



El Camino College
Compton Educational Center

Special Resource Center
Program Review
June 2008

El Camino College – Compton Community Educational Center
Division of Student Affairs
Program Review

I. Overview

A. Program Profile

The mission of the Disabled Students Program and Services (DSPS) program, known as the Special Resource Center (SRC) at Compton Educational Center is to facilitate academic success for students with disabilities by providing equal access to educational opportunities in an integrated campus setting.

Students with disabilities are an integral and vital part of the El Camino College Compton Educational Center community. The Special Resource Center (SRC) provides support services, adaptive equipment and computer technology to serve students with verified disabilities. Our primary goal is to provide the accommodations necessary to assist students with achieving their educational and vocational goals while promoting self-advocacy and independent learning. Our office promotes shared responsibility with the student, instructor, and college staff for student success.

The overall function of DSPS in accordance with Title 5 is to provide legally mandated instruction and services to students with disabilities, promote appropriate utilization of resources/instructional delivery and equitable access to instructional medium, and to advocate universal design and educational access for students with disabilities to promote maximum independence and integration. This program is funded primarily via categorical funding from the system office. Supplemental fiscal support from the district has been offered to assist with program development and winter/summer certificated support for the upcoming year.

The Special Resource Center is comprised of three full-time staff including a Counselor, Adapted Computer Technology Specialist, and Administrative Assistant. The SRC office is currently housed in Building F-10 with the High Tech Center further down the same corridor in F-19.

Due to accreditation and fiscal challenges, the enrollment of students with disabilities declined in the three years prior to the ECC CEC partnership parallel to overall Compton Community College District enrollment. Since the partnership has offered the potential of stable accreditation as well as other factors, student enrollment is steadily increasing. According to the 2006-2007 Weighted Student Count, Compton College's DSPS program served 77 students with disabilities in the following categories (includes primary and secondary diagnosis): ABI (2); Developmental Delayed (19); Learning (8), Mobility (11), Psychological (23), Vision (1) and other (13). During the 2007-2008 academic year, 123 students were verified and eligible for services.

The SRC has undergone significant changes since the partnership to include changing forms to mirror those utilized at the Torrance campus, staff development on various topics, mentoring, training and sharing with counterparts at ECC Torrance and initiated introspection in to processes. This department has lacked or had intermittent supervision for many years. To address this concern and provide consistent support, Trish Bonacic, CalWORKs Director, has been board approved to assist with direct supervision of the SRC as well as Dipte Patel, SRC Director at ECC Torrance, to provide ongoing support and

training as needed with program compliance. ECC Torrance continues to initiate and reconcile MIS reports and conducts file audits for the SRC at CEC.

The following overarching program level Student Learning Outcome was written for both SRC offices: “By participating in the Special Resource Center, students will develop skills to effectively advocate for educational services to meet their specific needs.” Assessment is individualized by the individual departments.

B. Status of Previous Recommendation

Information from a previous categorical program review or institutional program review was neither available from the Compton Community College District nor from the Chancellor’s Office at the time of this report.

C. Continuing recommendations

The following are recommendations by the SRC staff and administrative support team:

- Complete the process of drafting an ADA Transition Plan.
- Integrate access technology throughout campus labs including upgrading the High Tech Center.
- Maintain adequate support staff to facilitate accommodation/support service requests deemed appropriate by our certificated staff.
- Continue to explore alternative approaches to train faculty on sensitivity, disability awareness, and appropriate accommodations for students with disabilities.
- Provide ongoing district match to meet programmatic support needs e.g. adjunct counseling during Winter and Summer sessions, consultant contract to complete the ADA Transition Plan.

II. Program Data

A. Student/Client Satisfaction

A satisfaction survey was drafted, disseminated and results reported with the assistance of Institutional Research. The survey was a conglomerate of questions pulled from previous surveys of ECC SRC and other campuses. Forty students participated in the survey. However the number of respondents for the majority of the questions varied between 11 and 38. The lower number of respondents was expected for some of the questions related to specific services or accommodations. However some general campus or SRC related questions had a lower response rate than expected. The following are items of note from the surveys.

Disability: the categories used by students to self report their disability. Analyzing the results leads to question if students know the terms used such as “Brain Injury,” “Developmental Delay,” “Learning Disability,” “Psychological disability,” or if students know how to describe their disability. Only 75% of the students responded to the question. Additionally there is great variance among the responses and what our master list indicates the proportion of students. For example, 2 students indicated Developmental Delay as their primary disability whereas 11 of the respondents fall within this category. Similarly 16 responded Learning Disability whereas only 2 students are verified in this area. This area is of note as it may impact students’ ability to advocate for support or accommodations in both an academic and career arena. Recommendations would include workshops or orientation regarding disability and self advocacy including workshops on disability awareness from community specialists.

Enrollment: the length of time the respondent has been enrolled as a student at CEC/Compton College. A majority of the students completed this question – 37 out of 40. Of which 43% have attended one year or less and 57% attended more than 2 years.

Educational Goal: purpose of education. Eighty-four percent plan on receiving a degree or transferring to a four-year institution. We hoped to compare this information to the number of degree level courses taken by students with disabilities versus developmental or basic skills courses. This data was not available for comparison.

SRC staff: students feel welcomed by the staff or are satisfied with their support. Overall students are satisfied with their interaction and support from the SRC staff. Ninety-two percent indicated they feel welcomed by the staff and helped them prepare for the future respectively.

SRC Services: testing accommodations, alternate media, notetaking. Seventy-five percent (25 out of 33) of the students indicated they actively use SRC services. Additionally 77% (27 out of 35) indicated the SRC helped the student meet his/her goals. The following table indicates the number of students who responded to the various areas of service and their level of satisfaction.

Table 1: Satisfaction by Service – Student Survey

Area/type of service	Survey Question	Total # of respondents	Frequency satisfied*	Percentage satisfied*
Reception	Knowledgeable staff	36	32	89%
	Courteous staff	30	26	87%
	Helpful staff	28	25	89%
	Recommend services	28	25	89%
Counseling	Appropriate and helpful	36	33	92%
	Timely appointment scheduling	31	28	90%
	Contributed to academic success	25	23	92%
	Disability sensitivity	29	27	93%
Note-taking services	Timeliness of service	29	23	79%
	Provided as scheduled	25	18	72%
	Quality	25	19	76%
	Knowledgeable of how to use	26	22	85%
	Contributed to academic success	24	17	71%
Testing Accommodations	Scheduling knowledge	27	24	89%
	SRC staff helpful with scheduling	24	21	87%
	Tests available as scheduled	21	19	90%
	Cooperative professors	23	20	87%
	Comfort of testing room	23	20	87%
	Quiet testing room	20	17	85%
	Knowledge of how to use	20	18	90%
	Contributed to academic success	21	18	86%
Alternate Media	Timely availability	17	10	59%
	Quality of materials	11	7	58%
	Knowledgeable of how to use	12	8	67%
	Contributed to my academic success	14	11	79%

*Satisfaction is considered strongly agree or agree with the statement

This table was provided to demonstrate the variance in number of respondents to survey questions. Although a lower number of respondents was expected in certain areas such as alternate media due to lack of availability of current equipment and technology, a decreased response rate in other areas elicits more questions than the overall satisfaction indicated by

respondents in the majority of the areas. For example, 30% of the students did not respond to if they would recommend the SRC to another student.

Campus: Instructors, office facilities, campus response to students with disabilities. Overall students are satisfied with campus responsiveness. Satisfaction with instructors' cooperativeness and compliance with requested accommodations is 87.5%. There was a decreased response rate to professor cooperativeness which leads to the recommendation of faculty workshops and orientation of program and services. Satisfaction with campus responsiveness to students with disabilities 81% (30 out of 37); and 91% (29 out of 32) of students indicated satisfaction with SRC office facilities. However, 35% indicated a neutral or dissatisfied response to the High Tech Center's access devices meeting student need which leads to a recommendation for current equipment and technology.

Furthermore, 86% (31 out of 36) of the students indicated they are aware they have rights as a student with disabilities. This indicates 5 out of 36 are neutral or disagree and an additional 4 non-respondents leads to a recommendation of workshops and student handbook as many students may not be identified or aware of services in addition to these students.

B. Student/Client Outcome Data

Institutional Research made valiant efforts to replicate the data set received from the Chancellor's Office as part of the site review process which includes but not limited to demographic data, attempt and success at basics skills and transfer level courses, persistence, retention and success. In lieu of this data the following is a comparison of students and services rendered in the past 2 complete fiscal cycles from the system office MIS Annual Headcount reports. This table shows the number of students served by disability and 4 or more or less than 4 contacts by primary and secondary disability diagnosis areas for 2005-2006 and 2006-2007 fiscal years. This demonstrates and is reflective of the MIS reporting for the year prior to and initial year of the partnership. Data for 2007-2008 would not be available until the final MIS reports are sent 4 weeks after the termination of the semester.

Table 2: Services by Unduplicated Headcount by Disability 2005-2007

	4 or more primary contacts		Primary Served COUNT		Secondary Served COUNT		Under 4 Primary contacts		Under 4 Secondary contacts	
	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07
HEARING	2	0	2	0	0	0	0	0	0	0
ABI	0	3	0	3	1	0	0	0	0	0
LD	26	9	26	9	0	0	6	0	0	0
VISION	2	1	2	1	1	0	0	0	0	0
MOBILITY	7	11	7	11	1	0	1	1	0	4
OTHER	14	17	14	17	4	0	3	1	0	0
DDL	14	22	14	22	0	0	2	0	0	0
SPEECH	0	0	0	0	0	0	0	0	0	0
PSYCH	7	24	7	24	6	1	3	2	0	0
TOTAL	72	87	72	87	13	1	15	4	0	4

This table shows an increase of 15 students served in the first year of the partnership, and decrease in number of students with less than 4 contacts for whom the program does not receive allocation based on Weighted Student Count. Furthermore, upon file review, it was determined many students were verified with a Learning Disability who did not meet the California Community College Learning Disability Model criteria. These files were corrected and verified by another diagnosis if documentation was available which accounts for the marked decrease of students verified as LD as well as the number of students who qualify under Psychological disability.

Although statistics by various contacts were not available, the data regarding Testing Accommodations was garnered by review of our files. Twenty-one students received testing

accommodations during the Fall 2007 semester, whereas 39 students received testing accommodations in Spring 2008. This is demonstrative of our students becoming familiar with services, the forms and process of requesting testing accommodations, as well as program staff demonstrating greater comfort and accountability with the forms, process and record keeping.

Recommendations for data would include access to success, retention and persistence data, knowledge of which students also participate or receive support from other student service programs such as Financial Aid, Student Support Services, CalWORKs, and EOP&S to form collaborative partnerships with other programs to meet student needs and support educational goals. Furthermore data on specific services to track the SRC's level of services in areas such as registration assistance, academic counseling, testing accommodations, and note-taking support to evaluate support staff growth needs and areas of greatest service.

C. Campus/Community Collaboration

What program functions are dependent upon external collaborations or partnerships with other programs or services on campus or in the community? Describe the effectiveness of each collaboration or partnership.

The SRC collaborates with several student service departments as well as community agencies particularly for outreach purposes and resource referral. Collaborative campus entities include Outreach and School Relations, Early Intervention with all student services programs, CalWORKs and EOP&S for identification of potential students as well as book loan assistance, Student Support Services, Learning Center for tutoring, and Financial Aid. Similarly SRC staff collaborate with community partners for identification of potential students, medical documentation, job search/placement or employability skills development, and referral for potential resources or wrap around services beyond the scope of this program. A sample of these programs include: Department of Rehabilitation (DOR), Department of Mental Health (DMH), Compton USD Special Education department, CALIF – Communities Actively Living Independent and Free, WorkSource centers, Human Potential Consultants for job placement assistance, Disability Resource Center in Long Beach and Downey, and Rancho Los Amigos. DOR and DMH have representatives that serve on the SRC Advisory committee.

How can program personnel strengthen these collaborations or partnerships?

Many efforts can be made to improve relationships with our stakeholders such as upgrade presentation information, integrate technology across campus, coordinate efforts with outreach for campus tours and events i.e. open house, new student welcome day, create or update program information, and schedule orientations regarding services and accommodations for faculty.

What other collaborations or partnerships should program personnel pursue for program improvement and why?

In order to provide student support potential sources for collaboration include the following: Distance Education, contact with off campus programs such as Cosmetology and Fire Academy, in class presentations, share information to be presented within matriculation workshops, work with Veterans Affairs, identify and refer to area literacy programs, and participate in New Student Welcome Day and other student support or recruitment events.

Collaborate with CalWORKs program and county offices with initiative to identify learning disability assessment measures to assist with identification of potential student referrals.

D. Program Data Recommendations

The following are a compilation of recommendations in Section II – Program Data.

- Workshops for students on self advocacy and disability awareness
- Develop and schedule orientations regarding services and accommodations for faculty
- Update equipment and technology in High Tech Center
- Foster collaborative relationships with stakeholders
- Create or update presentation information and marketing materials
- Integrate technology across campus
- Coordinate efforts with outreach for campus tours and events
- Participate in campus recruitment efforts such as New Student Welcome Day,
- Improve student outcome data for planning and evaluation of program effectiveness

III. Program Requirements

A. Program Support

List campus departments that are essential to the success of this program, the impact of those departments on the program, and what is being done to strengthen the partnership between each.

Campus departments essential for infrastructure support are as follows:

- MIS/ITS for MIS reporting and maintenance of functioning computers, software applications and network connections
- Purchasing for acquisition of items necessary to conduct business.
- Human Resources for ongoing need of support personnel for compliance with services and accommodations

Ongoing communication and dialogue are necessary to maintain a relationship.

Discussion on how these needs impact mandatory legal compliance may assist with timeliness of response and further strengthen the relationship between these departments.

B. Facilities and Equipment

Describe the adequacy/inadequacy of the facilities and equipment available to the program.

A core service to students with disabilities is provision of access technologies. Much of the technology is dated; the High Tech Center is in need of upgraded systems, new headset, microphone, and scanner are needed. The versions of two access technology programs in particular are too old for use – JAWS –which allows a blind user access to printed materials and Dragon Naturally Speaking –which facilitates computer access via speech. In order for adequate access and use of applications, upgraded computer systems with specific video drives and memory are necessary at the same time as the availability of up-to-date versions of software.

The Special Resource Center office and the High Tech Center are not within one location which also impacts office coverage, communication and student referral. The office floor plan does not allow line of sight vision for office staff, test accommodation proctoring or access to files which elicits concerns of office coverage by limited staff and safety.

Additionally office equipment, in particular photocopying and printing, are not consistently operational.

List recommendations regarding the facilities and equipment

- To facilitate onsite supervision and program support, relocation of the office inclusive of the High Tech Center adjacent to CalWORKs program location.
- A functioning xerox – photocopying machine
- Network printer
- Technology upgrades

C. Staffing

Describe the adequacy/inadequacy of the program's current staffing level.

This program is comprised of 3 full-time personnel each with distinct functions. According to Title 5 requirements only certificated personnel are qualified to verify program eligibility, and prescribe services and accommodations such as testing accommodations, in class assistance, etc. The counselor is the only person eligible for this task. This position is a 10-month position with hours not scheduled during the Winter and Summer terms. Additionally due to DSPS minimum qualifications, individuals in other programs or general counseling may not qualify to fulfill this role or function. Additionally a pool of support service personnel for in class assistance, alternate media production or testing accommodations support is necessary. These services are not readily predictable and a pool of qualified candidates with appropriate skills and availability to meet timeliness of need.

Table 3: Personnel Trend

Personnel Type	Current Level		In 3 - 5 years		Retirement	
	# of Staffing	FTE	# of Staffing	FTE	# of Staffing	FTE
Full-time Faculty (Tenure Track)	1	1.0	1	1.0		
Full-time Faculty (Non-Tenure Track)						
Part-time Adjunct Faculty			3	1.5		
Full-time Classified Staff	2**	2.0	2	2.0		
Part-time Classified Staff (Permanent)						
Part-time Classified (Temporary)						
Casual Employees	1	variable	5	Variable; as needed		
Student Employees						
Manager			1	1.0		
Supervisor						
Temporary Project Administrator						
Faculty Coordinator						

FTE: Full Time Equivalent (i.e., 2 employees working at 50% would equal 1 FTE)

**One full-time classified employee meets eligibility requirements to teach classes as part-time adjunct faculty.

How does this data impact the program or the future of the program?

The program needs more funding to support personnel costs; student growth and district support are potential resources.

Are program personnel current in their field? If not, describe what is needed to maintain currency and how it will improve the program.

SRC personnel would benefit from various forms of professional development to review the essential components of disability services and Title 5 regulations as well as opportunities to remain current in this ever-changing field. Examples of such opportunities include:

- Attendance at conferences i.e. Tech Ed, CSUN Assistive Technology; CAPED – California Association of Post-secondary Education and Disability; HTCTU – High Tech Center Training Unit
- Counselor participation in Ensuring Transfer Conference, campus counseling meetings and professional development opportunities.

- Galvin Group – Title 5 overview – available online

List and prioritize all staffing recommendations.

1. Certificated support for Winter and Summer terms
2. Support Services staffing
3. Ongoing professional development
4. Cross-training, specifically access technologies

D. Planning

What major changes or trends might impact the program in the next five years? What program plans are in place or will be created to respond to major changes or trends?

In general student growth is expected. One of those populations will include wounded “warriors” or veterans. A majority of recent veterans with disabilities include individuals with hearing loss, psychological conditions, amputees, and acquired brain injury. Most of these individuals may not identify themselves as an individual with a disability or wish to avail themselves of a program such as SRC. Another growing group of students are those requiring basic skills and under-prepared students. Therefore collaborative efforts with campus partners – student services programs including veterans and outreach as well as faculty, literacy programs, other community agencies will be needed. Some activities may be limited in scope such as assistive technology presentations to veterans to showcase some of the benefits and resources available. An additional potential resource for referrals may be the CalWORKs program as the county office is forming an initiative to explore neuropsychological evaluation to identify students with Learning Disabilities.

What data, not currently provided, would be needed to improve program development planning? Explain the type of data desired, why it will be useful, and list the possible sources if known.

- Via student survey inquire student’s preferred hours of office availability. This data would be helpful in scheduling staff as well as evaluating need for additional support or services.
- Data on the number of veterans currently attending Compton Center and of which may already be identified as an individual with a disability.
- Persistence, retention and success data from the Chancellor’s Office.
- Data demonstrating student’s with disabilities who are taking basic skills versus transferable courses and their success rate.

This data may be available via the Chancellor’s office or ARCC data. It would be helpful to evaluate student need, prioritize planning and implement curriculum.

Describe how program personnel are made aware of what is happening in the program, future program plans, external/internal changes affecting the program, and changes that need to be made to enable the program to adapt and continue to be successful.

SRC staff meet monthly to discuss ongoing student and programmatic needs. Trish Bonacic shares information regarding the center and management or administration level changes that impact the center and program. Dipte Patel assists with troubleshooting student specific or DSPS compliance concerns. The staff convene to discuss collaboratively program plans, program review and other topics such as budget status. Additionally individual meetings with staff are arranged to address specific student or individual concerns.

Explain how program personnel are involved in the creation and implementation of program plans?

Topics of discussion, timelines, forms and previous reports, documents, and data were shared in advance. All staff convened to discuss and create program plans over a series of 5 meetings and numerous email exchanges. Implementation of plans will be discussed during ongoing monthly meetings.

Describe how the program's plans tie into Student Learning Outcomes (SLO).

The SLO for the SRC is, "By participating in the Special Resource Center students will develop skills to effectively advocate for educational services to meet their specific needs." To address advocacy the program is evaluating segments of various program services to identify processes and practices, student utilization and success. Currently the SRC staff are analyzing testing accommodations to evaluate program effectiveness as well as what, if any, efforts with campus community are necessary. There are recommendations with in the areas of Program Compliance and Evaluation, Outreach, Staffing and Student Support Services which address ongoing SLO assessment.

E. Program Requirement Recommendations

The following are a compilation of recommendations in Section III – Program Requirements.

- Effective collaborative relationships with program support departments such as HR, MIS/ITS, and Purchasing
- One location for all SRC program services inclusive of the High Tech Center
- Network printer and functioning photocopy machine
- Certificated support for Winter and Summer terms
- Technology upgrades – access technologies
- Adequate and timely support service personnel
- Ongoing professional development

IV. Recommendations

The following table compiles the recommendations made throughout this program review in topical areas and lists, where appropriate, the cost associated with each recommendation and potential persons responsible. Furthermore prioritization of the top 12 items which fall within the responsibility of SRC staff are marked.

Table 4: Program Review 2008 Recommendations

Priority	Recommendation	Cost	Person Responsible
#7	Program infrastructure <ul style="list-style-type: none"> ▪ Purchase new copier and network printer ▪ Upgrade equipment / technology to accommodate students 	To be determined \$5,000/year	Curry / Bonacic / Martin Hall / Bonacic / Martin
#11	<ul style="list-style-type: none"> ▪ Identify and facilitate office location/pending relocation (cost of renovation dependent on location) 	\$10,000- \$25,000	Curry / Bonacic / Patel
#5	Compliance and evaluation Program Level <ul style="list-style-type: none"> ▪ Analyze testing accommodations and utilization (SLO) 	--	Allen / Hall / Martin
#2	<ul style="list-style-type: none"> ▪ Write procedures for various services and departmental processes 	--	Hall / Allen / Martin / Bonacic / Patel
#6	<ul style="list-style-type: none"> ▪ Host Advisory Committee meeting annually (cost associated with mailing and refreshments) 	\$75/meeting	Curry/Martin/Bonacic
	Compton Center <ul style="list-style-type: none"> ▪ Provide ongoing district match to meet programmatic support needs e.g. adjunct counseling during Winter and Summer sessions, and equipment upgrades. ▪ Complete the process of drafting an ADA Transition Plan including securing an outside consultant. 	As needed Consultant fees	Curry Curry / Provost
#12	Marketing materials <ul style="list-style-type: none"> ▪ Create an informational video regarding services and accommodations ▪ Develop and print student, faculty and HTC handbook 	\$500 \$1,500	Hall / Bonacic Hall / Allen
#8	<ul style="list-style-type: none"> ▪ Develop and print program brochure 	\$500	Hall / Allen
	Outreach		

#10	<ul style="list-style-type: none"> Work with Outreach and School Relations to schedule tours/orientations for Special Education students 	--	Allen
	<ul style="list-style-type: none"> Foster community partnerships – Dept. of Rehabilitation 	--	Allen / Bonacic
	<ul style="list-style-type: none"> Present to faculty i.e. review testing accommodations at division meetings 	--	Allen
	<ul style="list-style-type: none"> Explore alternative approaches to train faculty on sensitivity, disability awareness, and appropriate accommodations for students with disabilities. 	--	Allen / Hall / Bonacic / Patel
	<ul style="list-style-type: none"> Participate in on campus student services and recruitment efforts 	--	Allen / Hall / Martin
#3	Campus partnerships		
#9	<ul style="list-style-type: none"> Address Business Office concerns: i.e. purchasing last year and current year 	--	Curry / Bonacic/ Martin
	<ul style="list-style-type: none"> Collaborate with MIS/ITS regarding SARS; MIS reporting 	--	Patel / Martin
	<ul style="list-style-type: none"> Advocate for closed captioned materials on campus 	\$2,500/year	Hall
	<ul style="list-style-type: none"> Integrate access technology throughout campus labs 	Cost to be evaluated	Hall
	<ul style="list-style-type: none"> Foster campus partnerships with academic programs and support programs such as Veterans Affairs, matriculation, CalWORKs, etc. 	--	Allen / Hall
#1	Staffing		
#4	<ul style="list-style-type: none"> Maintain adequate support staff to meet and support accommodation and support service requests 	\$7,500/year (depends on student request)	Allen / Curry / Bonacic / Patel
	<ul style="list-style-type: none"> Schedule adjunct counseling during Winter and Summer sessions 	\$15,000	Curry / Bonacic
	<ul style="list-style-type: none"> Promote professional development and training opportunities for SRC staff. 	\$2,000	Allen / Hall / Bonacic
	Student Support Services		
	<ul style="list-style-type: none"> Develop and implement orientation and/or other workshops to address disability awareness and self advocacy 	\$50 for copying	Allen / Hall

SRC Student Survey, Compton Center (Spring 2008)

1. What is your primary disability?

Response	Frequency	Percent	Mean: 4.57
Brain Injury	1	3.33	<div style="width: 3.33%;"></div>
Deaf / Hard of Hearing	1	3.33	<div style="width: 3.33%;"></div>
Developmental delay	2	6.67	<div style="width: 6.67%;"></div>
Learning disability	16	53.33	<div style="width: 53.33%;"></div>
Physical disability/Mobility impairment	4	13.33	<div style="width: 13.33%;"></div>
Psychological disability	3	10.00	<div style="width: 10.00%;"></div>
Speech impairment	0	0.00	<div style="width: 0.00%;"></div>
Visual impairment	1	3.33	<div style="width: 3.33%;"></div>
Other [please specify]:	2	6.67	<div style="width: 6.67%;"></div>

2. I have been a student at El Camino College Compton Center / Compton College for (choose one):

Response	Frequency	Percent	Mean: 2.35
1-11 months	12	32.43	<div style="width: 32.43%;"></div>
1 year	4	10.81	<div style="width: 10.81%;"></div>
2-5 years	17	45.95	<div style="width: 45.95%;"></div>
6-10 years	4	10.81	<div style="width: 10.81%;"></div>

3. The purpose of my education is (choose one):

Response	Frequency	Percent	Mean: 4.32
Improve my basic skills	2	6.45	<div style="width: 6.45%;"></div>
Learn skills in a specific area	1	3.23	<div style="width: 3.23%;"></div>
Retrain for a different job	1	3.23	<div style="width: 3.23%;"></div>
Receive my degree	10	32.26	<div style="width: 32.26%;"></div>
Transfer to a four-year college or university	16	51.61	<div style="width: 51.61%;"></div>
Other	0	0.00	<div style="width: 0.00%;"></div>
Undecided	1	3.23	<div style="width: 3.23%;"></div>

I was made to feel welcome by the SRC staff

Response	Frequency	Percent	Mean: 4.74
5	33	86.84	<div style="width: 86.84%;"></div>
4	2	5.26	<div style="width: 5.26%;"></div>
3	2	5.26	<div style="width: 5.26%;"></div>
2	0	0.00	<div style="width: 0.00%;"></div>
1	1	2.63	<div style="width: 2.63%;"></div>

During the last year- I have worked closely with the SRC counselor and staff.

Response	Frequency	Percent	Mean: 4.15
5	22	66.67	<div style="width: 66.67%;"></div>
4	3	9.09	<div style="width: 9.09%;"></div>
3	2	6.06	<div style="width: 6.06%;"></div>
2	3	9.09	<div style="width: 9.09%;"></div>
1	3	9.09	<div style="width: 9.09%;"></div>

The SRC counselor and staff help me prepare for the future.

Response	Frequency	Percent	Mean: 4.59
5	29	78.38	<div style="width: 78.38%;"></div>
4	5	13.51	<div style="width: 13.51%;"></div>
3	1	2.70	<div style="width: 2.70%;"></div>
2	0	0.00	<div style="width: 0.00%;"></div>
1	2	5.41	<div style="width: 5.41%;"></div>

The SRC program has helped me meet my goals.

Response	Frequency	Percent	Mean: 4.20
5	20	57.14	
4	7	20.00	
3	5	14.29	
2	1	2.86	
1	2	5.71	

The SRC provides services [such as testing accommodations- note-taking paper- interpreters- etc.] that meet my needs.

Response	Frequency	Percent	Mean: 4.44
5	26	72.22	
4	4	11.11	
3	4	11.11	
2	0	0.00	
1	2	5.56	

The El Camino College Compton Center is accessible to me.

Response	Frequency	Percent	Mean: 4.65
5	29	85.29	
4	1	2.94	
3	2	5.88	
2	1	2.94	
1	1	2.94	

Reception staff was courteous.

Response	Frequency	Percent	Mean: 1.40
5	24	80.00	
4	2	6.67	
3	3	10.00	
2	0	0.00	
1	1	3.33	

I was satisfied with the SRC office facilities.

Response	Frequency	Percent	Mean: 1.41
5	24	75.00	
4	5	15.63	
3	2	6.25	
2	0	0.00	
1	1	3.13	

The computer lab in room F-19 [and their access devices] meets my needs.

Response	Frequency	Percent	Mean: 3.79
5	14	41.18	
4	8	23.53	
3	6	17.65	
2	3	8.82	
1	3	8.82	

I am aware I have rights as a student with a disability at El Camino College Compton Center.

Response	Frequency	Percent	Mean: 4.50
5	27	75.00	
4	4	11.11	
3	2	5.56	
2	2	5.56	
1	1	2.78	

Reception staff was knowledgeable.

Response	Frequency	Percent	Mean: 1.39
5	28	77.78	
4	4	11.11	
3	3	8.33	
2	0	0.00	
1	1	2.78	

Reception staff was helpful

Response	Frequency	Percent	Mean: 1.43
5	21	75.00	
4	4	14.29	
3	2	7.14	
2	0	0.00	
1	1	3.57	

Overall- I would recommend the SRC to other students.

Response	Frequency	Percent	Mean: 1.32
5	24	85.71	
4	1	3.57	
3	2	7.14	
2	0	0.00	
1	1	3.57	

I received appropriate and helpful counseling.

Response	Frequency	Percent	Mean: 4.75
5	33	91.67	
4	0	0.00	
3	1	2.78	
2	1	2.78	
1	1	2.78	

This counseling has contributed to my academic success.

Response	Frequency	Percent	Mean: 4.72
5	22	88.00	
4	1	4.00	
3	1	4.00	
2	0	0.00	
1	1	4.00	

The note-taking paper/note-taker was made available to me in a timely manner.

Response	Frequency	Percent	Mean: 4.14
5	17	58.62	
4	6	20.69	
3	2	6.90	
2	1	3.45	
1	3	10.34	

The notes were of satisfactory quality.

Response	Frequency	Percent	Mean: 4.12
5	13	52.00	
4	6	24.00	
3	4	16.00	
2	0	0.00	
1	2	8.00	

Note-taking services contributed to my academic success.

Response	Frequency	Percent	Mean: 4.08
5	15	62.50	
4	2	8.33	
3	4	16.67	
2	0	0.00	
1	3	12.50	

I was able to schedule appointments in a timely manner.

Response	Frequency	Percent	Mean: 4.71
5	27	87.10	
4	1	3.23	
3	2	6.45	
2	0	0.00	
1	1	3.23	

The SRC counselor was sensitive to my disability-related concerns.

Response	Frequency	Percent	Mean: 4.69
5	24	82.76	
4	3	10.34	
3	1	3.45	
2	0	0.00	
1	1	3.45	

The notes were provided to me as scheduled.

Response	Frequency	Percent	Mean: 4.00
5	13	52.00	
4	5	20.00	
3	4	16.00	
2	0	0.00	
1	3	12.00	

I am knowledgeable about how to use note-taking paper/note-takers.

Response	Frequency	Percent	Mean: 4.42
5	18	69.23	
4	4	15.38	
3	2	7.69	
2	1	3.85	
1	1	3.85	

I understand how to schedule testing accommodations.

Response	Frequency	Percent	Mean: 4.52
5	21	77.78	
4	3	11.11	
3	1	3.70	
2	0	0.00	
1	2	7.41	

SRC staff was helpful in scheduling tests.

Response	Frequency	Percent	Mean: 4.58
5	19	79.17	
4	2	8.33	
3	2	8.33	
2	0	0.00	
1	1	4.17	

My professor[s] were cooperative.

Response	Frequency	Percent	Mean: 4.43
5	15	65.22	
4	5	21.74	
3	2	8.70	
2	0	0.00	
1	1	4.35	

The testing room was quiet.

Response	Frequency	Percent	Mean: 4.50
5	15	75.00	
4	2	10.00	
3	2	10.00	
2	0	0.00	
1	1	5.00	

These testing services contributed to my academic success.

Response	Frequency	Percent	Mean: 4.52
5	16	76.19	
4	2	9.52	
3	2	9.52	
2	0	0.00	
1	1	4.76	

[b] Of satisfactory quality

Response	Frequency	Percent	Mean: 3.83
5	7	58.33	
4	0	0.00	
3	3	25.00	
2	0	0.00	
1	2	16.67	

Tests were available to me as scheduled.

Response	Frequency	Percent	Mean: 4.67
5	18	85.71	
4	1	4.76	
3	1	4.76	
2	0	0.00	
1	1	4.76	

The testing room was comfortable.

Response	Frequency	Percent	Mean: 4.48
5	16	69.57	
4	4	17.39	
3	2	8.70	
2	0	0.00	
1	1	4.35	

I am knowledgeable about how to use testing accommodations.

Response	Frequency	Percent	Mean: 4.60
5	14	70.00	
4	4	20.00	
3	2	10.00	
2	0	0.00	
1	0	0.00	

[a] Made available in a timely manner

Response	Frequency	Percent	Mean: 3.59
5	8	47.06	
4	2	11.76	
3	3	17.65	
2	0	0.00	
1	4	23.53	

I am knowledgeable about how to use alternate media.

Response	Frequency	Percent	Mean: 3.75
5	6	50.00	
4	2	16.67	
3	1	8.33	
2	1	8.33	
1	2	16.67	

These materials contributed to my academic success.

Response	Frequency	Percent	Mean: 4.07
5	8	57.14	
4	3	21.43	
3	1	7.14	
2	0	0.00	
1	2	14.29	

5. Overall, how responsive is the campus to students with disabilities?

Response	Frequency	Percent	Mean: 1.62
Very Responsive	26	70.27	
Somewhat Responsive	4	10.81	
Neutral/no opinion	4	10.81	
Somewhat Unwilling	1	2.70	
Very Unwilling	2	5.41	

4. How willing were your instructors to provide requested accommodations (extended time, note taking, etc.)

Response	Frequency	Percent	Mean: 1.63
Very willing	18	56.25	
Somewhat willing	10	31.25	
Neutral/no opinion	3	9.38	
Somewhat Unwilling	0	0.00	
Very Unwilling	1	3.13	