

Santa Rosa Junior College

Program Resource Planning Process

DSPS 2015

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
A. Support Student Success: <i>Support development of the whole student from early college awareness through successful completion of educational and career goals</i>	
Expand and sustain access by eliminating barriers, expanding strategic outreach efforts, and delivering services effectively through current technologies	<p>In the last year, DRD has actively reduced barriers to access of services by:</p> <ul style="list-style-type: none">• Reaching out to incoming high school students through the High School Transition team.• Streamlining request for services forms and procedures.• Providing applications forms online to DRD services.• Providing services for distance education students via telephone/online.• Coordinating referrals to local medical providers when student does not have verification of disability.

	<ul style="list-style-type: none"> • Embedding DRD services in the Veteran's Affairs office • Increasing students' access to course materials by providing recording devices, smart pens, and assisted listening devices. • Increasing access to assistive technology in DRD Testing Offices. • Collaborating with counseling to offer online counseling orientation that meets new matriculation guidelines. • Continued planning to move DRD Testing Offices to a more centralized location on the Santa Rosa campus.
Increase retention and academic progress through student engagement with academic and student services, faculty and staff, and campus and community activities	<p>6.3% of the 13-14 student body at SRJC are students with disabilities participating in DRD. 13% of the overall FTES generated in 13-14 was from students in DRD indicating students with disabilities are enrolling in and completing more units "per student" than the overall student body. DRD students have persistence and completion rates commensurate to their non-DRD peers. 3.73% of students with disabilities earned degrees compared to the overall rate of 3.78% and 1.56% of students with disabilities completed certificates compared to the overall rate of 1.46%.</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>
Increase the number of students who complete their educational plans and goals	<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 matriculation requirements for students with disabilities: Orientation, Assessment, Education planning, follow-up activities. • DRD coordinates services with EOPS and Counseling, Scholarship and Financial Aid

	<p>regarded recommended unit load for students.</p> <ul style="list-style-type: none"> • 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.
Enhance cultural responsiveness to better serve all student populations with a focus on first generation college students and the increasing Latino/a population	<p>DRD has 3 faculty specialists who can conduct appointments in Spanish, and one bilingual classified staff member to provide service information in Spanish.</p> <p>DRD hired a full-time faculty specialist who's focus is outreach to Hispanic students. During the past year she has attended dozens of cultural events, providing information on disability services at SRJC.</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 3 classified staff members are enrolled in Spanish classes with several reaching the Spanish 3 level.</p>
<p><i>B. Foster Learning and Academic Excellence</i> <i>Foster learning and academic excellence by providing effective programs and services</i></p>	

Support and promote teaching excellence across all disciplines	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. DRD has an Outreach Team, which provides liaison training for instructional departments and service areas.
Engage students and spark intellectual curiosity in learner-centered environments	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.
Integrate academic and student support services across the college and curriculum	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.
Identify and implement responsive instructional practices that increase the learning and success of our diverse students	DRD faculty led a Spring 2015 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.

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 2013-14 PRPP data indicates 31.18% of SRJC students identify as Hispanic. 20.23% of students with disabilities registered with DRD identify as Hispanic. In 14-15 a Hispanic Outreach specialist was added to DRD with the goal of reducing this gap. DRD continues to offer staff and faculty release time to enroll in Spanish classes and 7 participated during this past year.
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.
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 a grant programs with the specific goal of CTE training and transition to work called the College to Career Program.
<i>D. Improve Facilities and Technology</i> <i>Provide, enhance, integrate, and continuously improve facilities and technology to support learning and innovation</i>	
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 Analay 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 remodeled the Testing Support Office during the 2014/2015 school under the direction of the Support Services faculty coordinator. Continued need to relocate the Testing office to a more central location, and closer to supervision is critical. This has been a critical issue for the past two years.
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.
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 Area Safety Leaders for Bertolini Hall, Pioneer Hall, Jacobs Hall (Petaluma), and Analy Village Building D. DRD assesses student need for evacuation assistance and plans accordingly.
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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 to Career Program).
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.

H. Improve Institutional Effectiveness Continuously improve institutional effectiveness in support of our students, staff, and communities

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.
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Enhance internal and external communication systems to ensure effectiveness	DRD engaged in the Business Process Analysis during this past year to evaluate the effectiveness of our operations and understand how students experience our services. During this next year a number of improvements will be implemented.
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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 2014-15. Administrators, faculty, classified staff, STNC and student workers totaling over 100 employees provide services and instruction through Disability Resources. In the summer of 2013, many of the service areas of the department moved from Analay 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. realigned to Kinesiology, Athletics and Dance beginning fall 2014. Coordination with DRD continues to be effective and students have not been impacted by the realignment.

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 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 SSSP 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 200 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 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

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.

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.

The restoration of DSPS categorical funding in 14-15 has resulted in filling a number of critical positions in the department.

2.1a Budget Needs

DSPS categorical funding in 14-15 was restored to close to 09-10 level. A number of long vacant positions were filled, obsolete equipment replaced, and new positions created and filled. It is anticipated that DSPS will be funded at this level for the foreseeable future and no additional District money will be requested. A number of SSSP proposals have been submitted for services that meet the criteria for that funding. DSPS has allocated all of the restoration money into ongoing staffing for 15-16.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0000	ALL	00	00	\$0.00	

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Admin. Asst. III	40.00	12.00	Fiscal support, Dean support

Intake Facilitator (Bertolini)	40.00	12.00	Reception and DSPS intake support
Intake Facilitator (Bertolini)	40.00	12.00	reception and DSPS intake support
Support Services Specialist (Pet)	40.00	12.00	coordination of student accommodations
Support Services Specialist	40.00	12.00	Coordination of student accommodations
Support Services Specialist	40.00	10.00	Coordination of student accommodations
Assistive Tech. Specialist (Pet)	40.00	12.00	Maintenance of dept. database system, oversight of district access station in computer labs, CCTV's and software upgrades
Alternate Media Specialist	40.00	11.00	Oversight of alternate media production and video captioning
Lab Coord., AT lab	40.00	12.00	Supervision of Assistive Technology Center lab including maintenance of computers and software install/upgrades and troubleshooting
Learn Fac/Assistive Tech	40.00	11.00	Specialized tutorial assistance in assistive technology
Sign Language Interpreter Sr	40.00	11.00	Provide interpretation for Deaf students
Sign Language Interp Sr/Scheduler	40.00	11.00	Provide interpretation for Deaf students
Sign Language Interpreter	30.00	10.00	Provide interpretation for Deaf students
Sign Language Interpreter	30.00	10.00	Provide interpretation for Deaf students
Sign Language Interpreter Sr	30.00	10.00	Provide interpretation for Deaf students
Instructional Assistant Sr/APE	20.00	9.50	Provide assistance in APE classes
Instructional Assistant Sr/APE	28.50	9.50	Provide assistance in APE classes
Intake Facilitator (Pioneer)	40.00	12.00	Program support
Job Developer	40.00	12.00	College to Career
Vocational Skills Coach	20.00	10.00	College To Career Program
Admin. Asst. III	40.00	12.00	Department Support
Intake Facilitator (Petaluma)	40.00	12.00	reception and DSPS intake support
Instructional Assistant Sr/APE	28.00	9.50	Provide assistance in APE classes
Assistive Tech Specialist	20.00	12.00	Split position with Distance Ed.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Dean, Student Conduct & DSPS	40.00	12.00	Student conduct and oversight of DSPS
Coordinator, College to Career Program	40.00	12.00	Oversight of College To Career Program
Coordinator, WorkAbility/Access Technology	40.00	12.00	Oversight of Assistive Technology Center and student District assistive tech access. WorkAbility has been discontinued as of April 1, 2015

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
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

successful implementation of access to technology and implementation of accommodations for students with disabilities.

This request is reflected in 2.2e.

Additionally, while not part of Disability Resources, there is a need for a management position to fulfill Title IX compliance in the area of oversight of district-wide prevention programming for all staff and students, and investigation of Title IX complaints. This position should report to the chain of supervision under the Title IX Coordinator, Vice President of HR.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	ALL	01	02	Coordinator, WorkAbility and Assistive Technology	Director, Access for Students with Disabilities	Management
0001	ALL	01	01	None	Manager, Prevention Programming and Investigation	Management

2.3a Current Contract Faculty Positions

Position	Description
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/Hispanic Outreach
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 (PET)	Assessment, advising, and instruction for students with learning disabilities
DSPS Counselor	Ed Planning/ career counseling
DSPS Counselor SR/PET split	Ed Planning/ career counseling

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

1 of the 13 DRD faculty is within retirement age and is electing pre-retirement load reduction beginning Fall 2015 (75%)

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

In July 2014 the only clinical psychologist on the DRD faculty resigned. This position has played an critical role in DRD and SRJC by serving students with severe mental health diagnoses. This loss has also been significant for the District as this faculty position served on the Crisis Intervention Resource Team (CIRT) and participated in Threat Assessment Teams (TAT) when convened. Therefore the following position is requested:

Disability Specialist (Psychological Disabilities)

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Santa Rosa	01	02	Disability Specialist	

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

the listed requests in 2.4b are renewals of existing software packages that are part of District Accessibility and funded by ITG (District or IELM). They are listed here as a placeholder/record.

2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0000	ALL	01	02	JAWS Screen Reading Software	1	\$1,600.00	\$1,600.00	P. Wegman	various	P. Wegman
0000	ALL	01	02	Read & Write Gold Access Tech Software	1	\$1,400.00	\$1,400.00	P. Wegman	various	P. Wegman
0000	ALL	01	02	Dragon Naturally Speaking Speech to Text software	1	\$570.00	\$570.00	P. Wegman	various	P. Wegman
0000	ALL	01	02	Magic Pro w/speech screen reading software	1	\$1,600.00	\$1,600.00	P. Wegman	various	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
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2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0000	Santa Rosa	01	02	Urgent	Bertolini	101	\$10,000.00	Addition of 3 modular offices on the 3rd floor of Bertolini for Transfer Center/ Counseling/ DRD

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.

Beginning in Fall, 2015, two new full-time DSPS Counselors will be joining DRD. Office space does not currently exist for these positions and a request has been submitted to add 3 modular offices in the space identified as the Transfer Resource Center on the 3rd floor of Bertolini. Two of the offices would be utilized by the Transfer and Career Centers/Counseling, and one by DRD with the agreed upon allocation of the Transfer Rep office to DRD.

3.1 Develop Financial Resources

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 four year, 1 million dollar grant and has been awarded continuation for 3 yrs. at \$750,000.

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. This year a new faculty position was filled which includes both outreach and inreach to Hispanic students.

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 Learning Disability specialist assists with the assessment of Spanish speaking students for learning disabilities.

A Spanish/English bilingual Support Services Specialist works in our Testing and Support Services Office.

Three Disability Specialists are able to conduct appointments with students in Spanish. Seven members of DRD enrolled in, and completed Spanish courses this year with some completing Spanish 3. Most are continuing on with their study by enrolling in further classes.

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

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.

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.

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 maintained a 60% copy paper reduction over the past 4 years. Most dept. operations are now electronic.

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 '14 semester and five are currently being assessed during the spring '15 semester.

Department 6-Year Cycle SLO Assessment Plan – Updated Spring 2015

Course	SLO #	Participating Faculty	Semester Initiated or to Be Initiated	Semester Completed	Assessment Year
DRD 250.2	1	Catherine Williams	Fall 2013	Fall 2013	2016
	2	Andrea Alexander	Fall 2014	Fall 2014	2017
DRD 314	1	Tara Johnson	Fall 2014	Fall 2014	2016
	2	Tara Johnson	Fall 2015		2017
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	Not offered fall 14	2017
	3	TBA	Fall 2015		2018
	4	TBA	Fall 2016		2019
DRD 360.3	1	Debbie Ezersky	Fall 2014	Fall 2014	2017
	2	TBD	Fall 2015		2018
	3	TBD	Fall 2016		2019
DRD 363	1	Elisa Conti	Spring 2010	Fall 2010	2016
	2	Elisa Conti	Spring 2013	Spring 2013	2012
	3	Ashley Arnold, Elisa Conti	Spring 2014	Spring 2014	2014
	4	Ashely Arnold, Debbie Ezersky	Spring 2015		2016
DRD 370.1A	1	Lindsay Eigenauer	Fall 2014	Fall 2014	2016

	2	TBA	Fall 2015		2017
DRD 370.1B	1	Lindsay Eigenauer	Spring 2015		2017
	2	TBA	Spring 2016		2018
DRD 370.2A	1	Lindsay Eigenauer	Fall 2014	Fall 2014	2016
	2	TBA	Fall 2015		2017
DRD 370.2B	1	Lindsay Eigenauer	Spring 2015		2017
	2	TBA	Spring 2016		2018
DRD 370.3A	1	Lindsay Eigenauer	Fall 2014	Fall 2014	2016
	2	TBA	Fall 2015		2017
DRD 370.3B	1	Lindsay Eigenauer	Spring 2015		2017
	2	TBA	Spring 2016		2018
DRD 390.2	1	Tara Johnson	Fall 2013	Fall 2013	2016
	2	TBA	Fall 2015	Fall 2015	2017
DRD 390.3	1	TBA	Spring 2016		2019
	2	Andrea Alexander	Spring 2015		2018
	3	Andrea Alexander	Spring 2014	Spring 2014	2017
DRD 391	1	Laura Aspinall	Fall 2014	Fall 2014	2017
	2	TBA	Fall 2015		2018
	3	TBA	Fall 2016		2019
DRD 705	1	Debbie Ezersky	Fall 2012	Fall 2012	2012
	2	TBA	Fall 2015		2015
	3	TBA	Fall 2017	Fall 2011	2017
DRD 700	1	Lindsay Eigenauer	Spring 2013	Spring 2013	2016
	2	TBA	Fall 2014	Not offered	2017
DRD 761	1	Kimberly Gross	Spring 2014	Spring 2014	2018
	2	TBA	Spring 2016		2020
DRD 784	1	Kimberly Gross	Spring 2013	Spring 2013	2016
	2	Sara Lowe-Bouchard	Spring 2012	Spring 2012	2015
	3	Sara Lowe-Bouchard	Spring 2012	Spring 2012	2015
	1	TBA	Spring 2016		2019
	2	TBA	Spring 2015	Not offered	2020
	3	TBA	Spring 2015	Not offered	2020

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 (2014-15) 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				C		
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 2014-15

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

Assessment Method and the criteria for success:

Students will demonstrate personal responsibility while independently accessing note-taking services. To measure this, 465 students that received accommodation letters authorizing a note-taker in Fall 2014 were surveyed anonymously through a Survey Monkey link emailed to them asking the following:

1. Did you give your accommodation letter to all of your instructors (for classes that had note-taking services authorized)? Yes/No response

2. I did not turn in my accommodation letter because... (Check all that apply) Options: Did not need a note-taker, got notes from a classmate, forgot, lost it, instructor provided notes, did not know how to approach instructor, other
3. After meeting with your specialist and getting your accommodation letters, did you feel prepared to discuss note-taking with your instructors? Yes/No response
4. What did you do when you felt unprepared to discuss your note-taking accommodations with your instructors? (Check all that apply) Options: Asked my specialist for help, asked a friend how to proceed, gave accommodation letter to instructor without discussing it with them, kept my accommodation letter, other
5. Did you get a note-taker for all of your classes in which you gave your accommodation letters to your instructors? Yes/No response
6. Were there any problems receiving note-taking services? Yes/No response
7. (If yes to #6) I tried to solve the problems in getting a note-taker by (check all that apply) Options: discussed with instructor, asked classmate for notes, discussed with specialist, used recorder instead, did nothing
8. After not getting a note-taker for a class/classes where you provided an accommodation letter, did you follow up with your specialist? Yes/No response
9. How did you follow up in regards to getting a note-taker? Options: discussed with an instructor, asked classmate for notes, discussed with specialist, used recorder instead, did nothing
10. Why didn't you follow up with your instructor or specialist? Students wrote in responses
11. On average how many class periods passed before you had a note-taker in place? Options: 1, 2, 3, 4, 5, 6, more than 6, I did not receive a note-taker
12. What format do you use for your notes? Check all that apply. Please use the comment box to explain why you choose that/those format(s). Options: photos, NCR paper, smart pen, laptop/tablet, other
13. Which classes were you successful in receiving note-taking services? Students wrote in responses
14. Which classes were you unsuccessful in receiving note-taking services? Students wrote in responses

Criteria for success: Of those who responded to the question "Did you give your accommodation letters to all your instructors (for classes that had note-taking services authorized)?" 90% will respond yes.

Assessment Results:

Of those that responded, 85% responded yes they gave their instructors the AAA letter.

AND, 58% of those that said no, said it was because they did not need a note-taker so this shows personal responsibility in identifying how they use their accommodations. If we include them in the total above, it would be 93% that demonstrated independence and personal responsibility in accessing their note-taking services.

Other items of interest:

When asked "After meeting with your specialist, did you feel prepared to discuss note-taking accommodations with your instructors?" 88.5% responded yes.

“Were there problems getting note-taking services?” 28% (15 students) said yes.

When asked the number of class periods that passed before having note-taking in place, the responses were:

3 or less = 45%

More than 6 = 9%

Describe how the assessment results are being discussed and communicated:

Department dialogue.

Change or no change to the program:

The committee felt that the number of class periods that passed before having a note-taker in place is an area to work on and would like to discuss an agreed upon process to follow if students come in without a note-taker. We discussed this with our department. Subsequently our coordinator recently updated the note-taker procedure. We will review and revise, if necessary, at a department meeting this semester. We also have instituted a \$50 voucher to the bookstore as an additional incentive to note-takers and have created a video for faculty to use in recruiting note-takers in their classes. This video was sent to faculty and is also available on our website.

Plans for follow up assessment as needed:

Students also wrote in which classes they had been very successful in getting note-takers and classes where they had been unsuccessful. We forwarded that list to the DRD Liaison committee to provide some positive feedback for the courses that students report are doing really well. It was suggested that we solicit ideas from faculty who are successful with recruiting note-takers, then compile that as a list of best practices to share with other faculty. We will re-evaluate note-taking services over the next few semesters as we have instituted several changes to determine if these changes have helped streamline the process for students.

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	DRD 250.2	Fall 2014	Fall 2014	N/A
Course	DRD 314	Fall 2014	Fall 2014	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 371.1A	Fall 2014	Fall 2014	N/A
Course	DRD 371.2A	Fall 2014	Fall 2014	N/A
Course	DRD 371.2B	Spring 2015	Spring 2015	N/A
Course	DRD 371.2B	Spring 2015	Spring 2015	N/A
Course	DRD 371.3A	Fall 2014	Fall 2014	N/A
Course	DRD 371.3B	Spring 2015	Spring 2015	N/A
Course	DRD 390.2	Fall 2013	Fall 2013	N/A
Course	DRD 390.3	Spring 2015	Spring 2015	N/A
Course	DRD 391	Fall 2014	Fall 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	Independence/responsibility ac	Fall 2014	N/A	N/A
Service/Program	Self-awareness and Self-confid	Fall 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
Accommodations & Services		X		X	X					X			X			X
Assistive Technology		X														
DRD 250.2				X	X	X						X	X			X
DRD 314				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 365					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				
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 many success measures (persistence, degrees, certificates). Students with disabilities have declined in pass rates for English and Math. This measure may have been affected by the implementation of repeat limitations.

Students with disabilities generated 13% of the total FTES in the District in 13-14.

2013-14 PRPP Data

	DSPS total	DSPS %	District Total	District %
Total Students Enroll.	2496	6.3% of Dist.	39,232	100.00%
Enrolled in Credit	1,823	73.04%	32,675	83.29%
Enrolled in Non-Credit	1,594	63.86%	13,987	35.65%
Total FTES	2421.49	13% of dist.	18,917.79	100%
Credit FTES	1823	.	16,324.04	
NC FTES	1594	.	2,593.75	

Eng. Primary Lang.				
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Yes	1852	74.20%	31,488	80.26%
No	644	25.80%	7,744	19.74%

Enrollment Location				
1 Online ONLY	21	.84%	1,423	3.63%
2 Santa Rosa ONLY	1202	48.16%	18,344	46.76%
3 Petaluma ONLY	93	3.73%	3,006	7.66%
4 Other ONLY	531	21.27%	6,550	16.70%
5 Santa Rosa & Petaluma	541	18.07%	6,666	16.99%
6 Santa Rosa & Other	190	7.61%	2,869	7.31%
7 Santa Rosa, Pet., Other	8	.32%	371	.95%

Access

Gender	DSPS total	DSPS %	District total	Dist. %
Male	1,169	46.83%	17,308	44.12%
Female	1,306	52.32%	21,118	53.83%
Unknown	21	.84%	818	2.19%

Age Group				
< 20	381	15.26%	8028	20.46%
20-24	593	23.76%	11362	28.96%
25-29	302	12.10%	5676	14.47%
30-34	209	8.37%	3477	8.86%
35-39	152	6.09%	2238	5.7%
40-50	317	12.7%	3315	8.45%
50+	542	21.71%	5136	13.09%

Ethnicity				
White	1539	61.66%	20470	52.18%
Asian	42	1.68%	1412	3.6%
Black	106	4.25%	957	2.44%
Hispanic	505	20.23%	12232	31.18%
Am.Indian /Alaskan	24	.96%	269	.69%
Pacific Islander	9	.36%	141	.36%
Filipino	9	.36%	290	.74%
Multi-Ethnicity	93	3.73%	1594	4.06%
Unknown	169	6.77%	1867	4.76%

Disability				
Primary Disability			2496	6.3%
Secondary Disability			847	
Dept of Rehabilitation			71	

Financial Aid				
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Not Received	1,310	52.48%	25,795	65.75%
Received	1,186	47.52%	13,437	34.25%
BOG Waiver	1,156	46.31%	13,066	33.3%
PELL Grant	464	18.59%	4,671	11.91%
Other	215	8.61%	1,186	4.41%

Progress

Persistence				
Enrolled in Fall	2188	87.66%	26,824	68.37%
Persisted to Spring	1883	86.06%	18,536	69.10%
Did not Persist	305	13.94%	8,288	30.90%

Course Completion

Degree Applicable				
Attempted	9,236	64.97%	128,919	78.42%
Failed	2,490	26.96%	34,885	27.06%
Successful	6,746	73.04%	94,034	72.94%

ESL				
Attempted	73	0.51%	1832	1.11%
Failed	17	23.29%	356	19.43%
Successful	56	76.71%	1476	80.57%

English				
Attempted	288	2.03%	1591	.97%
Failed	116	40.28%	591	37.15%
Successful	172	59.72%	1000	62.85%

Math				
Attempted	366	2.57%	2359	1.44%
Failed	174	47.54%	856	36.29%
Successful	192	52.46%	1503	63.71%

Academic Success				
Degrees	93	3.73%	1484	3.78%
Certificates	39	1.56%	574	1.46%

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				
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< 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				
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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	Santa Rosa	01	02	Relocate Testing and Support Services to east campus	Provide appropriate, supervised service area	immediately	New DRD Specialist/Hispanic Outreach coordinator met with ESL Dept. and visited numerous classes to conduct student outreach. Completion rate for students with disabilities has improved from 64% to 77%.
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	1. investigate factors contributing to the lower completion rate 2. develop intervention plan 3. tract success measures	13-14	Staff time

6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	Success measures have held steady for students with disabilities. Noteworthy is the increased completion rate of credit ESL classes from 64% to 77% for students with disabilities. This will continue to be a focus area and expand to supporting the successful matriculation from ESL into the English pathway for students with disabilities.
ALL	With the implementation of SSSP, Disability Resources has gone through a thoughtful, comprehensive, and inclusive review of operations utilizing consultant services for a Business Process Analysis. A number of procedural changes have been implemented to improve the student experience. A restructure of functions has resulted in the addition of two DSPS Counselors who will have responsibility for developing Student Ed Plans and supporting students with disabilities in meeting the SSSP matriculation requirements. This restructure restores the Disability Specialist positions to having focus and responsibility for authorizing disability accommodations and supporting students in their disability management.

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	Increase percent of Latino/latina students at SRJC who utilize the services of DRD	Develop and Implement Outreach plan	15-16	Assign time for Disability Specialist for Outreach
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	1. investigate factors contributing to the lower completion rate 2. develop intervention plan 3. track success measures	13-14 continue into 15-16	Staff time
0002	ALL	01	02	Provide supervised, quality services to students with disabilities	Relocate DRD Testing and Support Services Office to east side of campus.	Immed-	??