

Santa Rosa Junior College

Program Resource Planning Process

DSPS 2014

1.1a Mission

The Disability Resources Department's (DRD) mission is to provide people with disabilities equal access to a community college education through specialized instruction, disability related support services, and advocacy activities. DRD's mission is well aligned with the District vision and mission specifically in supporting the District's affirmation of responsibility to provide student and academic support services in order to improve student success and enrich student lives.

1.1b Mission Alignment

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

Strategic Plan: Goals and Objectives	DRD Alignment with Strategic Plan
<p>A. Support Student Success: <i>Support development of the whole student from early college awareness through successful completion of educational and career goals</i></p>	
<p>Expand and sustain access by eliminating barriers, expanding strategic outreach efforts, and delivering services effectively through current technologies</p>	<p>In the last year, DRD has actively reduced barriers to access of services by:</p> <ul style="list-style-type: none"> • Relocating most services and programs from the remotely located Analy Village to Bertolini Hall, thereby increasing our proximity to other Student Services. • Reaching out to incoming high school students through the High School Transition team. • Streamlining request for services forms. • Providing applications forms online to DRD services. • Providing services for distance education students via telephone/online.

	<ul style="list-style-type: none"> • DSPS dean approves students for services in an inclusive manner. • Coordinating referrals to local medical providers when student does not have verification of disability. • Embedding DRD services in the Veteran's Affairs office. • Reengineering one full-time Intake Facilitator from Petaluma campus to the impacted Santa Rosa campus in order to facilitate processing of new student applications. • Increasing students' access to course materials by providing recording devices and assisted listening devices. • Increasing student's access to testing accommodations by revising DRD Testing Request form to enhance clarity and accountability with use of triplicate form. • Increasing access to assistive technology in DRD Testing Offices. • Collaborating with counseling to develop online counseling orientation that meet new matriculation guidelines. • Planning to move DRD Testing Offices to a more centralized location on the Santa Rosa campus.
<p>Increase retention and academic progress through student engagement with academic and student services, faculty and staff, and campus and community activities</p>	<p>DRD students have GPA and completion rates commensurate to their non-DRD peers. Enrollment and retention of students with disabilities throughout the District remains strong with 7.5% of the overall District credit FTES generated during 12-13 being from students with verified disabilities. The District-wide degree applicable course completion (retention) rate is 73.84% and the completion rate of students with disabilities is 73.88%, indicating that students with disabilities are succeeding at the same rate as the overall student population.</p> <p>DRD faculty routinely connect students to campus and community activities to increase student success.</p>

	<p>DRD administration, faculty, and staff lead many campus activities each year to increase retention of students with disabilities.</p>
<p>Increase the number of students who complete their educational plans and goals</p>	<ul style="list-style-type: none"> • DRD encourages a minimum of 3 contacts with DRD specialists during the Fall semester for first year students. • DRD faculty and staff provide the 3 matriculation requirements for students with disabilities: Orientation, Assessment, Education planning. • DRD coordinates services with EOPS and Counseling, Scholarship and Financial Aid regarding recommended unit load for students. • DRD regularly engages in cross-training with Counselors, through email updates and by having a DRD faculty member attend weekly Counseling Faculty meetings. • DSPS dean served on key Student Success committees: Student Success Task Force, Priority Reg. Task Force, MIS Task Force, and SARS workgroup. • DRD supports students with basic skills by participating in several of the objectives by having department faculty serve on key committees such as the Developmental Ed. Task Force. Many of the students receiving services from DRD are basic skills students. An extensive outreach and transition program is offered for incoming students to improve their retention and success. DRD course offerings provide students with disabilities strategies for basic academic skills. The DRD Assistive Technology Training Center provides instruction in basic computer skills.
<p>Enhance cultural responsiveness to better serve all student populations with a focus on first generation college students and the increasing Latino/a population</p>	<p>DRD hired a bilingual/bicultural (Spanish) Support Services Specialist for the Santa Rosa campus during Summer, 2013, expanding support for ESL placement exams in the DRD Testing Office.</p>

	<p>DRD is currently recruiting a new full-time faculty member (with Spanish and English abilities preferred) with demonstrated cultural competence for the Hispanic population to serve as the anchor position to develop outreach, services and programming specific to the needs of Hispanic students with disabilities.</p> <p>DRD is increasing its ability to serve Spanish speaking students by authorizing interested staff to take Spanish language classes. Currently, 4 faculty and 2 classified staff members are enrolled in Spanish classes.</p>
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B. Foster Learning and Academic Excellence Foster learning and academic excellence by providing effective programs and services

<p>Support and promote teaching excellence across all disciplines</p>	<p>DRD provides individual consultation services to faculty as well as department-wide and college-wide trainings to increase faculty's skill in providing academic accommodations and support for students with disabilities. In Spring, 2014, DRD developed an Outreach Team, which conducted a survey of department training needs, and is developing training curriculum and coordinating instructional department trainings.</p>
<p>Engage students and spark intellectual curiosity in learner-centered environments</p>	<p>As instructors and in provision of allied services, DRD faculty encourage students to be active learners. Students with disabilities are taught strategies to mitigate the limitations of their disability with the goal of full engagement in the college's learner-centered environments.</p>
<p>Integrate academic and student support services across the college and curriculum</p>	<p>DRD partners with instructional faculty in the provision of in-class accommodations. All DRD classes integrate on campus student support services into the curriculum. DRD faculty regularly train instructional faculty on best practices for managing the educational environment and supporting students.</p>
<p>Identify and implement responsive instructional practices that increase the learning and success of our diverse students</p>	<p>DRD faculty led a Spring 2014 PDA training on the benefits of Universal Design for all students. This training was so well received that a follow-up trainings were offered by DRD faculty throughout the semester.</p>

C. Serve our Diverse Communities Serve our diverse communities and strengthen our connections through engagement, collaboration, partnerships, innovation, and leadership

Identify the educational needs of our changing demographics and develop appropriate and innovative programs and services with a focus on the increasing Latino/a population	The 2012-13 PRPP data indicates 29.48% of SRJC students identify as Hispanic. 22.07% of students with disabilities registered with DRD are Hispanic. To address this gap, DRD is recruiting a FT faculty position to develop outreach and service delivery strategies for our Latino students with disabilities. Additionally, staff are offered release time to enroll in Spanish classes and 6 are participating in Spring 2014.
Contribute to the richness of our multicultural community by promoting cultural initiatives that complement academics and encourage the advancement and appreciation of the arts	DRD promotes Disability Awareness activities throughout the year (e.g. Cochlear Implant Support Group, Day Under the Oaks). In addition, DRD regularly partners with the Theater Arts department to integrate disability awareness into Theater Arts productions. For example, during Fall, 2013 DRD faculty collaborated with the director of the play <i>Distracted</i> , about ADHD, to provide training to actors and a panel-discussion for the audience.
Meet the lifelong educational and career needs of our communities (e.g. seniors, emerging populations, veterans, re-entry students)	DRD addresses lifelong educational needs through 1:1 educational planning counseling with students, instructional programming—including the popular career development courses, veterans outreach, cochlear implant support group, and Adapted PE courses.
Provide relevant career and technical education that meets the needs of the region and sustains economic vitality	DRD collaborates with community career development partners, such as the Department of Rehabilitation, to provide career assessment and educational counseling for students interested in career and technical education pathways. DRD has two grant programs with the specific goal of CTE training and transition to work: WorkAbility III and College to Career.

D. Improve Facilities and Technology Provide, enhance, integrate, and continuously improve facilities and technology to support learning and innovation

Incorporate best practices and innovations for facilities and technologies in order to enhance learning and working environments	<p>DRD is in alignment with the college's standard for use of facilities and technology to facilitate delivery of services and increase workplace effectiveness.</p> <p>DRD makes uses technology to propel data-driven decisions. Multiple data sources are utilized such as SARS, SIS and a department database (File MakerPro).</p>
Improve and sustain infrastructure, facilities, and technology to proactively support our diverse learning community	DRD garnered college-wide support in relocating its services and programs on the Santa Rosa campus from the remotely located Analy Village to Bertolini Hall, thereby increasing our proximity to other Student Services. This centralized presence not only increases DRD's accessibility, but also increases the

	visibility of DRD services to the entire college population. In addition, DRD has implemented multiple improvements to the Testing Support Office during the 2013/2014 school under the direction of the Support Services faculty coordinator.
Increase District-wide coordination and collaboration to improve facilities and technology access, efficiency, and effectiveness	DRD's ongoing improvements to offer centralized student support services has resulted in District-wide discussion and planning about facilities. In addition, DRD faculty collaborate in facilities planning in their representation on the Parking Committee, Institutional Planning Committee, Academic Senate, and District Accessibility Committee.
Provide effective facilities and technology technical training for all employees to ensure operational effectiveness	DRD administration, faculty and staff take advantage of technology training opportunities by the college. In addition, DRD regularly conducts in-house trainings to stay current in assistive technology.

E. Establish a Strong Culture of Sustainability *Establish a culture of sustainability that promotes environmental stewardship, economic vitality, and social equity*

Expand, support, and monitor district-wide sustainability practices and initiatives	DRD's efforts toward sustainability are commensurate with college-wide efforts. Most of the business of DRD has transitioned to the electronic environment over the past several years.
Infuse sustainability across the curriculum and promote awareness throughout District operations	DRD faculty have increased their use of technology to disseminate course information to students through CATE, the student portal, and Evernote. DRD routinely evaluates the use of paper in its procedures. College Success courses in DRD address the skills required to live in a paperless world, i.e. use of smart phone, tablet and computer technology for both educational and life skills.
Promote social and economic equity in the communities we serve	DRD regularly contributes to the campus dialogue to increase disability awareness.
Ensure economic sustainability by leveraging resources, partnering with our communities, and contributing to the economic growth of the region	DRD has a strong internal scholarship program that yearly awards over \$15,000 to qualified students. DRD currently has 2 large grant funded programs and regularly applies for and receives smaller initiative grants.

F. Cultivate a Healthy Organization *Cultivate an inclusive and diverse organizational culture that promotes employee engagement, growth, and collegiality*

Foster an environment focused on collegiality and mutual respect in regards to cultural and individual perspectives	DRD administration, faculty and staff demonstrate respectful and collegial relationships with students and colleagues.
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Recruit and hire outstanding faculty and staff and implement an exemplary Professional Development Program for all employees	All DRD faculty and staff demonstrate areas of expertise and extensive experience in supporting people with disabilities. DRD faculty regularly lead Professional Development Trainings on suicide prevention, managing distress, disruptive, and dangerous student behaviors, use of assistive technology, and universal design. DRD faculty also contribute to faculty and staff training in the Academic Senate, New Faculty Program, the Crisis Intervention Resource Team, and through 1:1 consultation with faculty, staff, and administration.
Establish robust programs to improve the health and wellness of students and employees	DRD faculty routinely discuss health and wellness-maintaining behaviors with their students as part of providing disability management counseling services. DRD faculty regularly serve on the Health Services Advisory Committee for Student Health Services and actively refer students to SHS services.
Increase safety planning, awareness and overall emergency preparedness	Disability Resources is fully engaged in the planning process for emergency and disaster preparedness specifically for individuals with disabilities. The DSPS Dean is working on this initiative through the District Accessibility Committee. In addition, DRD has identified Safety Area Leaders for Bertolini Hall, Jacobs Hall, and Analy Village Building D. DRD assesses student need for evacuation assistance and plans accordingly. In Fall of 2013, DRD faculty led several Stair Chair Safety Trainings for Bertolini Hall.

G. Develop Financial Resources Pursue resource development and diversification while maintaining responsible fiscal practices and financial stability

Increase the amount of discretionary, unrestricted general fund local revenue	DRD prudently manages categorical funds from the Chancellor’s office for services delivered, reducing the burden of cost to the District.
Increase and maintain the District reserves above the state requirements	N/A
Pursue alternative funding sources including grants, partnerships, and scholarships to support our diverse communities and students	DRD has greatly expanded support and educational services for students with disabilities by pursuing external grants (see the PRPP for the College 2 Career and WorkAbility Programs). These grants increase the numbers of students served for certain target populations and often the grant-funded services (e.g. workshops, classes) are often opened up to the larger college community.
Manage enrollment and course offerings to maximize apportionment funding	The DRD Department chair, in collaboration with the curriculum committee, the faculty and administration, actively monitors course enrollments

	and creates schedules based on past data of student demand.
<i>H. Improve Institutional Effectiveness</i> <i>Continuously improve institutional effectiveness in support of our students, staff, and communities</i>	
Fully implement continuous quality improvement strategies to achieve greater transparency, effectiveness, efficiency, and participation	DRD actively participates in college wide continuous improvement efforts. DRD faculty and administration consistently serve on the Strategic Planning Task Force, the Student Services Accreditation work group, the Institutional Planning Council, the Academic Senate, Project Learn, and Student Services Council, Curriculum Tech Review, District Facilities Planning, DTREC, and numerous other committees. Within DRD, we have identified and implemented a continuous cycle of assessment for program and course Student Learning Outcomes. In addition, the DRD faculty and administration meet bimonthly to enhance communication, streamline processes to meet students' needs, as well as to educate and train staff.
Enhance internal and external communication systems to ensure effectiveness	DRD has engaged in a period of self-study during the 2012/2013 and 2013/2014 school years to consider what is the best administrative structure of the program that would balance the needs of DSPS students with the college's larger needs for Student Services administrators. This self-study occurred via dialogue during DRD faculty/administration meetings, investigation into other DSPS department structures, and exploration of the changing administration needs in Student Services. This process incorporated an inclusive decision making model and resulted in further refinement of how decisions are voted on within DRD.

1.1c Description

The DSPS program at Santa Rosa Junior College is provided through the Disability Resources Department, which is serving an estimated 2500 students with disabilities in 2013-14. Administrators, faculty, classified staff, STNC and student workers totaling 106 employees provide services and instruction through Disability Resources. In the summer of 2013, many of the service areas of the department moved from Analy Village at the West end of the campus to the 3rd floor of the Bertolini Student Services Building and to Pioneer Hall in the center of the campus. While the move has had many positive impacts including greater access for students, proximity to other student services and a feeling of campus inclusion for students with disabilities, having the department's testing office located across campus is and will continue to be problematic. The Department also has an office suite on the Petaluma campus in Jacobs Hall which accommodates the full operation of support services for students with disabilities

attending 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 Disability
- Learning Disabilities
- Psychological Disabilities
- Physical Disabilities
- Visual Impairment

Specialists meet with students individually to develop and maintain the Student Educational Contract, 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

The Adapted 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 P.E. classes.

Students participating in Adapted P.E. classes develop skills in swimming, weight training, Pilates, and other functional fitness exercises that lead to the goal of participation in regular P.E. classes. Participation also supports students in their overall health supporting them in their general college participation. Note: The oversight and administration of Adapted P.E. will be realigned and come under Kinesiology, Athletics and Dance beginning fall 2014.

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

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. In May 2014 C2C's will celebrate its first graduating class.

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 High School Transition Program (HST) 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.

HST also facilitates the completion of the 3SP matriculation requirements for accessing priority registration through; administration of **placement testing** with accommodations, **orientation** to the college and the Disability Resources Department, and **educational planning** for college.

HST takes place on both the Santa Rosa and Petaluma campuses. Annually, approximately 300 high school seniors in Sonoma County participate in HST.

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 still remains very much committed to providing curriculum that addresses the needs of college students with disabilities.

The College to Career Program requires students to enroll in a series of both credit and noncredit DRD course offerings. While the WorkAbility program does not require this as such, many WA students benefit from and are referred to the department's Career Development class.

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

Four hours per week a disability specialist works in Veteran's Affairs on the Santa Rosa campus. The specialist serves as an Academic/Career Counselor and creates long term educational plans for certificate, associate degree, and university transfer. The specialist is also 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.

Workability III

Workability III is a cooperative program with the California Department of Rehabilitation. As part of the Disability Resources Department, The Workability III program supports student success by providing specialized occupational tutorial support, vocational and learning disability eligibility assessments, individualized career counseling, assistive technology assessment and training, job development and placement services, and employee retention services to students with disabilities.

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 Department reception office is open from 8:00 - 5:00, Monday through Thursday and 8:00 - 12:00 on Friday on both campuses.

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. But, there is tremendous hardship in having the Support Services and Testing office still located on the east edge of campus. This has proved to pose great difficulty for students with disabilities and faculty delivering tests. While options for relocation have been discussed, no significant progress has been made to meet the intended goal of relocation within the current academic year.

Implementation of the SSSP is impacting the workload of faculty in Disability Resources. With the loss of 3 full time faculty at the end of this year, and only 1 being replaced, provision of academic planning for DSPTS students to meet the matriculation requirements for priority registration will be very challenging.

Unlike other programs and services, Disability Resources must serve every qualified student that requests services as mandated by State and Federal laws. Waitlists and claims of being impacted cannot be made. There is limited understanding of this throughout the District with some perception that Disability Resources is "backfilled" by the District, when in fact, the District has an obligation to provide mandated services, regardless of funding source.

Continued efforts to identify alternate funding sources are being made, though opportunity for funding that would support the provision of services is limited.

2.1a Budget Needs

DSPTS categorical funding in 13-14 was basically stable from the prior year, with minimal restoration of the 32% reduction in 09-10. The District has moved instructional expenditures that qualify towards the 50% rule to unrestricted funding. It is not clear if this will be an ongoing funding structure, or was one time. This uncertainty has made budget planning challenging. It is requested that the unrestricted funding of instructional activities be stabilized and funded by the District.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
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Student Asst. - Alt. Media	20.00	10.00	Production of Alt. Media for students with disabilities
Student Asst. - Alt. Media	12.00	10.00	Production of Alt. Media for students with disabilities
Student Asst. - Adapted P.E.	9.00	9.50	Lifeguard; student assistant for students with disabilities in Adapted P.E. classes
Student Asst. - Adapted P.E.	9.00	9.50	Lifeguard; student assistant for students with disabilities in Adapted P.E. classes
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
Student Assistant (Petaluma)	20.00	11.00	Front desk reception support
Student mobility assistant	10.00	10.00	mobility assistance for disabled students
Student mobility assistant	5.00	10.00	mobility assistance for disabled students
Student mobility assistant	5.00	10.00	mobility assistance for disabled students
Student mobility assistant	5.00	10.00	mobility assistance for disabled students
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Student mobility assistant	5.00	10.00	mobility assistance for disabled students
Student mobility assistant	5.00	10.00	mobility assistance for disabled students
Student mobility assistant	5.00	10.00	mobility assistance for disabled students
Service Facilitator Students w/Disabilities (Pet)	25.00	11.00	Assist students with disability intake process and/or provides support to the support services specialist on the Petaluma campus
Support Services Specialist	25.00	11.00	Provides support to the support services specialists on the Santa Rosa campus
Student Asst. - iPad Support (C2C)	2.00	10.00	iPad support
Student Asst. - Tutor (C2C)	12.00	10.00	Provide student tutoring for C2C program
Student Asst. - Tutor (C2C)	12.00	10.00	Provide student tutoring for C2C program
Vocational Skills Coach (C2C)	17.00	5.00	Provides vocational coaching skills for C2C 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
Sign Language Interpreter	15.00	10.00	provide sign language interpreting for Deaf students
Vocational Skills Coach (C2C)	25.00	10.00	Provides vocational coaching skills for C2C students
Job Developer	25.00	10.00	Provide job coaching skills for C2C students

2.2d Adequacy and Effectiveness of Staffing

As a categorically funded program providing specialized mandated services to students with disabilities, a comparative analysis to other programs in the District is not appropriate.

In 2008 (PRPP), DRD had 31 regular classified staff. Currently there are 23, a reduction of 8 positions. The Petaluma DRD office lost a position based on the need to transfer a position to SR due to workload demand. This has created a coverage issue with the office having to be closed with some regularity due to not having enough staff to safely keep the office open. The demands upon the one remaining Administrative Assistant in the Department, at all locations, are enormous. Workload dispersed to remaining staff has increased dramatically. The new restrictions of STNC's to 25 hrs./wk has added to the strain of operating a full service department.

A number of classified retirements are anticipated over this next year, and the strain of unfilled positions will be difficult. The prolonged process for getting positions approved and filled adds to the strain.

The comprehensive and collaborative evaluation discussion in the Department concluded the following positions are critical needs:

Administrative Assistant III
Disability Intake Facilitator

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0000	Petaluma	01	02		Disability Intake Facilitator	Classified
0000	Santa Rosa	01	02		Admin Asst III	Classified

2.3a Current Contract Faculty Positions

Position	Description
Adapted P.E. Instructor	Program anchor position, 100% instructional
Deaf Hard of Hearing Coordinator	Supervises the sign language interpreters and the Deaf program. Program anchor position
Disability Specialist	Assessment, advising, counseling and instruction for students with disabilities
Learning Disability Specialist / Generalist	Assessment, advising, and instruction for students with learning disabilities
Learning Disability Specialist	Assessment, advising, and instruction for students with learning disabilities
Acquired Brain Injury (ABI) Specialist	Assessment, advising, and instruction for students with Acquired Brain Injuries.
ABI Specialist / Support Services Coord	Assessment, advising, and instruction for students with acquired brain injuries. Coordinates the Support Services Office.
Disability Specialist / Prog Coordinator (PET)	Assessment, advising, and instruction for students with disabilities at the Petaluma campus. Supervises Disability Resources program at the Petaluma campus.
Disability Specialist - psych/physical	Disability management counseling, advising, and instruction for students with psychiatric and/or physical disabilities.
Disability Specialist - DDL / Autism Spectrum	Disability management counseling, advising, and instruction for students with developmental disabilities or diagnoses on the autism spectrum including Asperger's syndrome.
Disability Specialist - Psych	Disability management counseling, advising, and instruction for students with psych disabilities
Learning Disability Specialist	Assessment, advising, and instruction for students with learning disabilities

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
	0.0000	0.0000	0.0000	0.0000	
DRD	0.0000	0.0000	0.0000	0.0000	This section pertains to instructional faculty so no data entered.

2.3c Faculty Within Retirement Range

3 of the 12 regular faculty in DRD are of retirement age. Additionally, 1 regular faculty, not of retirement age intends to resign in July 2014, effective immediately.

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

In 2008 there were 15 regular faculty in Disability Resources to provide authorization of accommodations, disability management counseling, academic advising including development of Education Plans. Additionally, DRD faculty do outreach, support and training with faculty across all disciplines in the District to effectively comply with the ADA. In Fall 2014, there will be 10 regular faculty in DRD. With the significant increase in workload associated with the Student Success Act implementation, DRD is understaffed by faculty qualified to write Education Plans as required in the SSSP. By adding DSPS Counselors to the department, less referral of students with disabilities to Counseling will be necessary, freeing up counselor time for doing education planning with other students. Beginning in Fall 15, students with no ed plan will not be allowed to register. To ensure access, we need to have sufficient faculty to develop ed plans. Additionally, the ability to support faculty in instructional areas with training will be improved with additional faculty staffing.. The loss of the only clinical psychologist faculty in DRD will be a tremendous loss to the District. This faculty position played an integral role in the liaison with the Crisis Intervention Resource Team (CIRT) and participation on Threat Assessment Teams (TAT) when convened. The Petaluma to Santa Rosa transfer of a faculty member approved in January 2014 has left the Petaluma DRD operation under-staffed. While the Department would like to see restoration to our 2008 staffing levels, the following four faculty positions are the top priority:

Disability Specialist (Psychologist)

A verbal announcement of resignation from the clinical psychologist on the DRD faculty has been received. This position has played an integral role in DRD by serving students with severe mental health diagnoses. With the loss of this individual, there are no faculty with strong mental health experience, or credentials in the department. It serves the District well to have this position staffed. A letter of resignation is expected in July, 2014 with an effective date immediately.

Learning Disability Specialist (Petaluma)

Learning Disability is the largest disability category serviced by Disability Resources with over 700 students. Previously there was a full time LD specialist in Petaluma. This individual was transferred due to compelling personal reasons during 13-14. An adjunct faculty has been hired to backfill the need, but it is less than ideal and has created office coverage issues.

DSPS Counselor (2)

Currently DRD does not have DSPS Counselors for development of comprehensive education plans. With the implementation of SSSP, it is now critical that we add Counselors to department. The DSPS Counselor will have the skill to develop comprehensive ed plans with deep understanding of how a disability might impact the combination of classes and time to completion.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Santa Rosa	00	00	DSPS Counselor	
0002	Petaluma	01	02	Learning Disability Specialist	
0003	Santa Rosa	01	02	DSPS Counselor	
0004	Santa Rosa	01	02	DSPS Counselor	

2.4b Rational for Instructional and Non-Instructional Equipment, Technology, and Software

The technology being requested is all directly addressing District accessibility needs. Smart Pens have the potential to reduce the cost of paid note takers for students with disabilities. The purchase of the pens will allow the department to assess their use.

2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	ALL	01	01	Smart Pen	30	\$200.00	\$6,000.00	P. Wegman	DRD	P. Wegman
0001	ALL	00	00	Digital Tape Recorders (accommodation)	20	\$90.00	\$1,800.00	P. Wegman	DRD	P. Wegman

2.4d Non-Instructional Equipment, Software, and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Petaluma	00	00	office module reconfiguration	1	\$500.00	\$500.00	P. Wegman	Jacobs 101	A. Alexander
0002	Santa Rosa	00	00	Surveillance System for Testing Rooms	1	\$4,000.00	\$4,000.00	P. Wegman	4872, 4871, 4870, 4869	P. Wegman

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0000	Petaluma	00	00	Urgent	Jacobs Hall	101	\$2,500.00	Front reception needs remodeling for safety of staff

2.5b Analysis of Existing Facilities

Disability Resources

Analysis of Existing Facilities

In fall 2013, Disability Resources Department (DRD) was relocated to Bertolini Student Center and the Assistive Technology Center, College to Career and WorkAbility programs were relocated to Pioneer Hall. The DRD Support Services/Testing office remains in Analy Village. The current facilities for DRD on Petaluma Campus are located in Jacobs Hall adjacent to other student services. The locations of Bertolini Student Center, Pioneer Hall and Jacobs Hall serve the needs of students with disabilities well, providing proximity to public transportation and services which support their engagement and success.

Basis of Relocation Proposal for DRD Testing Services

The DRD Support Service/Testing office on the Santa Rosa campus, which proctor thousands of exams for SRJC course and assessment each year, is still located at the western edge of campus in the Analy Village D portable building. This location is not in proximity to any other Student Services offices. DRD Support Services/Testing is staffed by classified personnel with limited scope and authority to respond to critical student and faculty needs and timely response to these needs would better serve faculty, students, the district, and most importantly improve safety. The current location in Analy Village does not provide suitable facilities to ensure that exams are proctored appropriately and with their intended integrity, to adequately address capacity issues during peak times of the semester such as midterms and finals, or to provide cohesive program services among specialists, staff, students and faculty. Relocating the Support Services/Testing offices to appropriate facilities closer to DRD would improve service delivery and outcomes for students with disabilities.

3.1 Develop Financial Resources

The Disability Resources Department has a long history of applying for, and being awarded grants. Currently two large programs within DRD are funded with competitive grant funding.

- The College to Career Program is currently funded with a four year, 1 million dollar grant and has just been awarded continuation for 3 yrs. at \$750,000.
- The WorkAbility III Program has been grant funded for over 20 years and currently has \$600,000 for a 3 year grant cycle.

Several smaller grants from both internal (Foundation) and external sources were won during the past year to support the purchase of special equipment for students with disabilities, and research to benefit student athletes.

3.2 Serve our Diverse Communities

All recent recruitments for faculty, classified, and management positions have included a stated preferred skill of Spanish/English bilingual, bi-cultural ability. We are currently recruiting for a Disability Specialist who will be doing outreach to the Latino community to increase the representation of this population in our department.

Two faculty members met with the CTE Outreach Coordinator, Oscar Guajardo, so that information about DRD services can be included in his presentations to the Latino community.

Selected materials have been 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. We are in the process of translating all DRD application materials as well.

A Spanish/English bilingual Learning Disability specialist has been hired who can assist with the assessment of Spanish speaking students for learning disabilities.

A Spanish/English bilingual Support Services Specialist has been hired to work in our Testing and Support Services Office.

Three Disability Specialists are able to conduct appointments with students in Spanish. We currently have three faculty members and two classified staff enrolled in Spanish 1 and one faculty member taking Spanish 2.

Our department also provides a culturally welcoming environment to Deaf students. In addition to a bilingual (ASL/English) Disability Specialist, and ASL interpreters, one Intake Facilitator at the front desk of our Santa Rosa location has taken ASL 1, Spring 2013, and the second Intake Facilitator will be taking ASL 1 Fall 2014.

3.3 Cultivate a Healthy Organization

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. With reductions in staffing, it has been far more challenging to support staff in participating in staff development activities. Additionally, the reduction from 15 regular faculty specialists to 10 this coming fall make outreach, training, and support for faculty across the District in working with students with disabilities, and compliance with the ADA far more limited. This has resulted in an increase in ADA and OCR complaints in the district. It is reasonable to draw a cause and effect conclusion between the decrease in ability to do staff training, and the increase in ADA issues/complaints.

3.4 Safety and Emergency Preparedness

Our DRD Area Safety Coordinator has completed the SEMS Introductory Course to understand the district's emergency response procedures. She is also completing the First Aid and CPR course (April 2014).

Eight staff completed the Stair Chair Training, which includes proper use of equipment to assist a person in a wheel chair to safely descend the stairs in case of an emergency or elevator failure.

The Dean, DSPS serves as a Building Safety Administrator and is developing the overall safety and evacuation plan for Bertolini Student Center in collaboration with Robert Ethington. The Dean keeps a mobile communication device and emergency supplies in her office for use in emergency situations.

The Area Safety Coordinator for the Petaluma DRD program is Denise Blabon in Admission & Records who covers the east wing of first floor Jacobs Hall. The Support Services Specialist in the DRD office suite has current first aid and CPR certification.

3.5 Establish a Culture of Sustainability

Disability Resources has reduced its paper copy production by 60% in the past 3 years and to the greatest extent possible at this time, has converted to electronic records. The Chancellor's Office still requires a paper student file for audit.

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 offerings. All courses in the Disability Resources Department have student learning outcomes listed on the Course Outline of Record. Faculty have collaborated to create a regular cycle of assessment of these student learning outcomes, reflected in the grid below.

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

Per the department established cycle of assessment, seven courses were assessed in the fall '13 semester and 4 are currently being assessed during the spring '14 semester.

Department 6-Year Cycle SLO Assessment Plan – Updated Spring 2014

Course	SLO #	Participating Faculty	Semester Initiated or to Be Initiated	Semester Completed	Year of Next Assessment (Minimum every 6 years)
DRD 250.2	1	Catherine Williams	Fall 2013	Fall 2013	2016
	2	TBA	Fall 2014		2017
DRD 312	1	TBA	Fall 2014	Inactivated	Inactivated
	2	TBA	Fall 2015	Inactivated	Inactivated
	3	Tara Johnson	Fall 2011	Spring 2012	Inactivated
	4	Tara Johnson	Fall 2012	Fall 2012	Inactivated
	5	TBA	Fall 2013	Not offered fall 13	Inactivated

DRD 360.1	1	Ashley Arnold	Fall 2013	Fall 2013	2016
	2	TBA	Fall 2015		2019
DRD 360.2	1	Sharien Hinton, Ashley Arnold	Fall 2013	Fall 2013	2016
	2	TBA	Fall 2014		2017
	3	TBA	Fall 2015		2018
	4	TBA	Fall 2016		2019
DRD 360.3	1	Debbie Ezersky	Fall 2011	Fall 2011	2014
	2	Debbie Ezersky	Fall 2012	Fall 2012	2014
	3	Debbie Ezersky	Fall 2013	Fall 2013	2013
DRD 363	1	Elisa Conti	Spring 2010	Fall 2010	2016
	2	Elisa Conti	Spring 2013	Spring 2013	2012
	3	TBA	Spring 2014		2014
	4	TBA	Spring 2016		2016
DRD 365	1	Andrea Alexander, Sharien Hinton, Ashley Arnold	Fall 2011	Fall 2011	Inactivated
	2	Andrea Alexander, Ashley Arnold, Margaret Grayson	Fall 2012	Fall 2012	Inactivated
	3	Ashley Arnold, Margaret Grayson	Fall 2013	Fall 2013	Inactivated
DRD 390.1	1	Laura Aspinall	Fall 2013		2013
	2	Laura Aspinall	Fall 2012	Fall 2012	2014
	3	Laura Aspinall	Fall 2011	Fall 2011	2015
DRD 390.2	1	Tara Johnson	Fall 2013	Fall 2013	2016
	2	Tara Johnson	Fall 2015		2017
DRD 390.3	1	TBA	Fall 2014		
DRD 390.3	2	TBA	Fall 2015		
	3	TBA	Fall 2016		
DRD 784	1	Kimberly Gross	Spring 2013	Spring 2013	2013
	2	Sara Lowe-Bouchard	Spring 2012	Spring 2012	2015
	3	Sara Lowe-Bouchard	Spring 2012	Spring 2012	2017
DRD 705	1	Debbie Ezersky	Fall 2012	Fall 2012	2012
	2	TBA	Fall 2015		2015
	3	TBA	Fall 2017	Fall 2011	2017
APE 101	1	TBA	Spring 2013	Spring 2013	2013
	2	TBA	Spring 2014		2014
	3	TBA	Spring 2015		2015
APE 109	1	TBA	Fall 2014		2014
APE 109	2	Kathy Bell	Fall 2012	Fall 2012	2012
APE 110	1	Lynn Fischl	Fall 2011	Fall 2012	2017
	2	TBA	Fall 2014		2014
	3	TBA	Fall 2015		2015

DRD 700	1	Lindsay Eigenauer	Spring 2013	Spring 2013	2016
	2	TBA	Fall 2014		2014
DRD 761	1	TBA	Fall 2013	Not offered	2013
	2	TBA	Fall 2015		2015
APE 701	1	TBA	Spring 2014		
	2	TBA	Spring 2016		
	3	TBA	Spring 2018		
APE 709	1	TBA	Fall 2014		
	2	TBA	Fall 2015		
	3	TBA	Fall 2017		
APE 710	1	TBA	Fall 2013	Fall 2013	
	2	TBA	Spring 2016		
	3	TBA	Spring 2018		
DRD 761	1	Kimberly Gross	Spring 2014		
	2	TBA	Spring 2016		

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.
4. Students will maintain or improve personal health.

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 (2013-14) all program SLO's have been assessed at least once during this 6 year cycle.

Statement	2008	2009	2010	2011	2012	2013	2014	2015	2016
1. Independence/responsibility accessing curricular and co-curricular programs and activities.	C	C	C				X		
2. Project self-awareness and confidence.					C	C			
3. Utilize technology to enhance academic success.			C					X	
4. Maintain or improve personal health.				C					X

Key: C = Assessment completed; X = Assessment planned.

DRD Program Assessment 2012/13 (Part One):

#2: Students will project self-awareness and confidence.

Summary of Assessment:

First year College to Career (C2C) cohort students were given the Self Perception Profile for College Students in September 2012 and then a post-test after 1 year. The criteria for success was 80% of students demonstrating an increase on the Global Self-worth subscale.

Twenty four students completed the pre-test assessment. On the Global Self-worth subscale, C2C students had a mean score of 2.79 as compared to 3.19 for the normative college student sample. All data collected and analyzed is stored on the Disability Resources Share Drive and can be accessed by DRD staff.

DRD Program Assessment 2013-14 (Part Two):

#2 Students will project self-awareness and confidence.

Summary of Assessment:

In Fall of 2013, C2C students who participated in the Fall 2012 pre-test were given the Self Perception Profile for College Success as a post-test. The criteria for the SLO was not met: 59% of the cohort had an increase in the Global Self-Worth measure compared to the 80% criteria that had been set. The cohort demonstrated increases in most of the subscales except Romantic Relationships (decrease) and Close Friendships (no change). Students will be interviewed in the Spring 2014 semester to further inquire how participation in the C2C

program has impacted their self-worth. . This data will then be analyzed and recommendations made. All results will be posted in SharePoint.

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	APE 110	Fall 2011	Fall 2011	Spring 2012
Course	APE 701	Spring 2014	Spring 2014	N/A
Course	APE 710	Fall 2013	Fall 2013	N/A
Course	DRD 250.2	Fall 2013	Fall 2013	N/A
Course	DRD 360.1	Fall 2013	Fall 2013	N/A
Course	DRD 360.2	Fall 2013	Fall 2013	N/A
Course	DRD 360.3	Fall 2013	Fall 2013	N/A
Course	DRD 363	Spring 2014	Spring 2014	N/A
Course	DRD 365	Fall 2013	Fall 2013	Fall 2014
Course	DRD 390.1	Fall 2013	Fall 2013	N/A
Course	DRD 390.2	Fall 2013	Fall 2013	N/A
Course	DRD 390.3	Spring 2014	Spring 2014	N/A
Course	DRD 700	Spring 2013	Spring 2013	N/A
Course	DRD 705	Fall 2012	Fall 2012	Fall 2013
Course	DRD 761	Spring 2014	Spring 2014	N/A
Course	DRD 784	Spring 2013	Spring 2013	N/A
Service/Program	Self-awareness and Self-confid	Spring 2014	N/A	N/A

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
APE 101						X										
APE 109						X										
APE 110						X										
Assistive Technology		X														
DRD 250.2				X	X	X						X	X			X
DRD 312				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 361				X	X	X						X	X			X
DRD 363				X				X	X	X	X					X
DRD 365					X			X	X	X	X					X
DRD 390.1				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 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				
High school Transiti	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 similar rates by most success measures. Disabled students persist at a significantly higher rate than the overall SRJC student population. Students with disabilities successfully complete English at the same rate as the overall student population but Math at a far lower rate. Students with disabilities receive more forms of financial assistance. Students with disabilities complete degrees and certificates at markedly higher rates than the overall student body.

Students with disabilities generated 7% of the total FTES in the District in 12-13.

2012-13 PRPP Data

	DSPS total	DSPS %	District Total	District %
Total Students Enroll.	2062	5.5% of Dist.	37,431	100.00%
Enrolled in Credit	1991	96.56%	32,359	86.45%
Enrolled in Non-Credit	1093	53.01%	13,425	35.87%
Total FTES	1336.69	7% of dist.	18,760.51	100%
Credit FTES	1238.78	7.5% of dist.	16,208.92	
NC FTES	97.91	3.8% of dist.	2,551.59	
Non-Credit Category				
Courses for Older Adults	2	.10%	931	2.49%
Elementary and Secondary Basic Skills	916	44.42%	8,879	23.72%
English as a Second Language (ESL)	10	.48%	2,109	5.63%
Health and Safety	24	1.16%	427	1.14%
Persons with Substantial Disabilities	281	13.63%	1,443	3.86%
Short-Term Vocational	12	12%	206	0.55%
Workforce Preparation	2	.10%	129	0.34%
Eng. Primary Lang.				
Yes	1730	83.90%	29,896	79.87%
No	332	16.10%	7,535	20.13%
Enrollment Location				
1 Online ONLY	34	1.65%	1,887	5.04%
2 Santa Rosa ONLY	1385	67.17%	19,645	52.48%
3 Petaluma ONLY	141	6.84%	3,562	9.52%
4 Other ONLY	17	.82%	5,671	15.15%
5 Santa Rosa & Petaluma	348	16.88%	4,657	12.44%
6 Santa Rosa & Other	130	6.30%	1,747	4.67%
7 Santa Rosa, Pet., Other	7	.34%	262	0.70%
Petaluma Breakdown				
Zero Units	23	4.48%	566	6.48%

3.0 OR LESS	129	25.15%	2,814	32.22%
3.5 - 6.0	114	22.12%	2,032	23.26%
6.5 - 9.0	72	14.04%	1,097	12.56%
9.5 - 12.0	51	9.94%	652	7.46%
12.5 - 15.0	47	9.16%	522	5.98%
15.5 - 18.0	24	4.68%	324	3.71%
18.5 - 21.0	17	3.31%	263	3.01%
21.5 - 24.0	17	3.31%	207	2.37%
24.5 - 27.0	15	2.92%	146	1.67%
27.5 - 30.0	4	.78%	80	0.92%
12.0-21.0	97	18.91%	1220	13.97%
21.5+	39	7.6%	519	5.94%

Access

Gender	DSPS total	DSPS %	District total	Dist. %
Male	932	45.20%	16,747	44.74%
Female	1088	52.76%	19,866	53.07%
Unknown	42	2.04%	818	2.19%

Age Group				
< 20	408	19.79%	7,911	21.13%
20-24	551	26.72%	11,368	30.37%
25-29	240	11.64%	5,298	14.15%
30-34	159	7.71%	3,243	8.66%
35-39	120	5.82%	2,099	5.61%
40-50	232	11.25%	3,334	8.91%
50+	352	17.07%	4,178	11.16%

Ethnicity				
White	1237	59.99%	19,757	52.78%
Asian	38	1.84%	1,399	3.74%
Black	86	4.17%	906	2.42%
Hispanic	455	22.07%	11,033	29.48%
Am.Indian /Alaskan	28	1.36%	308	0.82%
Pacific Islander	4	0.19%	153	0.41%
Filipino	9	0.44%	294	0.79%
Multi-Ethnicity	93	4.51%	1,417	3.79%
Unknown	112	5.43%	2,164	5.78%

Disability				
Primary Disability			2,062	5.51%
Secondary Disability			884	2.36%
Dept of Rehabilitation			75	0.20%

Financial Aid				

Not Received	817	39.62%	24,137	64.48%
Received	1245	60.38%	13,294	35.52%
BOG Waiver	1229	59.60%	13,072	34.92%
PELL Grant	525	25.46%	4,774	12.75%
Other	192	9.31%	1,672	4.47%

Progress

Persistence				
Enrolled in Fall	1752	84.97%	26,441	70.64%
Persisted to Spring	1434	81.85%	18,300	69.21%
Did not Persist	318	18.15%	8,141	30.79%

Course Completion

Degree Applicable				
Attempted	9676	71.98%	128,756	78.45%
Failed	2527	26.12%	33,687	26.16%
Successful	7149	73.88%	95,069	73.84%

ESL				
Attempted	53	0.39%	1,813	1.10%
Failed	19	35.85%	384	21.18%
Successful	34	64.15%	1,429	78.82%

English				
Attempted	283	2.11%	1,705	1.04%
Failed	116	40.99%	595	34.90%
Successful	167	59.01%	1,110	65.10%

Math				
Attempted	370	2.75%	2,211	1.35%
Failed	161	43.51%	730	33.02%
Successful	209	56.49%	1,481	66.98%

Academic Success				
Degrees	124	6.01%	1,531	4.09%
Certificates	45	2.18%	572	1.53%

Workforce Development					
Apprenticeship Course (SAM = A)	Attempted			156	0.10%
	Failed			12	7.69%
	Successful			144	92.31%
Advanced Occupational (SAM = B)	Attempted	62	0.46%	1,512	0.92%
	Failed	7	11.29%	202	13.36%
	Successful	55	88.71%	1,310	86.64%

Clearly Occupational (SAM = C)	Attempted	2213	16.46%	30,696	18.70%
	Failed	556	25.12%	6,725	21.91%
	Successful	1657	74.88%	23,971	78.09%
Possibly Occupational (SAM = D)	Attempted	702	5.22%	9,552	5.82%
	Failed	230	32.76%	2,811	29.43%
	Successful	472	67.24%	6,741	70.57%

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	00	00	Improve the completion rate for students with disabilities in credit ESL to within 2% of the overall student body completion rate	1. Hire new faculty to oversee outreach/intervention for ESL students a. investigate factors contributing to the lower completion rate b. develop intervention plan c. tract success measures	13-14	Staff time
0001	ALL	00	00	Evaluate feasibility of moving Adapted PE classes from DRD to KAD	1. Complete evaluation and submit recommendation by end of Fall 13	13-14	Completed: effective Fall 2014
0002	ALL	00	00	Increase number of eligible student athletes with verifiable disabilities using DRD services	1. develop outreach materials 2. develop follow- up plan 3. Identify specialist to carry student athlete caseload	13-14	Accomplished
0002	ALL	00	00	Improve degree applicable math completion of students with disabilities	1. form task force with faculty from math, college skills, counseling, and DRD. 2. study the statistics pathway developed at LA Pierce college 3. evaluate feasibility for SRJC	13-14	Staff time not available to complete in 13-14

6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	Data from success measures indicate students with disabilities persist, and complete at equal or higher rates compared to the overall student body with two exceptions: completion of degree applicable math, and completion of credit ESL. These two areas are significantly lower.
ALL	Disability Resources continues to provide all mandated services to students with disabilities, with far fewer resources. The focus to provide these accommodations with approximately half the staff of 4 years ago, may have a relationship to the increase in Office of Civil Rights complaints over the past year. DRD has all but eliminated its outreach and training with instructional programs due to limited staff time and the focus on mandated services. The campus climate is moderately hostile with respect to District support for DSPS and education regarding the District's obligation to provide mandated services is needed. There is a lack of understanding, particularly with the faculty union, regarding the complex requirements for the delivery of disability services.

6.2b PRPP Editor Feedback - Optional

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	01	02	Complete DRD-SR reloation	Relocate Testing services to East side of SR campus	immediately	support from Facilities Administration
0002	ALL	01	01	Improve degree applicable math completion of students with disabilities	<ol style="list-style-type: none"> 1. form task force with faculty from math, college skills, counseling, and DRD. 2. study the statistics pathway developed at LA Pierce college 3. evaluate feasibility for SRJC 	13-14	staff time
0002	ALL	01	01	Improve the completion rate for students with disabilities in credit ESL to within 2% of the overall student body completion rate	<ol style="list-style-type: none"> 1. investigate factors contributing to the lower completion rate 2. develop intervention plan 3. tract success measures 	13-14	Staff time