors that may impact their ability to access and advance through their curriculum. Difficulty with concentration, memory, stamina, stress, judgment, reasoning, time management, and communication are common to this population.
SRJC's ABI Program is the only place in Sonoma County where these individuals can learn about how to manage the effects of their acquired brain injury in an academic setting as they resume the educational paths identified prior to their injuries, or create

new goals based on their new capacities. It is through expertise of the ABI specialists that SRJC students with ABI begin to understand the new nexus between their cognitive strengths and weaknesses, and the demands of their educational goals.

Additionally, the ABI program specialists coordinate the Concussion Management Program for student-athletes in conjunction with the SRJC Head Athletic Trainer. Hundreds of student-athletes are administered baseline cognitive and balance testing, and provided with extensive concussion education at the start of their sport season. Students are referred, tested, and provided with counsel and academic accommodations upon sustaining a sports-related concussion. The program is highly regarded and gaining national attention. The unique feature of the SRJC program is the cooperative design between Disability Resources and Athletics.

No ABI Specialist is currently assigned to the Petaluma campus, but Specialists from SR work in Petaluma as needed to meet the student need.

### Adapted Physical Education Program

Our Adapted Physical Education (A.P.E.) program offers a variety of physical fitness classes that are modified to meet the        needs of students with disabilities who could not otherwise benefit from non-adapted Physical Education classes.

No Adapted P.E. is currently offered at the Petaluma Campus.

### Assistive Technology

The Assistive Technology Center provides students with a comprehensive assessment and instruction in the use of assistive technology and alternate media. The Assistive Technology Center also oversees the production of alternate media. Providing alternate media is a mandated service by the California Education Code Section 67302. Federal and State laws require community colleges to operate all programs and activities in a manner in which is accessible to students with disabilities. This includes making course content and instructional materials accessible.

In addition to providing instruction to students, the Assistive Technology Center staff, provide expertise in assistive technology programs, accessibility, and compliance. The Assistive Technology Center staff consult with district staff, faculty, and management in an effort to maintain over 60 accessible computer workstations throughout the District. These stations require regular updates, upgrades, and troubleshooting to ensure that the District remains compliant with Federal and state mandates

An AT Lab is located in both Santa Rosa and Petaluma DRD.

### College To Career Program

The College to Career Program is a Cooperative Contract Program with the California Department of Rehabilitation designed to provide Career and Technical Education support and training for students with intellectual disabilities.  SRJC is one of five such programs in the state.). C2C is designed to serve 20 students per year in a three year cycle, serving a total of 60 students at any given time. The program is in its third year of operation with three cohorts of students. The goal of the program is to provide Career and Technical Education and work experience culminating in paid, competitive employment at the end of the program.

The College to Career Program is only be offered on the Santa Rosa campus at this time.

**Deaf and Hard of Hearing Program**
The Deaf and Hard of Hearing Program meets the needs of students who are Deaf or hard of hearing by providing academic advising, disability management counseling, authorization and provision of accommodations (e.g. interpreters, note takers, real time captioning, assistive listening devices and test proctoring) for students taking classes at all district locations. The program regularly collaborates with the ASL department to provide professional development activities on issues related to meeting the needs of Deaf students on campus. The program provides support to community members through the Coping Strategies for Hearing Loss class, and through access to interpreted SRJC sponsored events such as theater productions, tours of the art gallery and planetarium shows, when requested. Staff collaborate with the California School for the Deaf and local schools to provide a smooth transition from high school. Staff also work closely with many community agencies such as the Department of Rehabilitation, Disability Services and Legal Center, and West County Community Agency to meet the academic, mental health, legal and vocational needs of students.

Services for Deaf students are provided at all District locations, including the Petaluma campus.

**Disability Intake and Support Services**
Federal and State laws require that SRJC provide disability accommodations to all qualified students in a timely manner. Disability Intake Facilitators on both the SR and Petaluma campuses coordinate the intake process for students including provision of information, processing of application for services, and securing of medical documentation verifying disabilities. This is all done at busy "front desk" locations while managing all appointment scheduling and clerical support for the department.

After student documentation is compiled, each student file is reviewed for eligibility by the DSPS Dean and each student is assigned to a Specialist. The Specialist provides disability management counseling, academic advising, and authorizes the appropriate accommodations, generating accommodation letters for students to present to their instructors.

The Support Services office on both the SR and Petaluma campuses coordinates the provision of accommodations for all DRD students including note taking services, test taking services, in-class mobility assistants, readers and transcribers, and the complex distribution of accessible furniture throughout the District.

All intake and support services are offered on both the SR and Petaluma campuses and as needed by appointment at all other District locations.

**High School Transition Program**
DRD's Transition to College program (TC) is an outreach effort that takes place annually. It is designed to reach graduating high school seniors who have received Special Education services and plan to attend SRJC.

TC also facilitates the completion of the matriculation requirements for accessing priority registration.

TC takes place on both the Santa Rosa and Petaluma campuses. Annually, approximately 200 high school seniors in Sonoma County participate in TC.

## Instructional Program

The mission of the Disability Resources Department Instructional Program is to provide students with disabilities specialized instruction that fosters academic success, disability management, and career success. This is accomplished through the use of innovative instruction that engages students as active learners. It is the department's goal to utilize best practices when developing instructional programs and teaching students with disabilities.

While DRD's instructional program has shrunk in recent years due to reductions to the schedule of classes and loss of funding, the department is carefully rebuilding an instructional program to support students with disabilities.

The College to Career Program requires students to enroll in a series of both credit and noncredit DRD course offerings.

Instructional offerings are on both the Santa Rosa and Petaluma campuses.

## Learning Disability Program

The Learning Disability Program serves students whose disability specifically limits their success in the traditional academic setting and/or employment.   Learning disabilities are diverse and complex in how they impact each individual and may coexist with other disabilities or conditions.

Services offered by our Learning Disability Program include verifying student eligibility for LD services; provision of LD assessment testing; disability management counseling; authorization of academic accommodations; academic and vocational advising; and liaison with instructional faculty regarding specific needs of LD students.

It is important to note that the individuals with learning disabilities possess average to above average intelligence.  Many students with exceptional intelligence are able to compensate for their LD throughout elementary and secondary school years.  They may remain unidentified until faced with the rigors of college and identification through LD assessment testing.

## Veteran's Outreach

Fourteen hours per week a disability specialist works in Veteran's Affairs on the Santa Rosa campus.  The specialist is able to identify student veterans who might benefit from services from Disability Resources and offer streamlined eligibility and access to services.  Disabled student veterans have historically been an underserved population by Disability Resources. Veterans do not typically seek out disability services; imbedding a disability specialist in Veteran's Affairs is a way to bridge this gap and educate disabled veterans as to the benefits of Disability Resources.

## 1.1d Hours of Office Operation and Service by Location

Mandated services such as sign language interpreters, lab assistants, note takers, etc., are available at all times that classes are offered at any SRJC location.

The following hours are set for the 2024-2025 Academic Year for DRD offices on both campuses.

>  M-Th    8:00am-5:00pm
>
>  Fri      8:00am-12:00pm
>
>  *Summer 2024*
>
>  M-Th:   8:00 am -4:00pm

## 1.2 Program/Unit Context and Environmental Scan

The relocation of many of the services of Disability Resources to the central area of campus has greatly improved access for students and staff.

We now offer programing from Bertolini, Plover and Maggini on the Santa Rosa Campus and one area on the Petaluma campus.In addition to the on campus locations DRD offers many services online.  We embed in various programs to increase access and provide information in the context of a number of programs for 1-2 days weekly, for example: Athletics and Vets.

The following changes in the social, business, cultural, educational, technological or regulatory environment that could impact our program/unit over the next three years:

- The Advisory Board is meeting to determine if a department name change or extension is necessary based on current Disability Culture
- Supporting students' mental health continues to be a needed area of growth
- The establishment of a Disability Cultural Center on both campuses in August will allow a safe space for DRD students to meet, hold clubs and host a variety of activities
- Assistive Technology continues to change and improve what we are able to offer to our students

## 2.1a Budget Needs

The Disabled Students Programs and Services program is requesting additional funding for the implementation and ongoing subscription to the Symplicity Accommodate software.  This software will be in lieu of our current digital filing system that is housed in SIS. IT team is uncertain that the Banner application will conitnue to interact well with the SIS platform and Banner does not have a module developed that will provide the level of support needed to provide disabled student accommodations.

Otherwise, the current funding model with categorical funding covering most of the program, and the District's general fund providing a match for our DHH program, and assisting with the funding for instruction, will sustain the program through the 2024-2025 academic year.

## 2.1b Budget Requests

| Rank | Location | SP | M | Amount | Brief Rationale |
|------|----------|----|----|--------|-----------------|
| 0001 | ALL | 02 | 01 | $22,500.00 | Implementation of Banner Add-on: Symplicity Accommodate software which support our overall digital filing system and allow us to implement the approriate accommodations for SRJC disabled students. |
| 0002 | ALL | 02 | 03 | $50,000.00 | Furniture for our new Disability Cultural Centers on the Petaluma and Santa Rosa campuses. |

## 2.2a Current Classified Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|----------|-------|-------|-----------|
| Intake Facilitator (Santa Rosa) | 40.00 | 12.00 | Reception and DSPS intake support |
| Service Facilitator (Santa Rosa) | 40.00 | 12.00 | Coordination of student accommodations |
| Service Facilitator (Santa Rosa) | 40.00 | 12.00 | Coordination of student accommodations |
| Alternate Media Specialist | 40.00 | 11.00 | Oversight of alternate media production and video captioning |
| Sign Language Interpreter Sr | 30.00 | 11.00 | Provide interpretation for Deaf students |
| Sign Language Interpreter Sr. | 40.00 | 11.00 | Provide interpretation for Deaf students |
| Sign Language Interpreter | 30.00 | 10.00 | Provide interpretation for Deaf students |
| Job Developer | 40.00 | 12.00 | College to Career Program |
| Vocational Skills Coach | 20.00 | 10.00 | College To Career Program |
| Administrative Assistant III | 40.00 | 12.00 | Dean and Budget Support |
| Administrative Assistant II | 40.00 | 12.00 | Support for DHH program |
| Testing Specialist (Petaluma) | 40.00 | 12.00 | HiSET and GED Testing Proctor |
| Intake Facilitator (Petaluma) | 40.00 | 12.00 | Reception and DSPS intake support |

## 2.2b Current Management/Confidential Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|---|---|---|---|
| Dean, Disabled Students Programs & Services | 40.00 | 12.00 | Oversight and coordination of DSPS |

## 2.2c Current STNC/Student Worker Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|---|---|---|---|
| Sign Language Interpreter | 15.00 | 10.00 | provide sign language interpreting for Deaf students |
| Sign Language Interpreter | 15.00 | 10.00 | provide sign language interpreting for Deaf students |
| Sign Language Interpreter | 15.00 | 10.00 | provide sign language interpreting for Deaf students |
| Sign Language Interpreter | 15.00 | 10.00 | provide sign language interpreting for Deaf students |
| Sign Language Interpreter | 15.00 | 10.00 | provide sign language interpreting for Deaf students |
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| Sign Language Interpreter | 15.00 | 10.00 | provide sign language interpreting for Deaf students |
| Sign Language Interpreter | 15.00 | 10.00 | provide sign language interpreting for Deaf students |
| Sign Language Interpreter | 15.00 | 10.00 | provide sign language interpreting for Deaf students |
| Service Facilitator/ Testing Tech (Santa Rosa) | 25.00 | 11.00 | Assist students with disability support services and testing |
| Service Facilitator/Testing Tech (Santa Rosa) | 25.00 | 12.00 | Assist students with disability support services and testing |
| Service Facilitator / Testing Tech (Petaluma) | 25.00 | 12.00 | Assist students with disability support services and testing |
| Service Facilitator / Testing Tech (Petaluma) | 25.00 | 12.00 | Assist students with disability support services and testing |
| Sevice Facilitator / Testing Tech (Santa Rosa) | 25.00 | 12.00 | Assist students with disability support services and testing |
| Service Facilitator/ Testing Tech (Santa Rosa) | 25.00 | 12.00 | Assist students with disability support services and testing |
| Service Facilitator /Testing Tech (Petaluma) | 25.00 | 12.00 | Assist students with disability support services and testing |
| Service Facilitator/ Front desk support | 25.00 | 12.00 | Assist Front Desk |
| Service Facillitator/Front desk support | 25.00 | 12.00 | Assist Front Desk |
| Service Facilitator / Front desk support | 25.00 | 12.00 | Assist front desk staff |
| Adminitrative Assistant II | 25.00 | 12.00 | Schedules notetakers, mobility assistants, and after hours proctors |

# 2.2d Adequacy and Effectiveness of Staffing

Fall 2024 will require backfill for a sabbatical leave and for a Disability Specialist - LD in Petaluma, and a Disability Specialist - MH in Santa Rosa. Spring 2025 will require backfill for a sabbatical leave for a DRD Counselor.

DRD will continue to explore our current use of STNCs and determine which positions should be converted to Classifed staff positions.

We anticipate a need for:

| Position | FTE |
|---|---|
| 1 Intake Facilitator (Santa Rosa) | 1.0 FTE |
| 1 Intake Facilitator (Petaluma) | .5 FTE |
| 1 Testing Coordinator (Santa Rosa) | 1.0 FTE |
| 1 Testing Coordinator (Petaluma) | 1.0 FTE |
| 1 APE Specialist (District) | 1.0 FTE |
| 1 Student Support Specialst (Santa Rosa) | 1.0 FTE |
| 1 DRD Coordinator (District) | 1.0 FTE |
| 1 DRD Manager (District) | 1.0 FTE |
| 1 Disability Specialist - MH (District) | 1.0 FTE |

While the overall enrollment numbers has been decreasing in the last several years, the number of disabled students supported by the Disability REsources Department has grown at a steady rate.

| Year | Count |
|---|---|
| 2016-2017 | 2422 |
| 2017-2018 | 2683 |
| 2018-2019 | 2619 |
| 2019-2020 | 2622 |
| 2020-2021 | 2242 |
| 2021-2022 | 2459 |
| 2022-2023 | 2547 |
| 2023-2024 | 2830 |

## 2.2e Classified, STNC, Management Staffing Requests

| Rank | Location | SP | M | Current Title | Proposed Title | Type |
|------|----------|----|----|---------------|----------------|------|
| 0001 | Santa Rosa | 01 | 02 | Intake Facilitator (Santa Rosa) | Same | Classified |
| 0002 | Santa Rosa | 01 | 02 | Student Support Specialist (Santa Rosa) | Same | Classified |
| 0002 | Petaluma | 01 | 02 | Testing Coordinator (Petaluma) | Same | Classified |
| 0002 | Santa Rosa | 01 | 02 | Testing Coordinator (Santa Rosa) | Same | Classified |
| 0003 | ALL | 01 | 02 | DRD Coordinator | Same | Classified |
| 0004 | ALL | 01 | 02 | Manager, DSPS | Same | Classified |
| 0005 | Petaluma | 01 | 02 | Intake Facilitator (Petaluma) | Same | Classified |

## 2.3a Current Contract Faculty Positions

| Position | Description |
|---|---|
| Disability Specialist: Deaf and Hearing Impaired | Disability management counseling, advising, and instruction for Deaf students, or students with hearing impairments. Supervises the sign language interpreters and the Deaf program. |
| Disability Specialist: Learning Disabilities | Assessment, advising, and instruction for students with learning disabilities |
| Disability Specialist: Psychological & Physical | Disability management counseling, advising, and instruction for students with psych disabilities |
| Disability Specialist: Acquired Brain Injuries | Assessment, advising, and instruction for students with Acquired Brain Injuries. |
| Disability Specialist: Acquired Brain Injuries | Assessment, advising, and instruction for students with Acquired brain injuries. |
| Disability Specialist: ID, Autism Spectrum, ADD | Disability management counseling, advising, and instruction for students with intellectual disabilities, diagnoses on the autism spectrum, or attention deficit disorders. |
| Disability Specialist: Psychological & Physical | Disability management counseling, advising, and instruction for students with psychiatric and/or physical disabilities. |
| Disability Specialist: ID & Autism Spectrum | Disability management counseling, advising, and instruction for students with intellectual disabilities or diagnoses on the autism spectrum. |
| Disability Specialist: Generalist (PET) | Assessment, advising, and instruction for students with disabilities at the Petaluma campus. |
| Disability Specialist: Learning DIsabilities(PET) | Assessment, advising, and instruction for students with learning disabilities |
| DRD Counselor | Provides academic and career counseling to students with disabilities. |

## 2.3b Full-Time and Part-Time Ratios

| Discipline | FTEF Reg | % Reg Load | FTEF Adj | % Adj Load | Description |
|---|---|---|---|---|---|
| DRD Petaluma/Santa Rosa | 11.0000 | 23.0000 | 10.0000 | 76.0000 | |

## 2.3c Faculty Within Retirement Range

There are 5 full-time contract faculty members who are within retirement range.

## 2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

The Disability Resources Department has two Faculty requests:

1. Adaptive Physical Education Coordinator / Disability Specialist - The person currently in the role will be retiring in fall 2025.
2. Disability Specialist - Mental Health - The number of students with a diagnosis of a mental health challenge has increased exponentially in the past 6 years due to local environemental disasters and the COVID 19 pandemic.

The Disability Resources Department SALOs

[Access] Facilitate access to curricular and co-curricular programs and activities.

[Outreach] Provide DRD outreach to the college and community.

[Education] Educate students and the college community including: promoting understanding of different disabilities, strategies for academic success, and instruction on topics of disability rights.

[Advocate] Promote self-advocacy skills for students related to disability.

## 2.3e Faculty Staffing Requests

| Rank | Location | SP | M | Discipline | SLO Assessment Rationale |
|------|----------|----|----|-----------|---------------------------|
| 0001 | ALL | 02 | 03 | Adaptive Physical Education Coordinator | Will provide access, education, advocacy and outreach to disabled students. |
| 0002 | ALL | 02 | 03 | Disability Specialist - Mental Health | Will provide access, education, advocacy and outreach to disabled students. |

## 2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

The instructional software requests in 2.4f are renewals of existing software packages that are part of District Accessibility.

The Disabled Students Programs and Services program is requesting additional funding for the implementation and ongoing subscription to the Symplicity Accommodate software.  This software will be in lieu of our current digital filing system that is housed in SIS. IT team is uncertain that the Banner application will conitnue to interact well with the SIS platform and Banner does not have a module developed that will provide the level of support needed to provide disabled student accommodations.

## 2.4c Instructional Equipment Requests

| Rank | Location | SP | M | Item Description | Qty | Cost Each | Total Cost | Requestor | Room/Space | Contact |
|------|----------|----|----|------------------|-----|-----------|------------|-----------|------------|---------|
| 0001 | ALL | 01 | 01 | 3 Dome ceiling camera for Accommodated Testing Center | 3 | $350.00 | $1,350.00 | | | |
| 0001 | ALL | 01 | 01 | 1 panoramic camera for Accommodated Testing Center | 1 | $700.00 | $700.00 | | | |
| 0001 | ALL | 02 | 03 | Assisted Listening Device | 12 | $1,000.00 | $1,200.00 | | | |
| 0002 | ALL | 02 | 03 | Logitech Scissor Keyboard | 5 | $60.00 | $300.00 | | | |

## 2.4d Non-Instructional Equipment and Technology Requests

| Rank | Location | SP | M | Item Description | Qty | Cost Each | Total Cost | Requestor | Room/Space | Contact |
|------|----------|----|----|------------------|-----|-----------|------------|-----------|------------|---------|
| 0001 | ALL | 01 | 01 | Logitech Scissor Keyboard | 5 | $60.00 | $300.00 | | | |

## 2.4f Instructional/Non-Instructional Software Requests

| Rank | Location | SP | M | Item Description | Qty | Cost Each | Total Cost | Requestor | Room/Space | Contact |
|------|----------|-----|-----|------------------|-----|-----------|------------|-----------|------------|---------|
| 0001 | ALL | 01 | 02 | JAWS Screen Reading Software | 1 | $1,600.00 | $1,600.00 | K. Starke | various | K. Starke |
| 0001 | ALL | 01 | 02 | Read & Write Gold Access Tech Software | 1 | $1,400.00 | $1,400.00 | K. Starke | various | K. Starke |
| 0001 | ALL | 01 | 02 | Dragon Naturally Speaking Speech to Text software | 1 | $570.00 | $570.00 | K. Starke | various | K. Starke |
| 0001 | ALL | 01 | 02 | Magic Pro w/speech screen reading software | 1 | $1,600.00 | $1,600.00 | K. Starke | various | K. Starke |
| 0001 | ALL | 01 | 02 | Otter.ai | 1 | $1,000.00 | $25,000.00 | K. Starke | various | K. Starke |

## 2.5a Minor Facilities Requests

| Rank | Location | SP | M | Time Frame | Building | Room Number | Est. Cost | Description |
|------|----------|-----|-----|------------|----------|-------------|-----------|-------------|
| 0001 | Santa Rosa | 04 | 07 | Urgent | Bertolini | Third floor landing | $5,000.00 | Electricity for Disability Cultural Center |

## 2.5b Analysis of Existing Facilities

**Disability Resources**

**Analysis of Existing Facilities**

The Disability Resources Department (DRD) is located in the Bertolini Student Center.  As of fall of 2019, this location includes the Access Technology Center, and College to Career program. The DRD Support Services/Testing office was also relocated and now resides in Plover Hall. The current facilities for DRD on the Petaluma Campus are located in the Call building, adjacent to other student services. The locations of Bertolini Student Center and Call Hall serve the needs of students with disabilities well, providing proximity to public transportation and services which support their engagement and success.

## 3.1 Academic Quality

The Disability Resources Department has a long history of applying for, and being awarded grants. Currently one large program within DRD is funded with competitive grant funding.
- The College to Career Program is currently funded with a three year, $870,000.00 grant.

Several smaller grants from both internal (Foundation) and external sources have been acquired during the past year to support the purchase of special equipment for students with disabilities, and to promoted programming that highlights DEIA initiatives.

## 3.2 Student Success and Support

All recent recruitments for faculty and classified positions have included a stated preferred skill of Spanish/English bilingual, bi-cultural ability.

The department continues to have forms and information documents published in Spanish as part of the Department's community outreach efforts. Materials for parents of high school seniors have been provided to local high schools in both English and Spanish. The DRD Request for Services and Student Education Contract are both translated into Spanish.

A Spanish/English bilingual Intake Facilitator works at our front desk.

A Disability Specialists is able to conduct appointments with students in Spanish. Seven members of DRD enrolled in, and completed Spanish courses, some completing Spanish 3.

Our department also provides a culturally welcoming environment to Deaf students with two bilingual (ASL/English) Disability Specialists, and ASL interpreters.

In 2020-2021, the department embarked on an iterative Equity Analysis to assure that all students are served and recieve the support and services that they require to be successful.  This work is ongoing, with a dedicated committee that provides guidance and ideas in moving the work forward. results of this Equity Analysis have resulted in improvements in our Request for Services process, and in re-vamping our Pending Student process so that students may be immediately served and supported. We are also continuing to strive to recruit and hire multi-cultural staff members, and have just hired a Deaf Specialist, and two bi-lingual Service Facilitators.

## 3.3 Responsiveness to Our Community

Regular in-service training in disability specific topics are provided for department staff. Staff are supported with release time to attend District sponsored staff development trainings and activities.

Additonally, DRD is able to provide support to other areas by providing information about best practice, Universal Desgin for Learning, and DEI practices based on our own equity analysis.

## 3.4 Campus Climate and Culture

Our DRD Area Safety Coordinators will be  completing the scheduled trainings in order to understand the district's emergency response procedures. We are in the process of re-visiting or procedures and updating as is necessary to ensure safety in the building..

DRD Area Safety Coordinator Committee

(Kim, Debbie, Tanya, Melinda, Noah, Lindsay, Melissa, Stephanie)

# 3.5 Establish a Culture of Sustainability

Most Disability Resources Department operations are now electronic, and will continue to be, even once faculty and staff return to in-person services.

# 4.1a Course Student Learning Outcomes Assessment

### 4.1a. DRD Course Student Learning Outcomes

The Disability Resources Department participates in a regular cycle of assessment of its course student learning outcomes. Disability Resources faculty assess at least one course SLO each time a course is offered, rotating through all of a courses' SLO's before repeating assessment of previously assessed SLO's.

All course assessment results, including methods, analysis and changes have been posted on SharePoint. Additionally, Disability Resources faculty share their reflections on their student learning assessments at department meetings.

# 4.1b Program Student Learning Outcomes Assessment

### 4.1b DRD Program Student Learning Outcomes

DRD Student Learning Outcomes Statements

The Disability Resources Department is committed to participating in a regular cycle of assessment toward the achievement of the following student learning outcomes:

1. Students will demonstrate independence and personal responsibility accessing curricular and co-curricular programs and activities.

2. Students will develop self-awareness and project self-confidence.

3. Students will utilize technology to enhance academic success.

Creating an Ongoing Regular Cycle of Assessment

Faculty in the Disability Resources Department have collaborated to create a meaningful ongoing cycle of assessment of its Program SLO's. Each year DRD faculty members meet to review and update the plan to ensure it continues to reflect the current needs of the Department and its students.  All completed DRD Program assessments are posted on SharePoint. As of the current academic year (2023-2024) all program SLO's have been assessed at least once during this 6 year cycle.

# 4.1c Student Learning Outcomes Reporting

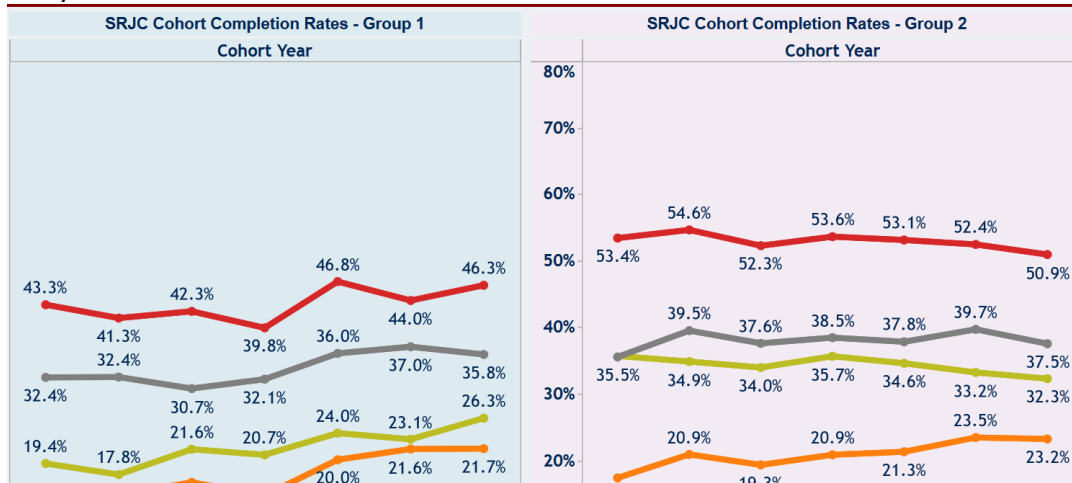| Type | Name | Student Assessment Implemented | Assessment Results Analyzed | Change Implemented |
|---|---|---|---|---|
| Course | DRD 314 | Fall 2015 | Fall 2015 | N/A |
| Course | DRD 360.1 | Fall 2015 | Fall 2015 | N/A |
| Course | DRD 360.2 | Fall 2015 | Fall 2015 | N/A |
| Course | DRD 360.3 | Spring 2016 | Spring 2016 | N/A |
| Course | DRD 363 | Spring 2016 | Spring 2016 | N/A |
| Course | DRD 371.1A | Fall 2015 | Fall 2015 | N/A |
| Course | DRD 371.1B | Spring 2016 | Spring 2016 | N/A |
| Course | DRD 371.2A | Fall 2015 | Fall 2015 | N/A |
| Course | DRD 371.2B | Spring 2016 | Spring 2016 | N/A |
| Course | DRD 371.3A | Fall 2015 | Fall 2015 | N/A |
| Course | DRD 371.3B | Spring 2016 | Spring 2016 | N/A |
| Course | DRD 390.2 | Fall 2015 | Spring 2016 | N/A |
| Course | DRD 390.3 | Spring 2016 | Spring 2016 | N/A |
| Course | DRD 391 | Fall 2015 | Fall 2015 | N/A |
| Course | DRD 705 | Fall 2015 | Fall 2015 | Fall 2013 |
| Course | DRD 761 | Spring 2016 | Spring 2016 | N/A |
| Service/Program | Independence/responsibility ac | Fall 2014 | Fall 2014 | Fall 2014 |
| Service/Program | Utilize technology | Spring 2015 | Spring 2015 | Spring 2015 |

# 4.2a Key Courses or Services that address Institutional Outcomes

| Course/Service | 1a | 1b | 1c | 2a | 2b | 2c | 2d | 3a | 3b | 4a | 4b | 5 | 6a | 6b | 6c | 7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Accommodations & Services | | X | | X | X | | | | | X | | | X | | | X |
| DRD 313 | | | | X | X | X | X | X | X | X | X | X | X | X | X | |
| DRD 314 | | | | X | X | X | X | X | X | X | X | X | X | X | | X |
| DRD 352 | | | | X | X | X | X | X | X | X | X | X | X | X | X | |
| DRD 360.1 | | | | X | X | | | X | X | X | X | | | | | X |
| DRD 360.2 | | | | X | X | | | X | X | X | X | | | | | X |
| DRD 360.3 | | | | X | X | | | X | X | X | X | | | | | X |
| DRD 363 | | | | X | | | | X | X | X | X | | | | | X |
| DRD 370.1A | | X | | X | X | | X | X | X | X | X | X | X | | | X |
| DRD 370.1B | | X | | X | X | | X | X | X | X | X | X | X | | | X |
| DRD 370.2A | | X | | X | X | | X | X | X | X | X | X | X | | | X |
| DRD 370.2B | | X | | X | X | | X | X | X | X | X | X | X | | | X |
| DRD 370.3A | | X | | X | X | | X | X | X | X | X | X | X | | | X |
| DRD 370.3B | | X | | X | X | | X | X | X | X | X | X | X | | | X |
| DRD 390.2 | | | | X | X | X | | X | X | | | X | X | | | X |
| DRD 390.3 | | | | X | X | X | | | X | X | | X | X | | | X |
| DRD 391 | | | | X | X | X | | X | X | X | | | | | | X |
| DRD 700 | | | | X | | | | X | X | | | | | | | X |
| DRD 705 | | | | X | | X | | X | X | X | | | | | | |
| DRD 784 | | X | | | | | | | | | | | | | | |
| DRD Counseling | X | X | X | X | X | X | X | X | X | X | X | X | | | | |
| Transition to College Program | X | X | X | | X | | | | | | | | | | | X |

## 4.2b Narrative (Optional)

# 5.0 Performance Measures

Analysis of the data below confirm that students with disabilities continue to perform at slightly lower rates by many success measures (persistence, degrees, certificates). The graph on the left is the DSPS cohort, while the graph on the right is the general population of the student body.



**SRJC Cohort Completion Rates - Group 1**
Cohort Year

43.3%  42.3%  46.8%  46.3%
41.3%  39.8%  36.0%  44.0%
32.4%  37.0%  35.8%
32.4%  30.7%  32.1%  26.3%
21.6%  24.0%  23.1%
19.4%  20.7%
17.8%  20.0%  21.6%  21.7%

**SRJC Cohort Completion Rates - Group 2**
Cohort Year

80%
70%
60%
54.6%  53.6%  53.1%  52.4%
53.4%  52.3%  50.9%
50%
39.5%  37.6%  38.5%  37.8%  39.7%
40%  37.5%
35.5%  34.9%  34.0%  35.7%  34.6%  33.2%  32.3%
30%  23.5%
20.9%  20.9%  23.2%
20%  21.3%
19.3%

# 6.1 Progress and Accomplishments Since Last Program/Unit Review

| Rank | Location | SP | M | Goal | Objective | Time Frame | Progress to Date |
|------|----------|----|----|------|-----------|------------|------------------|
| 0001 | ALL | 02 | 03 | Improve access to and completion of academic education plans for student with disabilities | Provide timely access to counseling to address the impact disability has on learning, class load and choice when creating acadmic education plans | 23-24 | Have hired associate faculty for additional DSPS Counseling appointments to be available for students.<br><br>Have improved wait time for students by making appointments available on a drop in basis for new and continuing students.<br><br>Completed SALO's to determine gaps in services and made steps to improve. |
| 0001 | ALL | 02 | 03 | Improve access for students (local and distance ed) to DRD services through enhanced online experience  and interactive software | Complete enhancements of Student Access Software and DRD website | 23-24 | In progress to create a Canvas Shell that will support instructional faculty in best practices and services for disabled students.<br><br>Offering a variety of options for classes including online and hyflex.<br><br>Access Technology Center offers 1:1 support for students |
| 0002 | ALL | 02 | 04 | Provide supervised, quality services to students with disabilities | Relocate DRD Testing and Support Services Office to east side of campus. | 23-24 | Relocate DRD Testing and Support Services Office to east side of campus.<br><br>Testing and Support services have relocated to Plover Hall on the SR Campus and services have been reestablished on the Petaluma Campus  two days a week in Call Hall. |

## 6.2b PRPP Editor Feedback - Optional

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## 6.3a Annual Unit Plan

| Rank | Location | SP | M | Goal | Objective | Time Frame | Resources Required |
|------|----------|----|----|------|-----------|------------|--------------------|
| 0001 | ALL | 01 | 02 | Successfully open the Disability Cultural Centers on both the Petaluma and Santa Rosa campuses. | Open both centers in August-September 2024 and provide ongoing programming for the space to educate and advocate for disabled students. | 2024-2025 | Staff time, grants and district resources |
| 0001 | ALL | 01 | 02 | Imbed Specialists in service areas to ensure that disproportionaly impacted students have easy access to services. | Continue to locate Specialist in areas when requested and provide appropriate time to support the students in the various areas. | 2024-2025 | Staff time |
| 0001 | ALL | 01 | 03 | Implement new digital software platform (Symplicity/Accommodate) to work with the new Banner system so that we can continue to provide ecellent accomodation services that are largely automated. | Implement the chosen software platform for use with Banner. Begin the migration of information from current SIS to the Accommodate software platform | 2024 -2025 | IT, staff time, District funds. |
| 0002 | ALL | 01 | 02 | Re-brand the Disabiity Resources Logo and message to the contemporary paradigns around disability as identity. | Meet with Advisory Board to discuss new profile. | 2024-2025 | Staff time |