# Special Resource Center
# Adapted Physical Education
# 2013 PROGRAM REVIEW

*December 13, 2013*

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## 1.  Overview of the Program
### a) Program Profile

In 1972, El Camino College (ECC) established a program to assist students with disabilities to perform on an equal basis with non-disabled students in an integrated campus setting.  This college program was fostered by a statewide effort to serve students with disabilities in the California Community Colleges.  During the first year, the Disabled Students Programs and Services (DSPS) currently known as the Special Resource Center (SRC) served 65 students.  Today, over 1,900 students with a wide range of disability types receive services from the SRC and/or enroll in courses designed for students with disabilities.

The mission of the Special Resource Center at El Camino College is to facilitate academic success for students with diverse needs by providing equal access to educational opportunities in an integrated campus setting.  The overall function of DSPS is to provide legally mandated instruction and services to students with disabilities, promote appropriate utilization of resources/instructional delivery, equitable access to instructional medium, and advocate universal design and educational access to students with disabilities.  These services are in compliance with California Education Code - Title 5 regulations, Section 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA).

In 1973, Section 504 of the Rehabilitation Act (Federal Law 93-112) and California State Law AB 77 provided for non-discrimination on the basis of disability: including reasonable accommodation, accessibility, and equal opportunity in physical education, intramural, recreation, and sports.  Legislation has mandated the rights of persons with disabilities to access physical education programs at the post-secondary level where similar programs exist for able-bodied persons.  The Americans with Disabilities Act makes reference to the 504 regulations in respect to postsecondary education.

The SRC includes courses, services, and accommodations including access technologies and equipment with the following component areas: Adapted Physical Education (APE), Counseling, Deaf and Hard of Hearing (DHH), Learning Disabilities, Physically Disabled, Visually Impaired, High Tech Center (HTC), Low Vision Center, and Alternate Media services.  The Adapted Physical Education Program at El Camino College provides fitness opportunities in an educational setting for individuals with disabilities.  Additionally, the Administrative Unit/Front Desk and Special Projects support all of the above program areas.  The SRC staff is comprised of 28 full-time and part-time permanent employees including 3 vacant positions, 3 adjunct faculty, and over 100 student, hourly/casual, temporary classified employees who are hired based on need and budgetary limitations.

According to the 2012-2013 Weighted Student headcount (See Table 2.3-unduplicated), El Camino College's DSPS program served over 1,900 students with disabilities in the following categories: Acquired Brain Injury (ABI) (119); Developmentally Delayed Learner (91); Deaf or Hard of Hearing (110), Learning Disabled (183), Mobility (278), Psychological (217), Speech (21), Vision (62) and Other (887).  These statistics reflect all students served by the SRC, but

only 1,508 of the 1,968 served were funded.  Only those students who received at least four or more contacts within this academic year were funded.

The Adapted Physical Education (APE) program is designed for students with disabilities and provides personalized and self-paced exercise programs that focus on fitness, swimming, yoga, and bowling activities.  Students are provided a diverse psychomotor and educational experience in which teaching styles and activities are modified to ensure safety and success.  Credentialed instructors facilitate appropriate exercise programs for each student.  Paid student and casual workers and volunteers work under the supervision of the instructor and provide assistance.  Specialized equipment and accessories are also used to facilitate exercise productivity and independence.

The goal of the Adapted PE program is to provide students with knowledge, skills, and an opportunity to engage in exercise activities to improve their fitness and quality of life.  Physical fitness accountability enhances independence and assists in the process of mainstreaming in other physical education courses and/or community fitness, sport or recreational agencies.  The APE program provides a foundation and vehicle for community, social, and personal growth.  Improved fitness and health also increases the likelihood of vocational success.

This APE program is not intended to replace rehabilitation services such as physical therapy, but to work in conjunction with or after an individual is formally released from rehabilitation services.  During the Fall 2012 term, the program offered 12 sections of APE courses and served 231 non-duplicating students. Enrollment data provided by institutional research indicates a student averages two courses per enrollment in the department. For the Fall 2013 term, the enrollment report as of census reveals 179 unduplicated students in 12 sections with 48 students (27%) taking more than one section.

DSPS funding supports the salaries and benefits for all DSPS staff with the exception of the part-time instructors/Disability Specialists, Assistive Technology Specialist, and a portion of one staff interpreter and counselor salaries which are allocated by the district.  Thus, the provision of most support services, including but not limited to in-class assistance, readers, transcription, interpreting, Real Time Captioning (RTC), electronic note-taking and Assisted Listening Devices (ALD's) are covered by DSPS funding.  Since the 40% categorical budget cuts in 2009, district backfill via Fund 15 has been utilized to supplant the high cost of support services. The district allocates funds to assist with the high cost of hourly/casual staff in particular the cost of interpreting services which serves as a match required for specific categorical funds.

The strategic goal of the Special Resource Center is to provide academic access through efficient and effective quality products, academic support and services to the population served while simultaneously adhering to the mission of the SRC. Details of how SRC activities are driven by strategic initiatives are provided in Section 8d.

**b) Degrees and/or Certificates Offered**

The Special Resource Center provides instruction in Educational Development and Adapted Physical Education as part of the Division of Health Sciences and Athletics.

Within Title 5 these are designated as special classes (XB08) as they specifically support individuals with disabilities. A terminal degree or certificate are not provided, rather these courses support or enhance students ability to succeed in credit curriculum.

**c) Status of Previous Recommendations**

The last Program Review was completed in 2008-2009, which included both the Special Resource Center and Adapted PE areas. The following lists the compliance issues and other recommendations noted and the progress towards these recommendations.

**Program Infrastructure**
- Classrooms that are accessible for multiple wheelchair users to accommodate expanded educational offerings. **Partially Completed.** The need has been shared with the Facilities Department and the Facilities Steering Committee. A method for inclusion with all capital projects and/or campus standards is pending. This is a continuing recommendation. Adequate access in classrooms and potential safety during emergency egress are concerns.
- Conference rooms to facilitate workshops. **Incomplete.** Various rooms in the Communications building and Library continue to be scheduled as needed; a dedicated or shared space is not available consistently.
- Replacement of APE equipment with accessible universal design machines. **Partially Completed.** Since 2008, some new universal design equipment has been purchased and installed. However, some of the equipment currently in use is outdated and needs to be replaced/upgraded.
- Centralize all SRC services in one location. **Completed.**
- Provide instructors with computer on-line access to student information to improve tracking of student contacts (APE). **Incomplete.** Although funding was received via CTEA during the 2012-2013 award, the ongoing/annual cost of this program was prohibitive. This continues to be a need due to real-time access for service providers as well as limited filing and storage space.
- Expansion of the Adapted Fitness Lab and the faculty offices located near the room. **Incomplete.** Adapted Fitness Lab has not been expanded, and the faculty offices are not yet located near the room. Requests will be made to add these plans to the new facility plans.
- Improved APE storage in pool area for equipment for better access. **Partially Completed**. A couple of bins have been added for the storage of belts, but there is a need to have more and improved storage areas in the pool area.
- Budget for repair and maintenance of APE exercise equipment. **Partially Completed.** Although annual funding has been sought as need arises a sustainable budget has not been established.
- Assess program needs and develop equipment list for future exercise and aquatic equipment. **Ongoing.** The needs are assessed annually and included in the program plan. At this time the following are needed: a new pool lift, upgrade some of the equipment in the Fitness Lab, a new standing frame, aerobic equipment, and weight training equipment.
- Male and female accessible dressing rooms (unisex dressing area would be ideal) for APE classes. **Incomplete.** Facilities evaluated the space for potential renovation; no new accessible dressing rooms have been added.

- Sufficient ventilation system to regulate air flow throughout the office. **Partially Completed.** Although facilities has addressed air flow/ HVAC concerns via work order, consistent temperature and flow is impeded by the structure of the office and existing air handler system. Thus, seasonally some offices continue to receive little or no air while others are irregularly cold or have too much air pressure. This pressure impacts adequate closure and security of the back door.
- Additional space for staff offices, lab, storage area and students. **Partially Completed.** Although DHH staff moved into the SRC February, 2013, the design and construction of a new Student Services building is pending. This may be the best opportunity to address current limitations due to restrictions inherent in the current building.
- New carpeting. **Completed.**
- Painting of walls. **Completed.** Patching and painting work orders for 3 areas – copy room and two staff offices were completed Fall 2013.
- Remodeling of pool area to better accommodate students with disabilities in APE classes. **Deferred.** This has been included in the future facility plans.

**Facilities/Physical Plant**
- Campus accessibility map. **Incomplete.**
- Braille on campus signage. **Partially Completed.** We received 2 tactile maps prior to construction, one was mounted in the SRC and the campus map still has not been mounted or used on campus.
- Covered area for student loading area. **Incomplete.** There is no sitting/waiting place for students using the on-campus drop-off/pick-up points. This continually becomes a problem with sun/heat and wind/rain. There has been a request for covered waiting areas for quite a long time in the facilities plan. The campus has three areas (Lemoli/Manhattan Beach Blvd. entrance, Crenshaw entrance, & campus auditorium).
- Lowering of counters in Admissions and Records. **Incomplete.** This area has not been renovated, with the delay in Student Services Building planning and construction (originally slated for Spring 2009), this has not been addressed since the Chancellor's Office Technical Site Visit recommendation from February 2001.
- Accessible bookstore offices **Incomplete.** Staffing areas were not renovated and made accessible.
- Accessible police shuttle **Incomplete.** Although police will accompany persons using a wheelchair, the department does not have a cart or car with a chair lift.
- Consult with Parking Committee regarding short/long term planning (i.e. handicap parking spaces) **Ongoing.**

**Administrative/Leadership**
- Participation in implementation of Crisis Intervention Model. **Completed.** Assessment, Intervention and Management for Safety Team has been formed.

**Outreach**
- Faculty workshops/orientations of programs and services. **Completed.** In addition to presentations to new full and part-time faculty, discussions were scheduled with departments in divisions including all fine Arts departments. Starting Fall 2013 the Clinical psychologist facilitates a monthly "Faculty and Staff Open Forum".

- Campus involvement in the integration of students with disabilities into the campus community. **Partially Completed.** Although some efforts were made with forming a Friendship Circle club and activities such as Mental Health symposium and the Summer Bridge program were held, further progress in this area is necessary. Beginning Fall 2013, the Clinical psychologist is facilitating an "On the Spectrum" group for students with Asperger's Syndrome and a workshop series on "Improving Personal Effectiveness".

**Staffing**
- Certificated positions – Counselor, APE faculty, Disability Specialist and Faculty Coordinator. **Partially Completed.** A full-time counselor position was proposed and granted; also a Clinical Psychologist who is assigned part-time to the SRC was fulfilled.
- Classified positions – Student Services Advisor, Student Services Technician (f/t and p/t), and Student Services Coordinator (2). **Partially Completed.** Only the vacant Student Services Advisor position was filled. Although the Student Services Technician and the Lead Interpreter Specialist, both vacant positions, were approved for hiring at the end of the fiscal year 2008, positions were not filled due to cuts in categorical funding. Positions require resubmission of justification and cabinet consideration.
- Other – casual/student employees; APE teacher assistants; preventative maintenance. **Partially Completed.** The positions were included in zero based projections and filled to meet student need. There is still a need to draft criteria for advancement for Teacher Assistant position. Costs for preventative maintenance are addressed as they arise; a sustainable position or contract has not been completed.

**Student Support Services**
- Incentives for nursing students to support APE courses via enrollment in PE 201. **Completed.** Outcome achieved with support of allied health programs and nursing.
- Improve dialog between full-time APE instructors and others who teach APE courses. **Ongoing.** With the retirement of full-time PE faculty who taught sections of APE, there is only one part-time faculty. Dialogue is ongoing regarding student needs and items for updating the student educational contract.
- Continue developing/updating web page for SRC and APE**. Ongoing.** Although the web page has been updated periodically, current information and maximum utilization has not been achieved**.**
- Workshops about SRC services and orientation to student handbook. **Completed.** Workshops including "Welcome to ECC," "Introduction to SRC," "Strategies for Registration," and "MyECC" are facilitated by counseling faculty and staff.
- Workshops/orientations for students regarding disability and self-advocacy from community specialists. **Ongoing.** Using current staff and community partners. The Clinical psychologist facilitates semesterly self-improvement workshop series to students.
- Acclimate SRC students to electronic media via workshops/orientations. **Ongoing.** Via High Tech Center (HTC) workshops, Summer Bridge, in class presentations and training.
- Improve strategies to disseminate student satisfaction surveys for the future. **On hold.** This activity has been tabled as other venues for surveys have been implemented in alignment with service area outcome assessment.
- Expand APE video library and ensure accessibility to students. **Ongoing.**
- Expand APE textbook library. **Ongoing.**

- Develop reference list for faculty and students regarding APE resources (i.e. textbooks, periodicals, and video). **Completed.** A reference list has been created for PE 201 and would like to expand the concept for wider use inclusive of general APE courses.

**Curriculum**
- Updating curriculum. **Ongoing/Completed.**
- Include repeatability of special classes (i.e. APE) policy and procedures in school catalog, schedule of classes, SRC handbook, official outlines and syllabi, and website. **Partially Completed.** Curriculum is being updated Fall 2013, discussion and a process for repetition clearance has been devised in compliance with Title 5. Information is not available in all public places.
- Investigate the feasibility of future sections of APE courses for future growth. **Completed.** Adapted Yoga class was added and the time was changed to allow for increased enrollment. Lack of available facilities make adding new sections not possible at this time.
- Develop strategies to increase PE 201 enrollment to assist with APE courses. **Completed.**
- Computer labs equipped with assistive technology. **Partially Completed.** Assistive technology is hosted on a server in ITS which provides the capability of push/pull. Some labs have magnification and screen reader capability. A campus license of Read &Write Gold has been purchased that would allow student, staff and faculty access, deployment is in process. Furthermore a training from High Tech Center Training Unit (HTCTU) on the installation of assistive technology was hosted by the SRC for campus and regional representatives from HTCs and IT departments.
- Evaluate curriculum offerings (i.e. courses about disability and aging, wider variety of community education classes, P/NP courses, basic courses). **Ongoing.**
- Establish plan for "special course" repeatability to allow students to take an APE course greater than four times. **Revised.** Due to Title 5 changes impacting repeatability, courses will have the lowercase abcd removed. Repetition is allowed under the guidelines of section 56029 in Title 5. A process for determining eligibility and clearance for auditing purposes has been devised.
- Review district policy regarding a student taking multiple sections of a specific course (i.e. APE) during one semester. **Completed.**
- Develop questionnaire to investigate students' opinions of APE program. **Abandoned.**
- Investigate the feasibility of future Competitive Sport program. **Abandoned.** Due to limited student interest this objective was abandoned.

## 2. Analysis of Institutional Research Data
### a) Student Population Served

As shown in Table 2.1 below, the student population served by the SRC consists of 51% female and 49% male students.  Consistently over the five-year span from 2008-2013, the top three ethnicities served by the SRC include Hispanic (31%), African-American (29%), and White Non-Hispanic (24%).  In contrast to the colleges' student demographic, White Non-Hispanic (15%) and African-American (18%) are overrepresented whereas Hispanic (43%) and Asian (12%) are underrepresented; this may be reflective of cultural views and beliefs of disability as well as access in secondary education. The majority of SRC students served fall within the 20-24 (29%) and the 18 and 19 (23%) age ranges and these percentages have been consistent over the four years span identified in Table 2.1 as well. Students served in 2012-2013 represent a 26.2% increase in students served since 2008-2009. Moreover this is 6.2% of the total student population for that academic year, which represents an increase overtime although still less than the 10-11% representation in the general public.   The variance among identified and total population may be attributed to various reasons such as many students' limitations due to disability may not impact them in an academic environment, lack of knowledge of our services and their rights, or have a preference to not disclose or request support. Returning veterans are one example of a group who don't identify their limitations with disability services due to cultural, sociolinguistic and medical differences between military designation and legal mandates and protections.

### Table 2.1: SRC Student Profile
### ECC DSPS Students

|  | Annual 2008-2009 | Annual 2009-2010 | Annual 2010-2011 | Annual 2011-2012 | Annual 2012-2013 |
|---|---|---|---|---|---|
|  | Student Count | Student Count | Student Count | Student Count | Student Count |
| **El Camino CCD Total** | 1,559 | 1,696 | 1,855 | 1,974 | 1,968 |
| Gender |  |  |  |  |  |
| Female | 850 | 899 | 985 | 1,020 | 1005 |
| Male | 708 | 797 | 868 | 954 | 963 |
| Unknown | 1 |  | 2 |  |  |
| Ethnicity |  |  |  |  |  |
| African-American | 469 | 525 | 569 | 576 | 584 |
| Am. Indian/Alaskan Native | 16 | 9 | 12 | 14 | 10 |
| Asian | 108 | 102 | 112 | 127 | 136 |
| Filipino | 27 | 31 | 32 | 31 | 26 |
| Hispanic | 358 | 424 | 527 | 578 | 612 |
| Pacific Islander | 6 | 6 | 2 | 5 | 3 |
| Two or More Races |  | 19 | 52 | 68 | 73 |
| Unknown/Non-Respondent | 177 | 168 | 104 | 79 | 56 |
| White Non-Hispanic | 398 | 412 | 445 | 496 | 468 |

| Age | | | | | |
|---|---|---|---|---|---|
| 1 - < 18 | 64 | 67 | 71 | 80 | 51 |
| 18 & 19 | 311 | 332 | 389 | 440 | 452 |
| 20 to 24 | 405 | 455 | 526 | 557 | 577 |
| 25 to 29 | 171 | 194 | 200 | 225 | 235 |
| 30 to 34 | 103 | 111 | 120 | 112 | 122 |
| 35 to 39 | 93 | 96 | 74 | 77 | 80 |
| 40 to 49 | 158 | 171 | 182 | 166 | 157 |
| 50 + | 254 | 270 | 293 | 317 | 294 |

*CCC Chancellor's Office DSPS Summary Report

Table 2.2 below provides a snapshot of the SRC cohort of students with disabilities. The majority of this cohort attended part-time, and graduated from high school. Less than a quarter intended to transfer and similar to the general population are undecided or failed to declare a major. This demonstrates the needed support of counselors for educational and career planning. As a result of the Student Success Act of 2012 students with 15 + units will be required to declare a program of study starting Fall 2015 thus creating greater need for career counseling support. Also the reduction in section offerings may be a contributing factor to more students attending part-time.

**Table 2.2: SRC Student Profile – 2008 - 2011 Fall Term -Class Load, Academic Level and Educational Goal**

| | | Fall | | | | ECC Student Population |
|---|---|---|---|---|---|---|
| | | | Term | | | |
| | | **2008** | **2009** | **2010** | **2011** | **Fall 2011** |
| **Class Load** | Full-time | 18.6% | 21.3% | 18.9% | 15.2% | *30.1%* |
| | Part-time | 76.5% | 78.7% | 80.3% | 82.6% | *68.1%* |
| | | | | | | |
| **Academic Level** | College degree | 4.9% | 5.7% | 4.4% | 3.5% | *13.0%* |
| | HS Grad | 87.3% | 86.3% | 86.8% | 90.0% | *82.3%* |
| | Not a HS Grad | 2.9% | 2.8% | 2.6% | 3.5% | *1.7%* |
| | K-12 Special Admit | 2.0% | 3.3% | 1.8% | 0.4% | *1.2%* |
| | Unknown | 2.9% | 1.9% | 4.4% | 2.6% | *1.9%* |
| | | | | | | |
| **Educational Goal** | Intend to Transfer | 26.0% | 20.4% | 20.2% | 23.0% | *30.5%* |
| | Degree/Certificate Only | 9.8% | 9.0% | 7.5% | 7.0% | *4.0%* |
| | Retrain/recertification | 5.4% | 6.6% | 4.4% | 6.5% | *4.6%* |
| | Basic Skills/GED | 5.4% | 10.0% | 7.5% | 5.2% | *5.2%* |
| | Enrichment | 10.8% | 5.7% | 6.6% | 5.2% | *4.4%* |
| | Undecided | 27.0% | 22.3% | 14.5% | 16.5% | *17.7%* |
| | Unstated | 15.7% | 26.1% | 39.5% | 36.5% | *33.7%* |

*ECC Institutional Research – SCA metrics

**b) Analysis of Statistics/Data.**
  **1. Student Headcounts**

The Special Resource Center (SRC) counselors serve students with disabilities who contact the Special Resource Center. Students served fall within the following categories delineated by Title 5: Acquired Brain Injury, Developmentally Delayed Learner, Deaf/Hard of Hearing, Learning Disabled, Mobility Impaired, Other Disability, Psychological Disability, Speech/Language Impaired, and Visually Impaired. Below in Table 2.3 the SRC student profile for five years is represented.

**Table 2.3: Number of Students with Disabilities – Five-Year Trend by Disability**
**Primary Disability – Unduplicated Headcount (SRC)**

| | | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
|---|---|---|---|---|---|---|
| **Primary Disability Served** | | **1,559** | **1,696** | **1,855** | **1,974** | **1,968** |
| | Acquired Brain Injury | 108 | 118 | 128 | 125 | 119 |
| | Developmentally Delayed Learner | 94 | 98 | 94 | 96 | 91 |
| | Deaf/Hard of Hearing | 106 | 103 | 116 | 120 | 110 |
| | Learning Disabled | 259 | 244 | 210 | 190 | 183 |
| | Mobility Impaired | 280 | 287 | 318 | 315 | 278 |
| | Other Disability | 513 | 609 | 720 | 831 | 887 |
| | Psychological Disability | 137 | 168 | 200 | 213 | 217 |
| | Speech/Language Impaired | 18 | 15 | 13 | 19 | 21 |
| | Visually Impaired | 44 | 54 | 56 | 65 | 62 |
| **# of Students Funded** | | 1336 | 1439 | 1544 | 1627 | 1502 |

*CCC Chancellor's Office DSPS Summary Report

Table 2.3 above reflects the number of students whose eligibility for services were verified and enrolled in classes. Under Title 5, a minimum of 4 contacts during the year are required for categorical funding. During a fiscal period as many as an additional 300 students are verified for services but not counted due to less than 4 contacts or lack of enrollment. For example, the SRC provided services to 1,968 verified students (unduplicated headcount) in 2012-2013, yet will be funded for 1,502 students. These figures don't account for the many that inquire, attend orientations and initiate the process without providing verification of their disability. Contributing factors to this large number of students not being funded may include students experiencing challenges obtaining sufficient documentation to verify for disability (i.e. no medical coverage), unprepared students not utilizing campus resources, students being resistant to accessing SRC services because of the stigmatism often associated with being identified as a person with a disability, etc.) Also noted in Table 2.3 over this 5-year span the SRC student

numbers have increased by 409 students or a 26% increase. Notably students with Psychiatric disabilities, Visual Impairments and Other Health Impairments have increased. Yet this increase of SRC students is still being served by the same number of full-time staff including specialists and classified staff. With continued increase in students with disabilities, this may contribute to greater campus wide collaboration and awareness of effective practices for accessibility which would contribute to student success for all. Board Policy 1600, Full Inclusion of People with Disabilities, is a foundation for this discussion, although concrete applications, access to educational tools and dialogue across the district are inconsistent.

Issues of disability have become more complex in the nature and severity of types of disability with the impact of access technologies and the increase in students receiving support in high school. The SRC is serving more students requiring a multitude of unique accommodations necessitating additional contact hours and support such as those on the Autism Spectrum, Asperger's Syndrome, Acquired Brain Injury, Psychiatric disabilities, and multiple/severe disabilities. As shown in Table 2.3 above the greatest number of SRC students served fall within the "Other Disability" category of which includes a variety of disabilities. Based on a study conducted with the 2008-2009 cohort, the most common conditions presented in this category besides chronic health conditions include non-Learning Disability eligibility model (students with a history of services), Autism Spectrum, Asperger's syndrome, and Attention Deficit Hyperactivity Disorder (ADHD). There has been a steady increase from 2008-2013 of students served under "Other Disability" (33%, 36%, 39%, 42%, and 45% respectively) as noted in Table 2.3 in part due to increases in the numbers of students, but also due to reduced Learning Disability (LD) testing. Furthermore, veterans, "wounded warriors", returning from war are bringing unique challenges for facilitation of services and accommodations as well as require the SRC to examine its delivery model as many of this population are new to their limitations, assistive technology, and not open to using services designated for students with "disabilities".

2. **Course Grade Distribution**

Grades earned by students with disabilities across the curriculum, rather than a specific discipline, are provided in Table 2.4 below, as well as success and retention rates. Notable in this data is the preponderance of A's, incremental improvement in success and retention rates and reduction of "Incompletes." This cohort averages a 15.1% withdrawal rate in this 5-year enrollment period. Last, a steady increase in Fall enrollment versus the climb then decline in Spring enrollment is noted.

**Table 2.4: Grade Distribution Spring 2009 – Spring 2013**

| Term | A | B | C | D | DR* | F | I* | NP | P | W | Total | Success | Retention |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|---------|-----------|
| **SP09** | 686 | 367 | 313 | 138 | 63 | 187 | 21 | 163 | 318 | 399 | 2655 | 63.4% | 82.6% |
| **FA09** | 626 | 410 | 361 | 118 | 111 | 183 | 17 | 185 | 427 | 423 | 2861 | 63.8% | 81.3% |
| **SP10** | 614 | 435 | 370 | 148 | 92 | 198 | 18 | 168 | 354 | 495 | 2892 | 61.3% | 79.7% |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **FA10** | 623 | 455 | 355 | 131 | 112 | 177 | 19 | 212 | 415 | 439 | 2938 | 62.9% | 81.2% |
| **SP11** | 756 | 483 | 367 | 119 | 104 | 183 | 22 | 154 | 367 | 456 | 3011 | 65.5% | 81.4% |
| **FA11** | 807 | 461 | 373 | 125 | 122 | 205 | 33 | 186 | 435 | 437 | 3184 | 65.2% | 82.4% |
| **SP12** | 703 | 480 | 367 | 98 | 118 | 185 | 19 | 157 | 345 | 416 | 2888 | 65.6% | 81.5% |
| **FA12** | 773 | 511 | 410 | 146 | 0 | 203 | 7 | 172 | 410 | 493 | 3125 | 67.3% | 84.2% |
| **SP13** | 719 | 505 | 405 | 154 | 0 | 206 | 0 | 153 | 321 | 431 | 2894 | 67.4% | 85.1% |

3. **Success Rates**

The success rate of students with disabilities is represented below in Chart 2.1.

**Chart 2.1: SRC Success Rates from Spring 2008-Spring 2013**
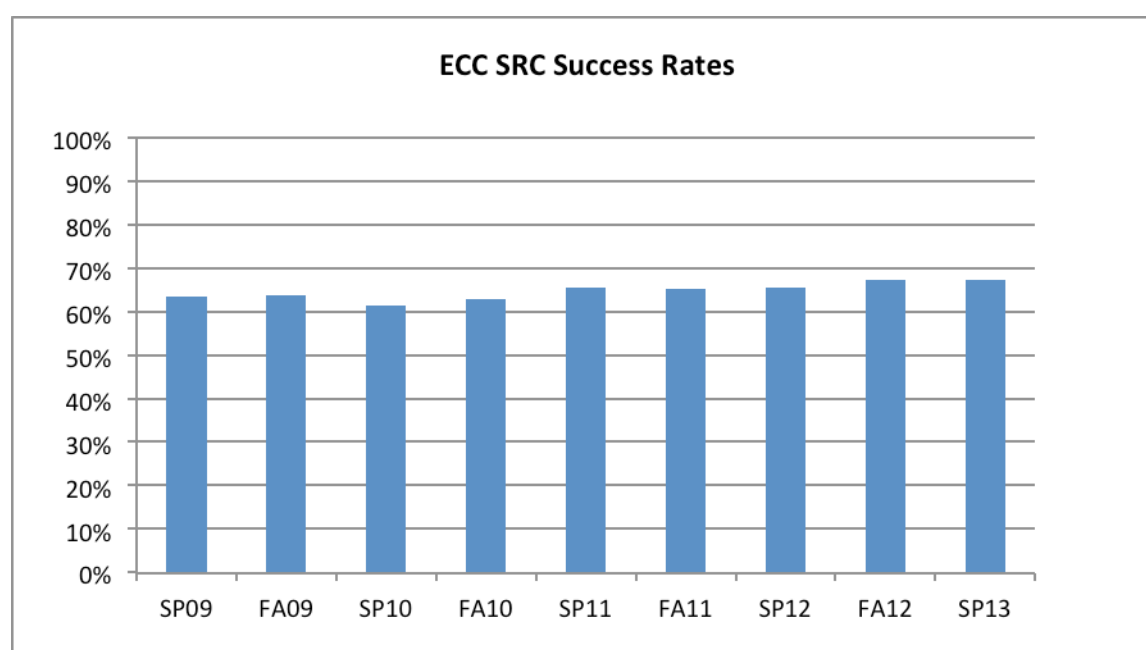


*ECC Institutional Research

When looking at SRC students and how they perform in all of their classes in a given semester, SRC students on average have a Success Rate of 64.7% as noted in Chart 2.1 above with incremental improvement in the recent 5 terms between Spring 2009 and Spring 2013. In contrast to the overall student population, this cohort has a lower success rate by an average of 2.1%. Data for 2012-2013 by course type – basic skills, distance education, transferrable, etc. is not available for further investigation and disaggregation of student performance by course type.

As requirements by ACCJC are clarified, the SRC/APE will review and establish standards and goals for the program in concert with the college. However, additional guidance on process and clear delineation of program is needed. Specifically, whether students with disabilities across the curriculum or performance within EDEV and APE

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courses exclusively require standards and goals. At this time Institutional Research and Planning reports reveal students enrolled in EDEV courses have a 5 year success average of 69.5% and a minimum of 65.2% and those in Adapted PE are 87.8% and 85.3%, respectively for these measures. Although the success measures across the curriculum and those in EDEV classes are similar, the demographics of these two groups differ greatly. Changes in priority enrollment, BOG waiver eligibility and other changes due to the Student Success and Support Programs (SB 1456) may impact who is attending as well as how these measures may change in the next few years.

Effective Fall 2014, the "ab" and "abcd" repeatability designations will be removed from all of the Educational Development and APE courses. With this in mind, students may have the perception that Educational Development and APE courses cannot be repeated, when in fact they can because these courses are designated as special classes (XB08) according to Title 5 regulations. Often times, students with disabilities may need to repeat a class several times before passing the class successfully. Thus, SRC students may register for English 82, English B or Math 12 still underprepared to take such remedial courses when they could have repeated SRC classes such as Educational Development 35 (reading), 36 (writing), 8 (math-DHH), 9 (math-DHH), 10 (grammar-DHH), 11 (writing/reading-DHH), and 31 (writing/math support). Since all students are only allowed to repeat a course a maximum of three times at one campus and SRC students often repeat basic skills courses to the maximum allowed, SRC students may need to attend more than one campus at a time which can create transportation issues.

4. **Persistence Rates**

Chart 2.2 below represents the retention data from Table 2.4 for Spring 2009 to Spring 2013 data. For clarification, retention refers to students' completion of the term.

**Chart 2.2: SRC Retention Rates from Spring 2009-Spring 2013**
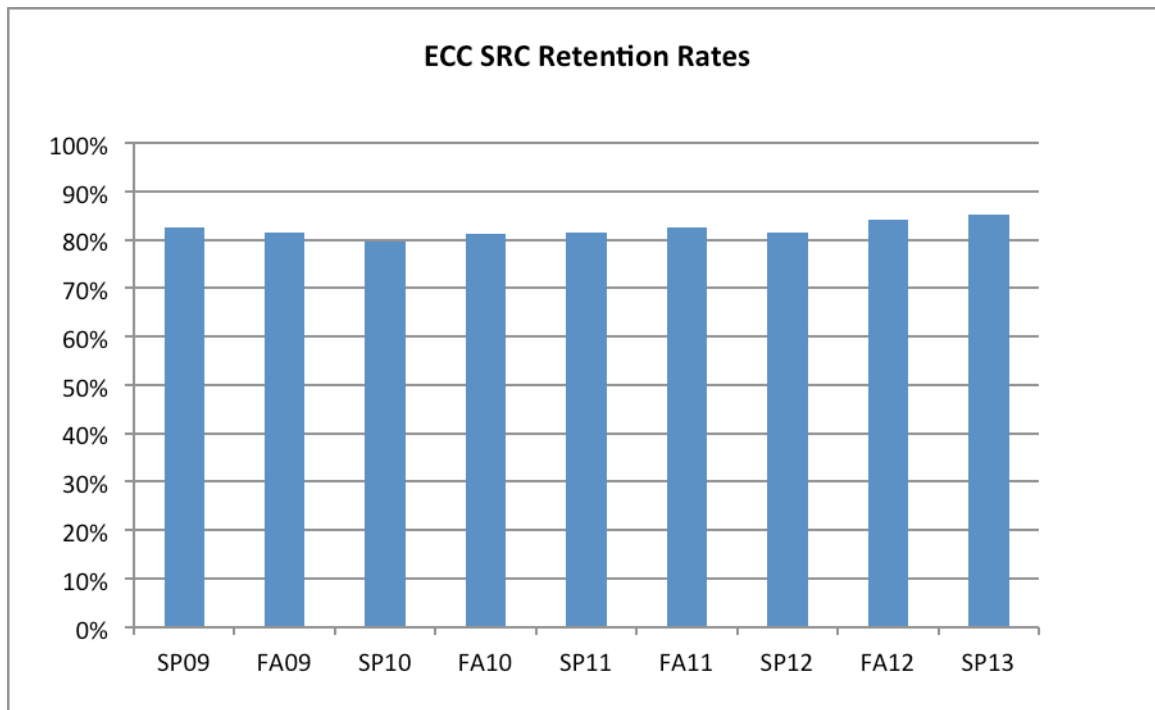


*ECC Institutional Research

When looking at SRC students and how they perform in a given semester, SRC students on average have consistently had Retention Rates of around 80% with an average of 82.2% as noted in Chart 2.2 above which is comparable to ECC students' Retention Rates. The Retention Rate in Fall 2012 and Spring 2013 is a remarkable increase from previous terms in this period.

**Chart 2.3: 5-Year Trends of SRC Persistence Rates**

**ECC SRC Persistence Rates**

| | FA08 | SP09 | FA09 | SP10 | FA10 | SP11 | FA11 | SP12 |
|---|---|---|---|---|---|---|---|---|
| ■ One | 76.5% | 72.8% | 77.8% | 69.5% | 76.7% | 72.2% | 77.0% | 72.9% |
| ■ Two | 62.2% | 62.9% | 59.7% | 59.8% | 63.0% | 60.7% | 61.5% | 63.8% |
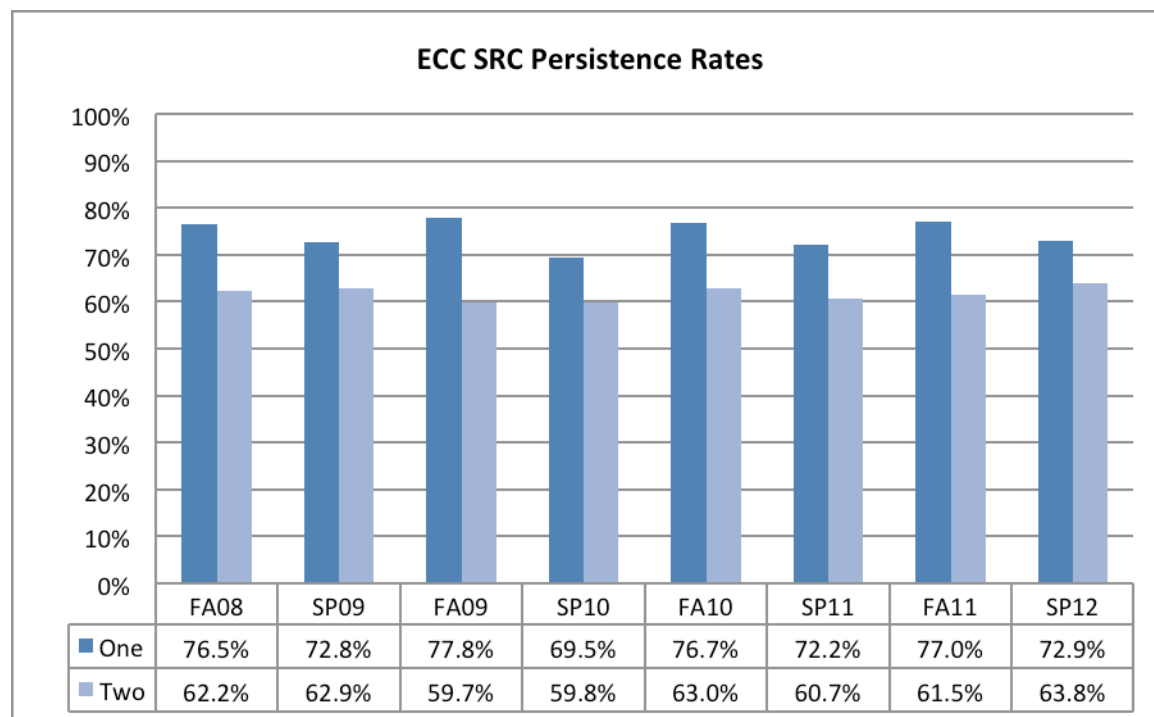
*ECC Institutional Research

In looking at Persistence Rates of SRC students, Chart 2.3 above represents the persistence as defined by enrollment in subsequent terms. In other words, this tracks student enrollment over several terms. For example of all the students who enrolled during Fall 2008, 76.5% returned the following regular term and 62.2% returned two terms later which is Fall 2009. The averages for this 4-year period are 74.4% for one term persistence and 61.7% for second term. This data is comparative, slightly better in contrast to overall student behaviors at the college per Institutional Research's 2012 Annual Fact Book. This data juxtaposed with student headcount reveals the extensive number of new and continuing students the department is serving. This impacts all areas of the department. For example, activities such as orientation, verification of disability, educational planning inclusive of drafting a one semester or multi-semester educational plan are all tasks that are predominantly addressed by SRC counselors.

As mentioned above with success measures, SRC/APE will review and establish persistent standards and goals for the program when the college addresses this initiative.

5. **Enrollment Statistics**

In contrast to data examined thus far, enrollment statistics is specific to the Educational Development and Adapted Physical Education courses, not the SRC cohort. Demographics of students taking these courses do not necessarily

mirror the cohort of students with disabilities. For example, when examining the 4-year average during the Spring terms from 2009-2012, only 25% of the students enrolled in APE courses are under the age of 30; whereas, 55% of the students are 50 years old or older. Considering the nature of these courses, this seems logical.   In contrast, 64% of the students enrolled in EDEV courses are under the age of 25. Based on 4-year trend averages, APE students are more likely to be part-time (96%), have a college degree (22%), and declare undecided (38%) or enrichment (12.5%) as their intended goal.

Chart 2.4 below represents the annual enrollment and number of sections in EDEV courses. This chart reveals improved fill rate with a steady number of sections offered between 2008 and 2012.

**Chart 2.4: EDEV Annual Enrollment and Sections offered Fall 2009 – Spring 2013**

|  | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 4 Yr Average |
|---|---|---|---|---|---|
| Annual Enrollment | 600 | 612 | 596 | 563 | 593 |
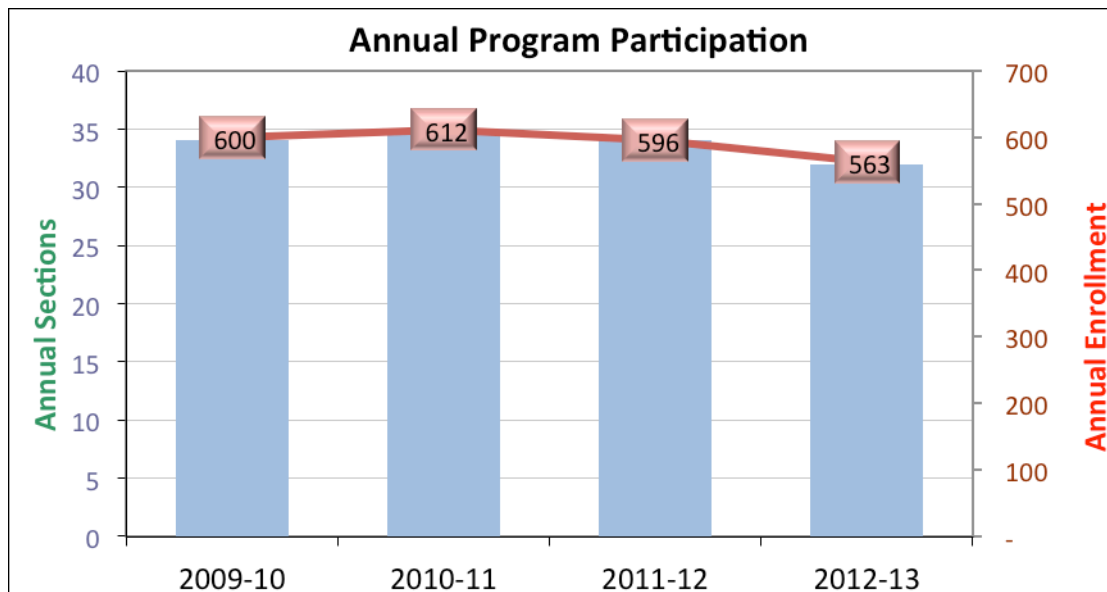


Charts 2.5 and 2.6 below segregates this data by term - Fall and Spring terms with emphasis on fill rate. This data shows Fall enrollment is stronger than Spring. Utilizing age cohort as a secondary measure, this may be reflective of new or returning students during the Fall term being recent high school graduates.

**Chart 2.5: Educational Development Enrollment and Fill Rates – Fall 2009 – 2012**

|                      | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|----------------------|---------|---------|---------|---------|
| Headcount            | 326     | 346     | 363     | 355     |
| Enrollments/Student  | 1.84    | 1.77    | 1.64    | 1.59    |
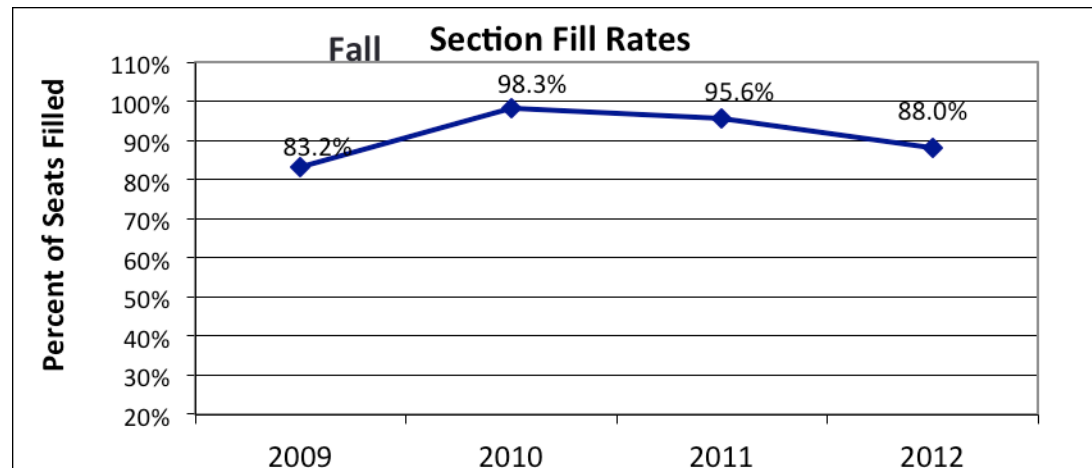


**Chart 2.6: Educational Development Enrollment and Fill Rates – Spring 2010 - 2013**

|                      | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|----------------------|---------|---------|---------|---------|
| Headcount            | 326     | 346     | 363     | 355     |
| Enrollments/Student  | 1.84    | 1.77    | 1.64    | 1.59    |
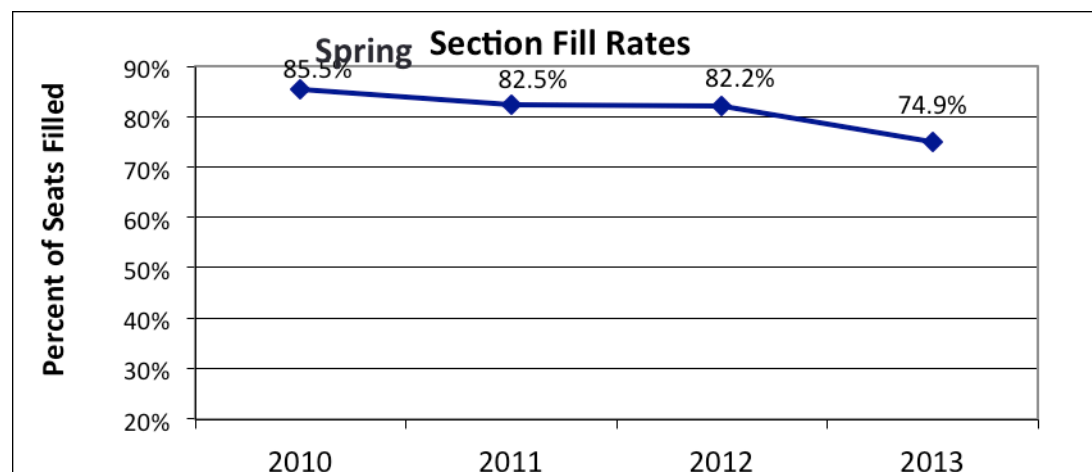


EDEV courses for the Deaf and Hard of Hearing (EDEV 8, 9, 10 and 11) have been lower in comparison to other courses. During specific terms, EDEV 40, EDEV 21 and 22 also revealed low fill and success rates. In contrast, developmental courses such as EDEV 35 and 36 which provide reading and

writing skills, respectively, and instructional support courses such as EDEV 31 have strong enrollment demand.

Enrollment trends in APE courses differ slightly from EDEV courses. These sections are built by the Health, Sciences and Athletics division office. Chart 2.7 below reveals the 4-year trend of APE sections, fill rate and seat counts. There has been a significant reduction of section numbers during this time period predominantly due to faculty retirements, relocation and availability. Across the section offerings, APE has strong enrollment with fill rates exceeding 100% during this 4-year period regardless of term.

**Chart 2.7: APE Seats, Sections, and Fill Rate 2008 – 2012**



Annual Program Participation

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|---|---|---|---|---|
| Sections | 36 | 36 | 34 | 27 |
| Seats | 823 | 849 | 775 | 658 |
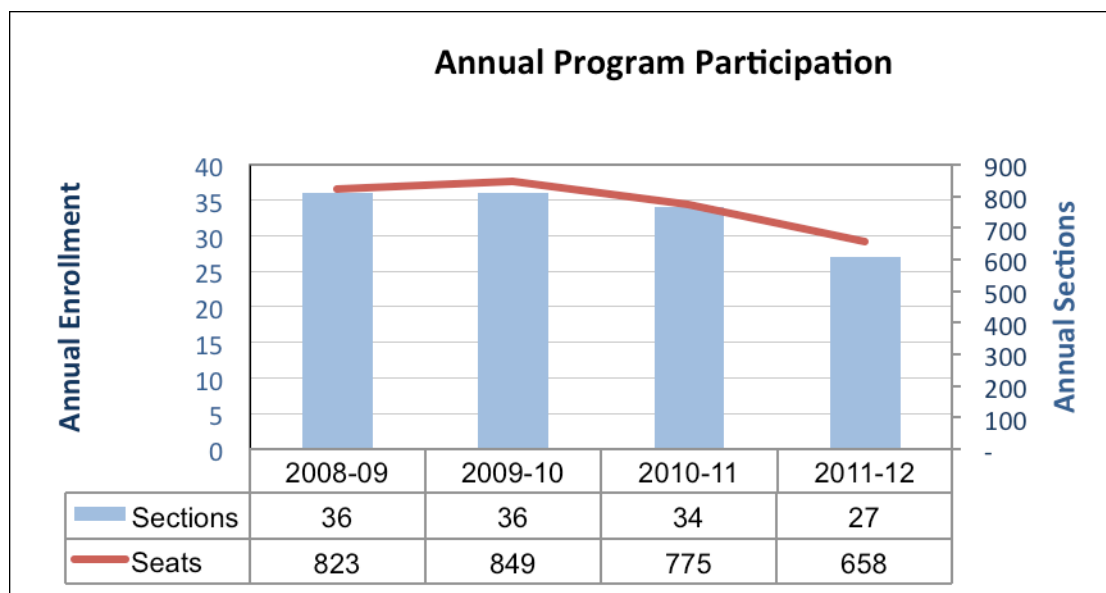
Changes in repeatability have the potential to impact enrollment. Although Title 5 section 56029 provides a pathway for repetition of special classes, the "abcd" will be removed starting Fall 2014, which will block registration for students who may qualify and need to repeat the course. Those who do not inquire, may opt to take other courses.  A concerted effort and workload will be placed on instructional faculty, counselors and office staff to make this process fluid.

6. **Scheduling of Courses**

All EDEV courses are offered during the day. These courses are taken by a small percentage of the students served by the SRC. So although students with disabilities, in general, may take evening courses, due to the use of public transportation, access and other reasons, EDEV sections offered later in the afternoon have historically struggled with enrollment. Thus, the department offers all EDEV courses during the day, Monday through Thursday. In

21

contrast, APE courses are offered throughout the day with both early morning and evening (5%) sections.

## *7.* **Improvement Rates**

Although the EDEV curriculum does not include sequential courses since it does not offer a terminal certificate or degree, certain courses prepare students for regular credit curriculum. For example, courses, EDEV 35 and 36, roughly align with English 80/82 and English B, respectively. Institutional Research conducted an improvement study of students pursuing the sequence into these English courses from Fall 2002 through Spring 2006. A repetition of this study would be helpful in examining the improvement since the inclusion of English 80. Similarly, the demographic is quite different for APE courses. In looking at the Spring terms from 2009-2012, 55% of the students who enrolled in APE classes were 50 years old or older.  Also APE students are more likely to be part-time (96%), have a college degree (22%), and declare undecided (38%) or enrichment (12.5%) as their intended goal. Consistently students may initiate with APE courses, however, with improved health and hardiness, many students pursue academic courses.

## *8.* **Additional Data**

Examination of student outcome data reveals students with disabilities transfer to a four-year institution without receiving or applying for a degree or certificate. This is one area that warrants further examination. Although there is awareness of a few students who transfer and request course substitution for Math at the university, the prevalence of this is unknown.  However, if this is a common practice, changes in regulations necessitating an Associate's degree and further preference for an AA-T/AS-T will impact students adversely and the college and the department in examining applicable substitutions for math.

Often students identified as having a Learning Disability and specifically demonstrates academic weaknesses in the area of math, may go as far as completing all of the degree requirements for an Associate's degree with the exception of the general education math requirement.  If a student in this situation chooses to request an accommodation to have the general education math requirement waived or become eligible for a course substitution and the accommodation is approved by the college institution, this does not automatically waive the general education math requirement for transfer.  The transfer institution has their own guidelines for course substitution/waivers specific to their individual campus.  As ECC re-evaluates the Associate's degrees offered at the campus and develops more AA-T/AS-T degrees, students will be required to complete the CSU or IGETC (Intersegmental Transfer Curriculum) general education requirements to obtain an Associate's degree, thus requiring completion of transferable general education math versus Intermediate Algebra needed for the traditional Associate's degree.

**Table 2.5: Degrees, Certificates and Transfer 2007-2012**

| SRC | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|---|---|---|---|---|---|
| Associate degrees | 48 | 60 | 56 | 50 | 69 |
| Certificates | 15 | 21 | 15 | 35 | 38 |
| Total | 63 | 81 | 71 | 85 | 107 |
| Transfer to 4-year Institution | UNK | 201 | 203 | 140 | 121 |

Appendix A has a spreadsheet of Testing Accommodation services from Summer 2008 to Summer 2013. Although data gathering methods have improved during this time frame, the number of students and tests proctored has steadily grown commensurate to the student population growth. This has placed immense demands on the SRC staff, space and need for security. This support is staffed by hourly casual staff, which was reduced starting July 2013 due to limitations on hourly employees implemented due to the Affordable Care Act. Thus a full-time staff member in this area is necessary for consistent presence. With facilities moves prior to the start of Spring 2013, Testing Accommodations was placed into SSVC 115, an adjacent classroom to the SRC, while EDEV and SLAN courses were relocated. In this space the camera monitoring has improved as well as provided additional space for test proctoring. However, space for testing with computers, and supports such as readers and transcribers and private settings for reduced distraction are still needed.

A pattern of students requiring extra time, computers, and/or internet access for test material has increased during the SUM 2013/FALL 2013 period. There is a shift in how students are being asked to take exams and this shift does impact resources within the SRC. Additionally, continued confounds of system wide assessment tools lack of accessibility has resulted in the SRC facilitating the appointments for assessment/placement testing students with disabilities needing accommodation other than extra time or enlargement. This impacts testing accommodation services and staff as these assessments may only be administered on staff machines. Without additional computers than those assigned to permanent employees, displacement of staff is common during these peak periods which is steadily increasing and may more so with SB 1456 requirements for assessment testing.

9. **Patterns in Student Success, Retention, and Persistence and Planned Responses**

Over the years there have been drastic changes in the educational environment due to budget reductions and the need for community colleges to allocate resources more efficiently. Such trends are apparent in Senate Bill 1456, the Student Success Act of 2012. The Student Success Act aims to improve how students access student support services at the start of their academic journey in college by reorganizing the delivery of services. According to SB 1456,

assessment, orientation, and educational planning will be mandated, students will be required to declare a course of study early on, and students will be required to meet minimum academic standards to maintain eligibility for state financial aid.

These key provisions of the Student Success Act will have a significant impact on counseling and student services. With the changes in counselors' contracts to 10-months, this greatly reduces the number of counselor work days, thus curtailing access to counselors needed to complete educational plans for students. Thus, part-time counseling faculty will be in need to backfill during the non-regularly scheduled days of the full-time counseling faculty. Certificated staff, such as counseling faculty and specialist faculty are needed year-round to review and verify disability documentation and to approve accommodations so that students will receive services in a timely manner.

The Student Success Task Force was created by the California Community Colleges Board of Governors to improve the success of student outcomes. The Student Success Task Force developed 22 recommendations with 8 focus areas:

1. Increase college and career readiness
2. Strengthen support for entering students
3. Incentivize successful student behaviors
4. Align course offerings to meet student needs
5. Improve education of basic skills students
6. Revitalize and re-envision professional development
7. Enable efficient statewide leadership and increase coordination among colleges
8. Align resources with student success recommendations

In regards to these 8 focus areas, proficiently trained counseling faculty will be instrumental in creating abbreviated and comprehensive educational plans to "increase college and career readiness". Increased outreach efforts must be made to inform incoming high school students about the many changes coming forth as a result of the Student Success Act. Course offerings for Educational Development courses will need to be reviewed and re-evaluated to "improve education of basic skills students". Also since the Student Success Act strongly supports "career readiness" and will require students to declare their career goal early on in their academic journey, professional development focused on career resources will be much needed for SRC staff.

The California Community Colleges Board of Governors supports students who have declared their educational goal and have completed the processes of orientation and assessment. Thus, according to the Student Success Task Force recommendations, registration priority will be awarded to continuing students in good academic standing who have not exceeded 100 units.

During Summer 2013, the SRC worked collaboratively with ITS to create a report that provides access to probation and unit information of students in the SRC cohort. This report allows the program to find out which students are on probation (level 1 and 2) as well as dismissal status after the grades for a semester are reported. For Spring 2013, 158 students with disabilities are on varying levels of probation or dismissal. (level 1: n=85; level 2: n=60; dismissal: n=8). Additionally a report by Institutional Research highlights the disproportionate number of students with disabilities who will be impacted by BOG waiver eligibility requirements by Fall 2016 (Source: Future BOGFW Regulations: Impact on Fall 2011 students, October 2013). This study reports as many as 44% (302 of 694 students) of students who receive the BOG are at risk of losing eligibility. Intervention to address student performance will be forthcoming as more SRC staff discussions take place to address this issue. Additionally with an emphasis on orientation, assessment and educational plans, specific services to support students' identification of educational goal whether it be a major, certificate or specific work skills will be needed. This is most necessary with students whose cognitive skills impede with benefitting from the breadth of the curriculum.

**c) Recommendations**

1. Determine appropriate intervention strategies to address SB1456 implementation including students on probation or dismissal or those who may be impacted by new priority registration regulations.
2. Establish program standards and goals for success and persistence in alignment with the practices at the college. (ACCJC recommendation)
3. Secure additional staff computers to support the growing Test Accommodation needs requiring computer access, specifically with accommodating assessment needs.
4. Space is needed for testing requiring computer use, printer access and supports such as readers and transcribers and private settings for reduced distraction.

## 3. Curriculum

**EDEV Curriculum Overview**

The instructional component of the program seeks to meet the varied educational needs of students with disabilities through fourteen (14) Educational Development courses. These courses are open to all students, although some are specifically designated for the Deaf and Hard of Hearing populations and taught in American Sign Language. Three of these 14 courses are transferable. In terms of curriculum:

- 6 courses (EDEV 35, EDEV 36, EDEV 8, EDEV 9, EDEV 10, EDEV 11) provide instruction in remedial/basic English and math skills; 4 of these courses (EDEV 8, EDEV 9, EDEV 10, EDEV 11) are designed for students who are Deaf or Hard of Hearing while 2 courses (EDEV 35, EDEV 36) are oriented toward students with various disabilities.
- 1 course (EDEV 29) underwent a change in unit value from 0.5 to 1.0 due to Title 5 compliance issues. This course introduces the role of the Special Resource Center and concepts of disability management in the college setting.
- 2 courses (EDEV 32ab and EDEV 33ab) assist students with analyzing and applying appropriate learning strategies.
- 1 course (EDEV 31abcd) gives students an opportunity for collaborative group learning related to math or writing assignments from regular classes.
- 2 courses (EDEV 40 and EDEV 41abcd) are designed to assist students with computer access, terminology and usage with emphasis on assistive technologies and adapted equipment.
- 1 course (EDEV 14) which provided functional sign language for students who are Deaf or Hard of Hearing was inactivated.
- 3 transferable courses give information on career preparation, personal assessment or using assistive computer technologies (EDEV 21, EDEV 22 and EDEV 40).

At this time all courses are credit courses, not degree applicable with the exception of the 3 transferable courses.

In addition to Educational Development courses, two sections of Human Development 10-Strategies for College Success with 3 units of transferable credit, and one section of Human Development 8- Orientation to College and Educational Planning with 1 unit of transferable credit, are offered and specifically designated to meet the needs of students with disabilities and are taught by SRC faculty. At the time of the last Program Review, a section of Academic Strategies 1abcd- Individualized Academic Strategies, was designated for SRC students, however, that section has been inactivated.

All Educational Development courses are in compliance with program objectives and Title 5 Standards. Nine of the Educational Development courses will need to remove their "ab" or "abcd" designation for course repeatability. These designations shall be removed effective Fall 2014. At the time of this course review, course numbers were also reviewed and some changes were recommended for transferable level course. These also will be active Fall 2014. Students

with verifiable disabilities are eligible for course repetition under Title 5 - Section 55040 with the criteria for repetition outlined in Section 56029 for special classes. Students are directed to complete a course repetition petition prior to repeating the course. These repetition guidelines need to be added in greater detail in the student handbook and website to bring awareness of the criteria and process. Additionally revisions to the petition form drafted by Admissions and Records would benefit students who are requesting this exception.

All Educational Development courses are in compliance with program objectives and Title 5 Standards. Each course has gone through Course "Content Review" and the College Curriculum Committee (CCC) has approved the courses and is in compliance with Title 5.

**Adapted Physical Education Curriculum Overview**

The Adapted Physical Education (APE) program offers six courses that assist students with disabilities to achieve their fitness and recreational goals. Course offerings include PE 400abcd – Adapted Fitness, PE 401abcd – Adapted Strength Training, PE 402abcd – Adapted Swimming and Hydroexercise, PE 404abcd – Adapted Cardiovascular Fitness, PE 407abcd – Adapted Bowling, and PE 409abcd – Adapted Yoga. All courses are degree applicable and are transferable to California State Universities and to some University of California colleges.

The Adapted Fitness, Adapted Strength Training, and Adapted Cardiovascular Fitness courses provide personalized exercise programs in the designated Adapted Fitness Room located in the South PE Building, Room 30. Exercise equipment in the room includes treadmills, arm/leg cycles, recumbent steppers, multi-station wheelchair accessible resistance stations, standing frames, and other exercise apparatus designed to accommodate students with disabilities. Eight sections of these courses are offered during the Fall 2013 and Spring 2014 terms.

The Adapted Swimming and Hydroexercise course provides an opportunity for fitness and learning aquatic skills. The indoor heated pool is divided into deep and shallow portions with 10 twenty-five yard long lanes. Access lifts are available for students who need assistance entering and exiting the pool. A variety of buoyancy and water resistance devices are available during class. Two sections of this course will be offered during the Fall 2013 and Spring 2014 terms.

The Adapted Bowling course is offered off-campus at the Gable House Bowl. Students learn a base of knowledge and develop skills that promote lifetime participation in leisure, recreational, and competitive bowling activities. One section is offered during both the Fall 2013 and Spring 2014 terms.

The Adapted Yoga course provides another exercise option for students with disabilities. Yoga techniques are adapted to the student's abilities. Breathing and relaxation techniques and various poses and asanas are practiced. One section is offered during both the Fall 2013 and Spring 2014 terms.

All Adapted Physical Education courses are in compliance with program objectives and Title 5 Standards. Each course has gone through Course "Content Review" and the College Curriculum Committee has approved the courses and is in compliance with Title 5.

There are significant numbers of students in the high school Transition Programs seeking fitness courses. Students from high schools including the Transition Programs are now limited in the number of students who can register. During the Fall and Spring terms, only 10% of the seat capacity of a course can be filled by students from high schools. Zero percent can take classes in the Summer term. In years past, there was no limit on the number of Transition Program students participating in the APE program. Enrollment requires approval process which necessitates signatures from the high school and ECC's administrative office and division dean. This predominantly impacts APE courses and occasionally EDEV courses such as EDEV 33.

**a) Curriculum Course Review Timeline**

All EDEV and APE courses are current with review cycles. Tables 3.1 and 3.2 below lists the timeframe of CCC review/approval dates.

**Table 3.1: EDEV Courses Curriculum Review Grid – 2007 – 2013**

| Educational Development Courses | | | CCC Course Review Dates | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Courses | Title | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 |
| 1. | EDEV 8ab | Basic Math Preparation for DHH Students | | | X | | | |
| 2. | EDEV 9ab | Advanced Math Preparation for DHH Students | | | X | | | |
| 3. | EDEV 10abcd | English Grammar for DHH Students | | X | | | | |
| 4. | EDEV 11abcd | Writing and Reading for DHH Students | | X | | | | |
| 5. | EDEV 14 | American Sign Language for DHH Students | | | I | | | |
| 6. | EDEV 21 | Career Preparation | | | X | | | |
| 7. | EDEV 22 | Personal Assessment | | | X | | | |
| 8. | EDEV 29 | Individual Assessment of Learning | | | X | | | |
| 9. | EDEV 31abcd | Increased Learning Performance | | | X | | | |
| 10. | EDEV 32ab | Psychology of Affective Learning | | | X | | | |
| 11. | EDEV 33ab | Specific Learning Strategies | | | X | | | |

| 12. | EDEV 35ab | Reading Skills for Students with Learning Differences | | | | | | X |
| 13. | EDEV 36ab | Writing Skills for Students with Learning Differences | | | X | | | |
| 14. | EDEV 40 | Assisted Computer Literacy | X | | | X | | |
| 15. | EDEV 41abcd | Assisted Computer Technology Laboratory | X | | | | | |

**Table 3.2: APE Courses Curriculum Review Grid – 2007 – 2013**

| Adapted Physical Education Courses | | | CCC Course Review Dates | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Courses | Title | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 |
| 1. | PE 400abcd | Adapted Fitness | | | X | | | |
| 2. | PE 401abcd | Adapted Strength Training | | | X | | | |
| 3. | PE 402abcd | Adapted Swimming and Hydroexercise | | | X | | | |
| 4. | PE 404abcd | Adapted Cardiovascular Fitness | | | X | | | |
| 5. | PE 407abcd | Adapted Bowling | | | X | | | |
| 6. | PE 409abcd | Adapted Yoga | | X | | | | |

**b) Course Additions**

The SRC has not added any new courses in the past four years. Although, EDEV 29 -Individual Assessment of Learning was modified due to a Title 5 compliance issue and the unit value was increased from 0.5 to 1.0. Traditionally EDEV 29 has been offered during the regular terms, but there is a need to offer EDEV 29 during the summer sessions. The class is designed to familiarize students with concepts of disability management in the college setting and provides particular emphasis on learning characteristics, including learning disabilities. At any given time, there are approximately forty students on a referral list for this course during the regular terms. The course also serves as a means by which students may explore the appropriateness of pursuing learning disability assessment through the SRC. Two sections of the course are offered during the Fall and Spring semesters. Students in the class are given priority on the LD assessment waitlist. Each semester, approximately 21 students enroll in the two sections, and 50 – 60 % of those students are identified as meeting the California Community College (CCC) LD Eligibility Model criteria. The identification of these students' learning disabilities allows for more specific recommendations by the LD Specialists for the students' academic success. It also, allows for proper classification for SRC records and categorical funding.

In addition to the EDEV 29 class as a means to LD assessment, students may be placed on a wait list to be assessed. The SRC has conducted special projects during the Summer and Winter sessions, during which time, students are offered assessment over a condensed three to four week period. The result has been that almost as many students complete assessment during these short project time frames, as they do over an entire Fall or Spring semester. A major factor contributing to this result is the increased availability of both students and LD Specialists during the Winter and Summer terms. Given these findings and the newly lengthened Summer schedule, a section of EDEV 29 to the summer course offerings as well as continued support for the Summer LD project should be included in the SRC program planning.

There is also a need to increase Adapted PE summer offerings. Traditionally in the past summer sessions, three sections of Adapted PE classes were offered. These sections would always fill to 100% capacity. However, due to budget cuts, only one section of Adapted PE has been offered in recent years. With only 1 section being offered many students in need of Adapted PE classes (roughly 20 students) have been denied enrollment and these numbers turned away could easily fill one more section. Also an Adapted Swimming class has been offered in previous summer sessions, but is no longer offered, could easily fill. There are not many facilities designed for students with disabilities in the community, so not being able to accommodate more students during the summer has had a negative impact on many students who are unable to take regular PE classes due to their functional limitations related to their disabilities.

Due to repeatability limitations and repetition process, course review or creation of new courses would facilitate registration. For example, offering sequential developmental courses for EDEV 41ABCD (i.e. EDEV 41A, 41B, and 41C or 42A, and 42B). Approximately one-third of EDEV 41ABCD students repeat the course several times. Most of the students have a significant disability and a goal to master several aspects of specific technology. Typically, they improve their competencies in specific areas of that technology. In addition, several students repeat the course so they can have access and training in more than one technology. Without the ability to repeat EDEV 41, students will be ill trained and underprepared to access their curriculum in a timely manner to promote success in their classes.

Also offering separate courses of EDEV 31ABCD (i.e. EDEV 37 for math and EDEV 38 for writing) by subject matter of support would greatly benefit SRC students. Currently SRC students are limited to taking EDEV 31ABCD up to four times max and have the option to utilize this course for either math or writing support. However, if a student struggles in both math and writing classes the student must choose carefully which subject matter that he/she will use this support class thus limiting the access of educational support for the student. Starting Fall 2014 the "abcd" designation will be removed from EDEV 31ABCD, and students will need to petition for repetition.

The following table reports students who first attempted a special class course in the 2007-08 or 2008-09 school years and the number of successful completions through Spring 2012. In other words, the number under each column heading represents the number of students who were able to complete the course that number of times in this time frame. For example, EDEV-10ABCD had 7 students who enrolled for the first time in that time frame. Following these students through Spring 2012, 1 student never completed the course, 4 students completed it once, and 2

students completed it twice. Hence this does not include all students who were enrolled in EDEV 10 at that time as some had already taken it prior.  So looking at PE-400ABCD, out of 135 students, 22 never completed it, but 1 student completed it eleven times.

**Table 3.3: Completions for first time enrollees of 2007-2009 through Spring 2012**

| Course | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | Grand Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| EDEV-10ABCD | 1 | 4 | 2 | | | | | | | | | | 7 |
| EDEV-11ABCD | 4 | 4 | 1 | 2 | 1 | | | | | | | | 12 |
| EDEV-31ABCD | 18 | 41 | 13 | 7 | 4 | 3 | | | | | | | 86 |
| EDEV-32AB | 26 | 56 | 2 | | | | | | | | | | 84 |
| EDEV-33AB | 46 | 76 | 2 | | | | | | | | | | 124 |
| EDEV-35AB | 20 | 44 | 8 | | | | | | | | | | 72 |
| EDEV-36AB | 13 | 45 | 7 | | | | | | | | | | 65 |
| EDEV-41ABCD | 24 | 22 | 8 | 2 | | | 1 | | | | | | 57 |
| EDEV-8AB | 6 | 4 | | | | | | | | | | | 10 |
| EDEV-9AB | | 2 | 1 | | 1 | | | | | | | | 4 |
| EDEV subtotal | 158 | 298 | 44 | 11 | 6 | 3 | 1 | | | | | | 521 |
| PE-400ABCD | 22 | 57 | 18 | 15 | 7 | 1 | 6 | | 2 | 2 | 4 | 1 | 135 |
| PE-401ABCD | 13 | 34 | 7 | 8 | 9 | 4 | 3 | | | | | | 78 |
| PE-402ABCD | 17 | 30 | 12 | 11 | 4 | | 1 | 1 | | | | 2 | 78 |
| PE-404ABCD | 10 | 48 | 17 | 7 | 3 | | 1 | | | 1 | | | 87 |
| PE-407ABCD | 4 | 4 | | 1 | 1 | 2 | | | | 1 | 2 | | 15 |
| APE subtotal | 66 | 173 | 54 | 42 | 24 | 7 | 11 | 1 | 2 | 4 | 6 | 3 | 393 |
| Special Class Total | 224 | 471 | 98 | 53 | 30 | 10 | 12 | 1 | 2 | 4 | 6 | 3 | 914 |

Source: Institutional Research

What is impressive is the number of new students served in these years, which has increased tremendously since that time.  This data also informs us of the demand for repetition in the various courses. However, this data does not fully inform us of the enrollment demand as this only reflects the enrollment and successful completion of students who enrolled in the course for the first time between Fall 2007 and Spring 2009. Manually processing repetitions will result in a workload issue, as some courses such as EDEV 31, 41 and Adapted PE would still meet Section 56029 repeatability protocols for many students.

Starting in Spring 2014, two sections of EDEV 31abcd designated for Deaf and Hard of Hearing students will be offered to give students an opportunity for collaborative group learning related to math or reading, writing and grammar assignments from regular classes.  Additionally sections of EDEV 21 and 22 that are designated for Deaf and Hard of Hearing students are not transferable. Thus this may contribute to curriculum changes during the next course review process.

Furthermore, a new course to address the needs of students with cognitive deficits that do not succeed or benefit from the existing Educational Development, basic skills and developmental curriculum is needed . Since Fall 2012 a second section of EDEV 35, of roughly thirty students has been offered to SRC students. The two sections of EDEV 35 are purposely offered at the same time and on the same days to facilitate section transfers that will not conflict with the existing schedules of the students.  By agreement, the lower level students, meaning those who have significant deficits in phonemic awareness, phonological processing, and naming speed are identified for this second section. Some may improve to a certain degree given the oral/aural approach offered in this EDEV 35 section. However, at least one-third are typically in the Developmentally Delayed Learner (DDL) or aphasic category. Alternately, they may have cognitive deficits co-morbid to something else as primary disability. This often means poor auditory processing and articulation (i.e., very inaccurate replication of word sounds due to speech impediment).  These students are unlikely to progress beyond the lower elementary school level because they lack the ability to develop a "symbol to sound" lexicon, or the inverse. Such students are set-up for repeated opportunities to fail. Thus, more practical classes directed at job skills and/or independent living skills would seem to be a better fit for such students.  A key component of this course may include identification of employment and educational goals as well as community resources.

Also due to the Student Success Act, eventually adult education will be transferring to the community colleges in partnership with the K-12 system.  With this change, it is anticipated that there will be an increase in more students enrolling at the community colleges who may not be a good match for the academic rigors of college.  Thus, there will be a greater need to offer such students an Educational Development course geared towards job skills and/or independent living skills rather than the academic arena.  With changes impending to adult education, this opportunity for non-credit and no credit curriculum and partnership for employers may surface.

Deaf and Hard of Hearing (DHH) students have often asked we add a separate Deaf Culture class just for Deaf students. They seemed disappointed every time they were told that they were able to take Deaf Culture class with our Sign Language 202 course, but that it would be very difficult to "keep up" with the information presented in the class because of the speed it moves and the vast array of assignments which require a lot of reading and writing in English. It is not that they can't perform these tasks, but it would be more difficult due to language differences. Many Deaf people struggle with the English language. Though, the instructor is Deaf and uses American Sign Language (ASL) to present the class material and uses ASL interpreters to interpret the lessons into English, the subject matter and assignments will vary if the class was designed for Deaf and Hard of Hearing students only. Lastly, the structure of the class content and classroom arrangement is designed for hearing students introducing cultural differences between the Deaf and hearing communities.  The approach for SLAN 202 isn't appropriate for our DHH students.

Deaf and Hard of Hearing students who are not bilingual (fluent in both American Sign Language and English languages) have a unique way of learning that is different than their hearing counterparts.   The means to learn a wide array of topics most naturally and efficiently is by way of their natural language, ASL or sign language.  Deaf people are more visual and social learners than auditory learners (see www.learning-styles-online.com/overview/ for more information on learning styles).  Sign language uses both the spatial and language parts of the

brain to communicate and convey messages. Sign language is what we call an "air communication." However, it does not have a written system, which is unique and different than that of spoken languages. Since ASL is not a written system, it is extremely difficult for DHH students to learn new topics (lessons) using a written systematic language. The support materials for the lecture content are all in English. Many of our DHH students are not proficient in English, thus, bridging both the ASL and English presented materials would require more time and a different approach for these students. Moreover, we do have students with minimal sign language skills as well.

Suppose a Deaf person took the current designed Deaf Culture class, they would most definitely struggle due to the style and pace of the lecture portion of the class. There is no time for the needed structural changes to bridge the ASL and English presented materials for the current design of this class. Information sharing or exchange is very cultural in certain groups of people and in the Deaf community; it is very particular in practice. Time spent on discussion on a given topic is lengthy and expansive. In addition, the subject matter taught in SLAN 202 would vary for those that are hearing and those that are deaf. For example, with hearing students, it is practical for them to learn a wide genre of Deaf issues and trends as an introductory level, but for DHH students, it would be geared to learning how to cope with their deafness, how to successfully maneuver in a predominately hearing culture and the differences between hearing and Deaf culture. Additionally, many deaf people are not aware of the laws and rights that protect them as a "disabled" citizen. Enrolling in this class that is designed for DHH students would expose them to this type of information. And these types of lessons will benefit them as a current student in other mainstreamed classes as well as to utilize learned skills for after they leave El Camino College.

Finally, as noted previously, Deaf people have a culture of their own based on their language and specific characteristic and traits which are different from hearing people. Examples of cultural differences would be seating arrangements and content of information shared. A hearing classroom setting would be in rows while a deaf classroom would be in a circle or a u-shape enabling all deaf students to have visual access, while in the former, hearing people do not require the use of their eyes to communicate because they can hear all comments made behind them (or anywhere else in the room). Deaf people must be able to see everybody in the classroom, gaining full access to communication and information. Information sharing is highly valued and crucial to the deaf community. The teaching style for a deaf audience is a completely different approach than teaching a hearing audience.

It is recommended that we create a Deaf Culture class designed for our Deaf and Hard of Hearing students, presented in American Sign Language. This ensures the students direct access and the ability to learn information that is particular to them as Deaf people. This class will assist them in other mainstream classes as well as outside the educational realm. Ideally this class would be offered during one of the regular semester terms during the academic year. Many of our DHH students grew up in the hearing world and never had the opportunity to learn about their own language and culture and what opportunities are available for them. The SLAN 202 class is designed as an introductory class for sign language/interpreter training students, as well as other interested students or community people who want to learn more about deaf people and deafness. The requisite curriculum for each population is different.

As more Veterans are enrolling in college, they are coming back to an educational environment having to deal emotionally with a new life that often involves managing a newly acquired disability or in some cases, multiple disabilities.  The development of a Disability Management course would benefit such SRC students to gain an understanding of themselves in relation to their disability.  The course would cover integration of limitations, an overview of the grief process related to the disability, appropriate self-advocacy and decision making, self-regulation and social issues.

In order to keep in alignment with the course numbering designated for lower division courses versus upper division courses consideration of renumbering all the 400 series of Adapted Physical Education courses to numbers less than 300 will need to be reviewed.

**c) Course Deletions**

EDEV 14 - American Sign Language for Deaf and Hard of Hearing Students was inactivated due to low enrollment.

**d) Distance Education Courses**

No distance education courses are currently offered.

**e) Courses/Degrees/Certificates**

No degree or certificates are conferred upon completion of these courses.

The degree applicable and transferrable courses (EDEV 21, EDEV 22 and EDEV 40) are offered each Fall and Spring semester.

Although not specific to Educational Development and Adapted PE courses, collaboration with the Math division and potentially other divisions to designate acceptable course substitutions to general education requirements is needed. With the increase attention to AA-T and AS-T as criteria for admissions into 4-year universities, it is anticipated a greater number of students with disabilities will be requesting a determination be made at the college prior to transfer. Additionally a mechanism for inclusion on the transcript to promote recognition and acceptance by 4-year universities would be necessary to continue to meet the "Golden 4" requirement. Many community colleges and 4-year universities have agreed upon such courses, often opting to designate various critical thinking courses as viable alternatives to the area most often challenged which is quantitative reasoning.  The college already has a board policy for academic accommodations, however a standing committee and course substitutes have not been formally or informally identified.

**f) Recommendations**

The SRC student population is growing and changing in both diversity of disability needs and expectations of services and accommodations.  It is appropriate that a review of the current

curriculum consider these changes and reflect the students' needs in the SRC course offerings. The recommendations listed below reflect this trend:

1. The SRC will develop a course to address the needs of students with developmental delays/intellectual disabilities who typically do not succeed nor benefit from the Educational Development courses which require cognitive and executive functioning skills that may be beyond the student's ability. Such a course would, among other things, facilitate/liaison students with community resources which may better meet the students' needs.
2. Develop a Deaf Culture course specifically designed for DHH students.
3. Develop a Disability Management course to benefit students' understanding of themselves in relation to their disability. The course would cover integration of limitations, an overview of the grief process related to the disability, appropriate self-advocacy and decision-making, self-regulation and social issues.
4. Explore and revise EDEV 41 course to provide sequential courses for advancement of technical skills or utilization of assistive technology relative to an academic environment.
5. Continue exploration of offering sections of APE and EDEV courses during Summer sessions and special topics to meet student needs; evaluate demand and effectiveness of such courses.
6. Split EDEV 31 into separate courses for writing and math support taking into consideration the variance among sections for student with disabilities and Deaf and Hard of hearing students.
7. Collaborate with math and other discipline faculty to better understand core competencies for quantitative reasoning, course options for general education or transferable courses in math competency and establish course substitution options for quantitative reasoning for students whose educational limitations impact successful completion of general education requirements for degree and transfer.
8. Renumber all of the 400 series of Adapted Physical Education courses to numbers less than 300 which are typically assigned for lower division coursework.

**4. Assessment and Student Learning Outcomes (SLOs)**
**a) Engagement of Program Personnel with SLO Process**

For clarification, Course Level Student Learning Outcomes utilize the acronym SLO; Program Level Outcomes are listed interchangeably as PLO or SAO, Service Area Outcome; and Institutional Learning Outcomes use the abbreviation ILO.

SRC staff and faculty developed a four-year calendar for SLO assessments of instructional courses and support services. The Director oversees and provides semester updates of the SRC's progress of assessment results. An internal team with cross representation of staff and faculty meet 2-3 times per semester to analyze results of assessments and plan future program level assessments. In addition to the TracDat and CurricuNet system, a binder of SLO assessment statements, results and reflections are kept within the office.

The SRC Program also engages in various informal methods to contribute and improve the SLO process. A SRC faculty facilitates monthly Case Staffing meetings to discuss various student concerns and needs which relate to SAOs. During Summer 2013, the SRC hosted an "Orientation to SAOs" for SRC classified staff and student employees to consult and collaborate on how best to achieve SAOs. Also during staff evaluations the SRC Supervisor discusses SAOs, not as an evaluation tool, but rather as a means to be mindful of staff duties/ responsibilities in relation to achieving SAOs. In addition, the EDEV 41 instructor may collaborate with the HTC staff to consider new techniques/tools for assistive technology training to better meet the needs of the student as it relates to SLOs.

**b) Course and Program Level SLO Statements**

In addition to Appendix B, course and program level statements are included in Tables 4.1 and 4.2 below. Each course has at least one statement that has been assessed one or more times. During Fall 2013, the faculty will review the quality of these statements and draft additional SLOs to represent comprehensive outcomes measurement. (Note the faculty have drafted and submitted a total of 3 SLOs for all EDEV and APE courses as of this revision, but the TracDat report and updated grid is in progress. This section refers to learning outcome progress as of September 2013.)

**c) Alignment of Course and Program Statements and Alignment to Institutional Learning Outcomes (ILOs)**

The SRC staff and faculty collaboratively rated the program in consideration of both instruction and services to Institutional Learning Outcomes (ILOs) as follows:

| Institutional Learning Outcome | SRC | APE |
|---|---|---|
| I. Content Knowledge | 3 | 4 |
| II. Critical, Creative, and Analytical Thinking | 2 | 3 |
| III. Communication and Comprehension | 4 | 2 |
| IV. Professional and Personal Growth | 3 | 3 |
| V. Community and Collaboration | 1 | 1 |
| VI. Information and Technology Literacy | 3 | 1 |

Within the SRC there are 4 program level outcomes; one of which ties specifically to Educational Development curriculum and services. The remaining three assess services and therefore are also referred to as Service Area Outcomes (SAOs). SRC and APE Program Level Outcomes (PLOs)/SAOs are listed in Table 4.1 below along with their alignment to the respective Institutional Learning Outcomes listed above. This table reflects SLOs as of August 2013. Revisions made during Fall 2013 are listed in Appendix C.

**Table 4.1: Alignment of Program Level Outcomes to Institutional Learning Outcomes**

| Program Level SLOS<br>Note: 1, 3 and 4 are Service Area Outcomes; #2 is a Program Level Outcome | ILOs to PLOs Alignment (Rate 1-4) | | | | | |
|---|---|---|---|---|---|---|
| | I | II | III | IV | V | VI |
| PLO#1. By participating in the Special Resource Center students will develop skills to effectively advocate for educational services to meet their specific needs as evidenced by request, utilization, and timeliness of testing accommodations per recommendation. | 2 | 3 | 4 | 3 | 1 | 3 |
| PLO#2. Upon completion of one or more Educational Development courses and/or Special Resource Center (SRC) services, a student will be able to show competency to apply requisite student skills in the integrated campus community. | 2 | 3 | 4 | 3 | 1 | 3 |
| PLO#3. By participating in the Special Resource Center, students will develop skills to effectively use Alternate Media Services (AMS) to meet their unique educational needs as documented by request, utilization, and timeliness of service process and product delivery. | 3 | 2 | 4 | 3 | 2 | 2 |
| PLO#4. By participating in the Special Resource Center, students | 2 | 2 | 4 | 3 | 2 | 3 |

| Course Level SLOs | ILOs to Course SLOs Alignment (Rate 1-4) | | | | | |
|---|---|---|---|---|---|---|

(continued table from previous page)

| | I | II | III | IV | V | VI |
|---|---|---|---|---|---|---|
| will develop the skills to request and use Deaf or Hard of Hearing services (ASL interpreting, Real-Time Captioning, Assistive Listening Devices) in a timely, effective and accountable manner. | | | | | | |
| **Adapted PE PLO**<br>Personalized Exercise Programs: During class, student will independently demonstrate their personalized exercise program relative to the elements of physical fitness and/or will exhibit improved skills in aquatic and bowling activities.  Students will utilize sound exercise principles or skill strategies to facilitate an improvement with specific course related goals.  Students will understand the benefits of the exercises and/or activities.  If appropriate, students will utilize adapted equipment to enhance their personalized goals that are meaningful to one's abilities and limitations. | 4 | 3 | 2 | 4 | 1 | 1 |

All of the 14 Educational Development courses have an SLO. Table 4.2 below lists the SLO as well as the alignment to the Institutional Learning Outcomes. As previously mentioned all courses align with the second program learning outcome. Additionally EDEV 29 aligns with PLO #1 and EDEV 41 with PLO#3 as listed above, respectively. This table reflects SLOs as of August 2013.  Recent revisions were made to Table 4.2 (see Appendix C for updates)

**Table 4.2: Alignment of Course SLOs to Institutional Learning Outcomes**

| Course Level SLOs | ILOs to Course SLOs Alignment (Rate 1-4) | | | | | |
|---|---|---|---|---|---|---|
| | I | II | III | IV | V | VI |
| *EDUCATIONAL DEVELOPMENT* | | | | | | |
| *EDEV 8ab Basic Mathematics Preparation for Deaf and Hard of Hearing Students:* The student will write the least common denominator. | 4 | 4 | 1 | 1 | 1 | 2 |
| *EDEV 9ab Advanced Mathematics Preparation for Deaf and Hard of Hearing Students:* The student will combine like terms for 10 algebraic expressions. | 4 | 4 | 1 | 1 | 1 | 2 |
| *EDEV 10abcd English Grammar for Deaf and Hard of Hearing Students:*<br>**SLO #1** Past Tense: The student will write 10 irregular "past tense" verbs<br>**SLO #2** Given in-class worksheets (context), student will identify subject and predicate in a sentence (objective) and demonstrate | 4 | 3 | 1 | 1 | 1 | 1 |

| | | | | | | |
|---|---|---|---|---|---|---|
| understanding of sentence parts and types (traits). | | | | | | |
| ***EDEV 11abcd Writing and Reading for Deaf and Hard of Hearing Students:*** The student will locate answers to WH-Questions. | 4 | 3 | 1 | 1 | 1 | 1 |
| ***EDEV 21 Career Preparation:*** Students will learn how to research job titles, write a resume, fill out a sample job application, and conduct job/ informational interviews. | 4 | 3 | 4 | 3 | 3 | 1 |
| ***EDEV 22 Personal Assessment:*** Students will learn the meaning of and begin to employ: Accepting personal responsibility, discovering self-motivation, mastering self-management, employing interdependence, gaining in self-awareness, adopting life-long learning, developing emotional intelligence, and believing in themselves. | 4 | 4 | 2 | 4 | 4 | 3 |
| ***EDEV 29 Individualized Assessment of Learning:*** Upon course completion, students will produce "individual learning Profiles" | 4 | 1 | 1 | 4 | 1 | 1 |
| ***EDEV 31abcd Increased Learning Performance:*** Students will use course support appropriately to complete writing or math assignments from other ECC classes. | 3 | 4 | 4 | 3 | 1 | 3 |
| ***EDEV 32ab Psychology of Affective Learning:*** Students will describe and apply a "Study Smart Read to Learn" study technique to an assigned text reading assignment. | 4 | 3 | 3 | 3 | 2 | 2 |
| ***EDEV 33ab Specific Learning Strategies:*** Based on textbook and class lecture content, students will identify and discuss two strategies for success and will discuss their use of those strategies. | 4 | 2 | 3 | 4 | 3 | 2 |
| ***EDEV 35ab Reading Skills for Students with Learning Disabilities:*** Students will describe and apply a "Study Smart Read to Learn" study technique to an assigned text reading assignment. | 4 | 3 | 3 | 2 | 2 | 3 |
| ***EDEV 36ab Writing Skills for Students with Learning Disabilities:*** Students will write a correctly structured paragraph: topic sentence, at least three supporting statements, and a conclusion. | 4 | 4 | 4 | 3 | 1 | 3 |
| ***EDEV 40 Assisted Computer Literacy:*** Working in the High Tech Center, using appropriate access technology, and without notes or any outside assistance, the student will be given a printed assignment and will demonstrate their ability to create a Word file and various other actions. Then | 4 | 2 | 2 | 2 | 2 | 4 |

| | | | | | | |
|---|---|---|---|---|---|---|
| the student will have to edit the file correctly, using various actions such as centering text, deleting words, using spell checker and thesaurus, etc. | | | | | | |
| **EDEV 41abcd Assisted Computer Technology Laboratory:** Students will complete 4 learning objectives utilizing an appropriate level of independence as measured by time and task management. | 3 | 2 | 1 | 3 | 2 | 4 |
| **ADAPTED PHYSICAL EDUCATION** | | | | | | |
| **PE 201 Introduction to Adapted Physical Education:** During an in-class practicum exam, students will demonstrate proper body positioning, hand placement, proper resistance, speed of movements, and movement patterns when assisting individuals in stretching, range of motion, and manual resistance exercises. | 4 | 4 | 3 | 4 | 1 | 2 |
| **PE 400abcd Adapted Fitness:  Components:** During a final exam, students will define and differentiate the components of physical fitness with an understanding of benefits and exercise training strategies. | 4 | 2 | 2 | 2 | 2 | 1 |
| **PE 401abcd Adapted Strength Training: Demonstrate:** During class, student will be given a particular muscle and will be asked to demonstrate a corresponding dynamic strengthening exercise utilizing proper guidelines with (1) breathing, (2) postural positioning, and (3) movement to ensure muscle isolation, maximum resistance and safety. | 4 | 3 | 2 | 2 | 2 | 1 |
| **PE 402abcd Adapted Swimming and Hydroexercise:** **SLO #1 Identify**: During a written examination, student will identify hydroexercise principles related to surface area, speed of movement, turbulence and buoyancy and their effect on resistance when exercising in the water. | 4 | 2 | 2 | 3 | 2 | 1 |
| **PE 402abcd Adapted Swimming and Hydroexercise:** **SLO #2 Demonstrate:** During a written examination, student will identify hydroexercise principles related to surface area, speed of movement, turbulence and buoyancy and their effect on resistance when exercising in the water. | 4 | 2 | 2 | 3 | 2 | 1 |
| **PE 404abcd Adapted Cardiovascular Fitness:** **SLO #1 Target Heart Rate:**  During a written examination, students will be able to accurately | 4 | 3 | 2 | 2 | 2 | 1 |

| | | | | | | |
|---|---|---|---|---|---|---|
| determine one's target exercise heart rate for cardiovascular exercise with a full understanding of its applications and limitations. | | | | | | |
| *PE 407abcd Adapted Bowling:* **SLO #1 Keeping Score***:* During a final examination, student will demonstrate the process of accurately keeping score in bowling. | 4 | 3 | 2 | 2 | 2 | 1 |
| *PE 409abcd Adapted Yoga:* **SLO #1 Demonstrate Poses***:* Students will develop more self-awareness and demonstrate the appropriate individualized adaptation of a series of poses and breathing techniques in a safe, focused and calm manner upon hearing a verbal instruction from the instructor. | 4 | 3 | 2 | 2 | 2 | 1 |

Table 4.1 above represents the alignment of Program and Institutional Level Outcomes and Table 4.2 above provides the alignment of Course to Institutional Learning Outcomes for EDEV and APE courses.  The alignment demonstrates the strength or relevance of the ILO to respective PLOs/SAOs and course SLOs. For example, Communication and Comprehension was rated highly for the SRC program. Thus each of the PLOs/SAOs and 6 course SLOs assess the effectiveness of SRC's efforts and effectiveness in this area.

**d) Timeline for the Four-Year Cycle for Course and Program Level SLO Assessments**

A revised four-year cycle is in the process of being developed along with the TracDat planning and is expected to be completed by Spring 2014.

**e) Percentage of the Course SLO Statements Assessed in Past Four Years**

All (100%) active courses offered have been assessed in the past four years.  A few of the course SLOs have been assessed via 2 cycles and will be assessed a third time in this program review period.  The PLO has been 100% assessed.  The three SAO's were assessed at 100%.

**f) Summary of Assessment Results and Recommendations**

Reflections from outcome assessments demonstrate how assessments are contributing to changes in instruction as well as how to improve the outcome assessment process. For example, some changes to the course involved changing an assignment, revising the syllabus, and requiring a preliminary draft of the assignment to bring about greater breadth and depth in student analysis.  Meanwhile, refinement and improvement with outcome assessment is also noted when using the same test questions when sampling various sections of the same course, revising the rubric used and not using a self-evaluation measure for the SLO tool.

To further elaborate on improvement due to SLO assessment, the Testing Accommodations SAO is one example. After assessment of the Test Accommodations SAO, it was noted that students were performing well in the areas assessed – awareness of the service, ability to articulate and request the service, and being prepared with a syllabus when requesting the service. Thus, minor changes such as inclusion of the camera monitoring statement on the Test Accommodations form, modifications to Jacarit (an online testing accommodations schedule and tracking system), and revision of how Test Accommodations staff review the Test Accommodations process with students were made.  Additionally the assessment of the DHH SAO and the SRC PLO further supported the requisite need to continue and strengthen our partnership with the institution for improvement of universal design. The data collected from the faculty proved the willingness and understanding that some accommodations not only benefit the SRC students but all students.

**g) Program's Level of SLO and Assessment Implementation: Awareness; Development; Proficiency; or Sustainable Continuous Quality Improvement (Based on the Accrediting Commission for Community and Junior Colleges' (ACCJC's) Rubric for Student Learning Outcomes)**

Based on the behaviors listed in ACCJC's rubric for SLOs, the SRC and APE programs demonstrate many strengths reflective of sustainable continuous quality. The department has ongoing dialogue about the SLO process, assessment findings and implications of SLO assessments during department meetings and individual conversations. Within the SRC, a SLO/SAO team with cross representation of faculty, staff and management meets 2-3 times per semester to draft or revise statements, discuss upcoming assessments and tools for implementation. A subsequent discussion of understanding and interpreting results aids in determining how services may be refined to support students. Assessment is ongoing and systematic, as well as, in alignment at the three levels – course, program and institution to contribute to programmatic and institutional effectiveness. Lastly, the programs' SLO assessment process is tied to program review and annual planning processes which also examine student success and service data (metrics, demographics, enrollment data, student success and retention data, etc.) to improve student learning within the courses and in regards to reasonable accommodations and services.

Student Learning Outcomes are also shared with students in various ways. SLOs are included on all course syllabi. SAO posters are displayed throughout the SRC office. Additionally, a bulletin board in the SRC displays the various ILO, PLO/SAO and course SLO statements for students.  Also student feedback from SRC instructors are shared with the SRC planning team to address curriculum needs.

Despite the program's strengths in this area, there are opportunities for ongoing improvement and refinement with the SLO assessment and implementation process. Additional course SLOs were developed for EDEV and APE courses to be reflective of the key components of the course.  This was accomplished during Fall 2013.  APE also needs to consider developing an additional PLO for the program or split the

existing comprehensive PLO into components. Furthermore, some of the existing SLOs which needed to be revised to reflect outcome measures rather than individual components or objectives which were written when the college initially implemented assessment were revised Fall 2013. These tasks are reflective of refining and improving SRC's SLO assessments, which is representative of continuous improvement and not reflective of lack of implementation.

**h) Method of Consistently Assessing SLOs**

SLOs/SAOs are discussed at every department meeting which is held monthly during the regular term. This dialog spans the gamut of reviewing assessment tools or surveys, progress of scheduled assessments, and findings and implications of the assessments.  Additionally, the first and last meetings of the term include a list of courses and programs planned for assessment in the upcoming term. Furthermore, the SRC has drafted 4-year cycles to ensure consistent and continuous assessment cycles for these outcomes.

**i) Recommendations**

1. Review and update SAO's while implementing strategies learned from previous assessments.   Confirm adherence to 4-year cycle.

## 5. Facilities and Equipment
### a) Program Facilities and Equipment

As of February 2013, all SRC staff and faculty are in the Student Services building. Staff occupying the Natural Sciences and Math/Computer Sciences basements were relocated to the SRC due to construction projects in February 2013. Although there are benefits to being housed in one location with collaboration amongst staff, cross utilization and lack of duplication, the physical quantity of space is limiting. This impedes the program's ability in several ways. The following are examples: difficult to host or provide space for part-time staff and faculty and community agencies such as Department of Rehabilitation; necessity to use staff and faculty office space for proctoring tests which displaces staff for sometimes hours at a time; lack of safe space for students in crisis to decompress; heavy traffic flow within office; lack of space to provide adjacency of necessary components.

Adapted PE faculty are located on the second floor of PE South and a dedicated classroom is located in the PE complex. Offices adjacent to the classrooms and one on the first floor would promote access and accessibility. These should be taken into consideration with new building planning.

With an increase in students served, file storage space has been maximized and resulted in displacing forms and other program materials to other areas. The SRC office currently uses hard copy files. Although electronic file management systems have been explored, the annual fees have made the transition to e-files or a hybrid system cost prohibitive. Furthermore, the warehouse and facilities have requested the department keep 5 years of files within the office area due to the frequency of requesting files. The SRC maintains files for 10 years before shredding; which as of 2012, five years are being kept within our space.

Additionally, the computer systems in the High Tech Center are beyond their warranty. Although a request to replace the computer systems has been within the SRC Planbuilder objectives for 2 fiscal years, these systems have not been replaced. At this time the SRC staff in collaboration with ITS are cannibalizing systems to keep the lab functional. However, with multiple models upgrading the computers requires multiple images requiring additional time to push system and software updates.

Several areas within the SRC require maintenance. Due to heavy wheelchair/scooter traffic, door frames and walls easily get dinged and damaged. A recommendation for wider doors and hallways in a new facility currently in planning would mitigate some of these issues.

At a campus level, accessibility of facilities and availability of appropriate furniture and equipment are adequate with some key exceptions. Some of these issues include appropriate covered seating areas adjacent or near drop off/pick up areas; sufficient space and process in collaboration with academic divisions for the provision of

special/accessible chairs and tables; available seating or space for in-class support including interpreters, Real-Time Captionists and in-class assistants; and sufficient space in aisles and hallways for wheelchair maneuvering and seat selection in classrooms. Although aware, these limitations to buildings and classrooms need to be addressed with facilities and planning to avert their reoccurrence in new buildings. More often used due to elevator or power outages rather than natural disaster emergencies, evacuation chairs are placed in all multi-story buildings, as well as one chair that can transport a power chair is available on the campus. Additional training, however, is needed to bring awareness and experience of use among a cadre of emergency response personnel to use this equipment in the event of an emergency or outage.

**b) Immediate (1-2 years) Needs**

- The computer systems in the High Tech Center and Training room need to be replaced. This will reduce the time computer systems are non-operational and support multiple software programs to be loaded on the system.
- A printer adjacent to functional areas to maintain appropriate security and confidentiality. For example, a printer in the LD area where scores for assessment protocols are printed and the testing accommodations area where tests emailed to the SRC are printed. Sending these documents to a centralized machine compromises security and confidentiality.
- Staff machines are currently using Windows XP. As Microsoft will no longer support this operational system, computers will need to be updated to Windows 7 or other supported version.
- Replacement of furniture in Testing Accommodations would allow for greater privacy within stations to reduce the need to use staff/faculty offices.
- Sufficient space and process in collaboration with academic divisions for the provision of special/accessible chairs and tables.
- Additional training is needed to bring awareness and experience of use among a cadre of emergency response personnel to use evacuation chairs in the event of an emergency or outage.

**c) Long-Range (2-4+ years) Needs**

Planning for the new Student Services building began June 2013. This building is anticipated to be ready for occupancy in 5 years. Although some of the following items may be implemented in the current offices, others would be cost effective to include in the new building.

- Accessible SMART stations – this is necessary for all staff to have access when teaching or presenting workshops.
- Private/enclosed office spaces (no cubicles) due to sensitive disability topics being discussed for all staff and faculty.

- Ground floor DSPS offices and Adapted PE classrooms with adjacent offices.
- Automatic doors at all main entrances of the building and office.
- Safety measures such as camera monitoring, panic buttons, and controlled access to various parts of the office.
- Conference rooms and public seating areas with adjustable table heights.
- Lightweight doors with accessible handles. Currently the SRC has placed rubber grips on door handles as they are not compliant with ADA accessibility guidelines to meet the functional needs of our staff.
- Additional monitor/keyboard at counselor stations for student access.
- Office space large enough to accommodate at least 2 wheelchairs and family members or community resource liaisons during student meetings.
- Staff restrooms to include an accessible private room for individual use with a sofa to accommodate staff with disabilities.
- Unisex or single staff accessible restrooms for student use to accommodate students with personal attendants, transgender, nursing moms, etc.
- Move towards electronic file management system to improve office space and to provide greater access to a growing student population.
- Appropriate covered seating areas adjacent or near drop off/pick up areas.
- Available seating or space for in-class support including interpreters, Real-Time Captionists and in-class assistants; and sufficient space in aisles and hallways for wheelchair maneuvering and seat selection in classrooms.

Campus accessibility issues also exist that impact the services and accommodations provided by the SRC. Classrooms need to be accessible with appropriate chairs and tables as well as for multiple wheelchair users to accommodate expanded educational offerings and safety with emergency evacuation. Also all classrooms need to have sufficient space at the front for a team of interpreters and within the seats allocated for an in-class assistant and wheelchair maneuverability. New construction, in particular, is providing unique challenges with delivering services appropriately. For example, in the MBA building, some math classrooms lack sufficient space for the instructor to adequately use the white/chalk board and an interpreter to sit with open line of vision for students. Each class session, desks are rearranged and one interpreter sits at the edge of the rows of desk while another at the back of the room. This neither allows for the interpreting team to function as designed, nor the student to view the instructional material and interpretation simultaneously.

Also in the Humanities building classrooms there is a lack of sufficient space to accommodate wheelchairs.  Students, staff, and faculty using wheelchairs are unable to maneuver around the classroom without furniture or student bodies having to be moved out of the way.

Improved signage within buildings to guide students with visual limitations is necessary. A tactile map at the entrance of floors is recommended to facilitate orientation and mobility.

Specific to APE and PE facilities, the program needs to purchase a new pool lift and upgrade some of the equipment in the Fitness Lab. A new standing frame, aerobic equipment, and weight training equipment would all benefit the program and student success.

The ECC Fitness Center is available to all students who take activity classes, and to others for a small fee. The Fitness Center has 2-3 machines that incorporate universal design that is accessible to many students. But having 2-3 stations, and nothing else for students with disabilities, denies access to many students with disabilities who would like to do more exercise outside of their scheduled class time.

The Adapted Physical Education courses at ECC utilize equipment that is appropriate for students with a variety of disabilities. The other options at ECC and in the community are not accessible for many students in the program. This makes the Adapted PE classes the only option for many students. The classes are sometimes full, and scheduling conflicts make multiple sections in the Summer essential to the program. For students who do not require special equipment the ECC Fitness Center and community centers are a valuable option.

Some of the equipment currently used is over 10-15 years old, and should be replaced by equipment that is newly developed and specifically made for students with disabilities. Some new innovations in equipment design would better serve students in the program, and help improve student success. New Sci-Fit upper body ergometers, New Step full body trainers, Flexaciser passive exercise machines, and multi-stations weight machines would create more opportunities for students to improve their fitness levels.

### d) Recommendations

1. Participate in the facilities planning process for the replacement of the Student Services building and APE facilities to ensure space, storage and equipment needs for accessibility are addressed.
2. Provide recommendations to facilities planning to promote universal design for accessibility and usability of all college capital projects. For example, classroom needs for support personnel, deaf and blind friendly environments, multiple wheelchair users, campus accessibility map, Braille on campus signage, etc
3. Computer replacement for out of warranty staff and High Tech Center machines including a printer for the LD component and an additional printer for the Test Accommodations component.
4. Continue to advocate for accessible exercise equipment in the ECC Fitness Center.
5. Move towards electronic file management system to improve office space and to provide greater access to a growing student population.
6. Collaborative participation of divisions, SRC and facilities to address classroom facility and equipment needs.

7. Additional training is needed to bring awareness and experience of use among a cadre of emergency response personnel to use evacuation chairs in the event of an emergency or outage.
8. Replacement of furniture in Testing Accommodations would allow for greater privacy within stations to reduce the need to use staff/faculty offices.
9. Accessible SMART stations – this is necessary for all staff to have access when teaching or presenting workshops.
10. Ground floor DSPS offices and Adapted PE classrooms with adjacent offices.
11. Automatic doors at all main entrances of the building and office.
12. Safety measures such as camera monitoring, panic buttons, and controlled access to various parts of the office.
13. Conference rooms and public seating areas with adjustable table heights.
14. Lightweight doors with accessible handles. Currently the SRC has placed rubber grips on door handles as they are not compliant with ADA accessibility guidelines to meet the functional needs of our staff.
15. Additional monitor/keyboard at counselor stations for student access.
16. Office space large enough to accommodate at least 2 wheelchairs and family members or community resource liaisons during student meetings.
17. Staff restrooms to include an accessible private room for individual use with a sofa to accommodate staff with disabilities.
18. Unisex or single staff accessible restrooms for student use to accommodate students with personal attendants, transgender, nursing moms, etc.

**6.Technology and Software**
**a) Adequacy and Currency of Technology and Software**

All full-time staff and many of the hourly support staff have access to computer stations to help track direct services given to students within the SRC.  With the growing numbers in the SRC student population, there is need to transition to an electronic file management system to ensure efficient and timely delivery of services to students with disabilities.  Limited physical space and staffing make it challenging to continue to maintain hard copy files for our over 1,900 students.  Although efforts have been made to explore the feasibility of having an electronic file management system, the annual fees have made the transition to e-files or a hybrid system cost prohibitive.

Assistive Technology is used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible.  In addition to providing access to content, many of these software applications include study skill tools that have application and benefits for both students with and without disabilities.

Over the past years it has been a goal to integrate as much as is feasible with the institutional delivery of computer access.  Some of the software is installed directly on the computers and more and more of the software is by request from the IT server system.  Currently Zoomtext, JAWS, and K3000 licenses are on a virtual server housed in ITS.  These programs are fully accessible to all labs on campus linked to the network.  However, there are limited numbers of licenses, particularly K3000 full version (scan/read) seats available.  In addition, a campus license of Read & Write Gold has been purchased.  However, currently the Read & Write Gold software is only available at the SRC on a check-in/check-out basis until ITS issues can be resolved to house this program on the portal for student, staff and faculty download.   Also ECC has a limited number of seats for Dragon Naturally Speaking and Inspiration software programs.  The Inspiration software on campus is outdated and needs to be upgraded as well.

The following table shows the location of student access technology on campus:

**Table 6.1: Location of Assistive Technology on Campus**

| Location | Technology |
|---|---|
| ACCESS Room (Library) | K3000, Zoomtext, JAWS, Dragon NS |
| Business Division Labs | Zoomtext, Windows Speech Recognition, JAWS by request |
| EOP&S | K3000, JAWS |
| Humanities Labs | K3000, Inspiration, JAWS, Zoomtext by request on server |
| LMTC Computer Labs | Zoomtext |
| Math Labs | Zoomtext |

Starting this Fall 2013 semester:
All of the Deaf and Hard of Hearing staff areas will have upgraded video phone access via SORENSON.  Student or public access will be provided by SORENSON. These will be located in the ECC Library and Student Service Center Lobby.  In the American Sign Language (ASL)

Training Lab for interpreting students there will be both Purple and SORENSON available for use and practice as a career option to explore.

There is also the ongoing debate of hardware/software upgrade, monies, and timing. The SRC is currently included in the academic lab upgrades done through the Institutional Technology Plan. So the hardware is upgraded every three to five years. Software and changes are more fluid. As well staff machines are out of warranty and insufficient to meet student as well as personnel needs as one machine is allocated per employee and not related to functional area. Thus machines in offices beyond faculty laptops and in classrooms and the office for functions such as registration assistance would be useful to support students.

Access to text books and to course material has also taken to an electronic format which needs to be addressed.

### b) Immediate (1-2 years) Needs

Technology is becoming more portable and integrative which impacts the SRC in two ways. First, there will be a need to evaluate the latest versions and features to determine cost effectiveness of upgrading of technology to allow user access in various environments. Second, these changes with technology impact the SRC's support of students and training. This requires the SRC to complete an in-depth needs assessment with current users as well as trend out what is happening in the K-12 systems, especially with the addition to start with a tablet and IPads. Change will not only be with students but also how the SRC curriculum is delivered and students are evaluated.

Accessibility of technology pertains to students, staff and faculty. Classroom technologies also need to be accessible – physically and functionally for faculty and students. For example, SMART stations in classrooms need to allow for wheelchair access. Although technology is available in most classrooms, the stations themselves are not universally designed. Furthermore accessibility in general has been integrated in trainings offered by Staff Development, mostly directed to faculty teaching distance education. However, a plan to educate and inform staff and faculty on what technology is available and how to create accessible documents and forms is necessary.

The Student Success Act will require counselors to complete educational plans for incoming students in order to obtain registration priority. Thus, there is a need for an accessible online educational plan program that can be viewed by the various assistive technology programs used by students with disabilities. In looking at the greater scope of accessibility, MyECC as a whole needs to be made accessible for students with disabilities, specifically, visually impaired students.

Read & Write Gold was intended to be available for students to download onto their own computers by Spring 2013. As of Fall 2013, Read & Write Gold continues to be available only at the SRC until ITS issues can be resolved.

**c) Long-Range (2-4+ years) Needs**

Technology needs to be integrated across campus so that students, instructors, and staff have the ability to be able to access programs needed to use in the moment just like any other person. Additionally, implementation of universal access design and standards will allow for flexible use across classrooms. Providing service by access is a paradigm shift as students become the creator and user of accessible materials. This is a shift from the SRC creating and providing alternate format materials to teaching how to access, create and use materials. Of course, there are limitations until technology advances in all areas of support.

**d) Recommendations**

1. Implement a traceable method of distributing or providing download site for Read &Write Gold, a screen reading and study skills software. The department currently has the license and permission; need a workable method for students to retrieve the software for use at home.
2. Continue to benchmark on the Institutional Technology Plan and any other plans the need for all institutional computer access be fully accessible and 508 compliant.
3. Budget for change with the increase of computer literate students (on contemporary technology including, but not limited to IPADS, CCTV's, etc.) utilizing technology for all aspects of their student life including use in testing situations when an accommodation for disability related educational limitations.
4. Work with faculty on website, portal access, use of electronic devices as study tools and for test taking.
5. Have accessible SMART-stations in the classrooms for ease of instructor access. Continually look for opportunities for inclusion of ideas that will go into action as institutional base standards for classrooms, technology, etc.
6. Develop online educational plan program using universal design so students with disabilities will have equal access.
7. Improve MyECC to incorporate universal design to provide greater access to students with disabilities.
8. Maintain and replace equipment, software and technology as needed in APE labs, classrooms and SRC to meet the needs of students and safety.
9. Move towards electronic file management system to improve office space and to provide greater access to a growing student population.
10. Move towards electronic file management system to improve office space and to provide greater access to a growing student population. (also listed in section 5)

**7.Staffing**
**a) Current Staffing**

Since Spring 2013 with the beginning of bond projects (Industry and Technology and STEM), all Special Resource Center services have moved into a centralized location. The SRC is located in the southeast wing of the Student Service Center with the SRC classrooms and SL/IT Faculty housed in the Communication Building located just north of the Student Service Center. Even though space is tight, proximity and adjacency has allowed the current permanent SRC faculty and staff to capitalize on the in-house collective wealth of expertise not only limited to their respective roles.

With the SRC's changing populations and advancements in technology, the need for permanent full and part-time faculty for prescriptive planning of accommodations and part-time employees for facilitation of direct services, production of alternate media and instructional support is still needed. As of July 1, 2013 there is now a 170-day and no more than 25 hours per week limit on all hourly staff (faculty, casual, student, etc.). This severely limits the SRC in year-round instructional programs and matching the skill of service needed. There continues to be a shortage of qualified staff to provide the specialized support services for students with disabilities (interpreters, Braillists, real-time captionists, in-class assistants, and alternate media production specialists).

Currently the SRC has 3 vacant positions. These vacant positions include the Lead Interpreter Specialist, Staff Interpreter and Student Services Technician. With the Deaf and Hard of Hearing Department being understaffed, this creates challenges in providing accommodations in a timely manner for the Deaf and Hard of Hearing students. The Student Service Technician is currently being filled by 2 temporary non-certificated staff in which their hours of availability do not even add up to 40 hours of 1 full-time position. This is in part due to the 170-day and no more than 25 hours per week limit on all hourly staff. This again creates challenges because the Student Service Technician position is instrumental in processing the many student files kept for each student, Management Information Systems (MIS) data entry, and MIS data analysis for Learning Disability support.

The current SRC staffing map as of November 13, 2013.

## Chart 7.1 SRC Organization Chart

**Special Resource Center
Organizational Chart 2013-2014**

Rory Natividad, Dean
Health Sciences & Athletics

Dipte Patel
Director

Pauline Annarino
WRIEC Grant

Support Services

Instruction/Services
Instructors/Counselors

Administrative Support
Services

Sharin Nakayama DSPS
Support Services
Supervisor

**Vacant
Lead
Interpreter**

**Vacant
Staff
Interpreter**

James Cummins
Staff Interpreter

Cheryl Peacock
DSP&S Advisor

Lyn Clemons
Alternate Media Supervisor

Rob Sutton Adaptive
Computer Specialist
High Tech Center

Somphone Chen
DSP&S Advisor

Brian Krause
Program Coordinator
Assistive Technology

Jaymie Collette/
Julie Land
Disability Specialist
(10 month)

Kathryn Holmes/
Bill Hoanzl - Learning
Disabilities Specialist
(10 month)

Kate Beley/Cristina Pajo
Tawnya Cola
Counselor
(10 month)

Janet Schaeffer
Clinical
Psychologist
(0.35 FTE)

Russell Serr/Mark Lipe
Adaptive Physical
Education Instructor
(10 month)

Jill Dohy
Operations Officer
(0.58 FTE)

Susan Brouillette
Administrative Assistant II

Mayra Thrush
Senior Clerical Assistant

**Vacant
Student Service
Technician**

**b) Staffing Immediate (1-2 years) and Long-Term (2-4+ years) Needs**

Due to the nature of program/services needed to serve students with disabilities there will be an increased unmet need. This unmet need validates the need for increased staffing that is necessary to provide adequate services and accommodations and mitigate the number of complaints/grievances against the institution requiring institutional time and effort of processing (see Table 7.1 below).

**Table 7.1: SRC Staffing**

| Personnel Type | Current Level | | Adequate staffing in 3-5 years | | Retirement | |
|---|---|---|---|---|---|---|
| | # of Staffing | FTE | # of Staffing | FTE | # of Staffing | FTE |
| Full-Time Faculty (Tenure Track) | 9[1] | | 11 | | 1* | |
| Full-Time Faculty (Non-Tenure Track) | 0 | | 0 | | | |
| Part-Time Adjunct Faculty (<67% load only) | 5[2] | | 20 | | | |
| Full-Time Classified Staff | 15[3] | | 18 | | 3* | |
| Part-Time Classified Staff (Permanent) | 1 | | 4 | | | |
| Part-Time Classified (Temporary <25 hrs/wk 170 days only) | 2 | | 3 | | | |
| Casual Employees ( <25 hrs/wk 170 days only) | 80 | | 110 | | | |
| Student Employees (<25 hrs/wk 170 day only) | 38 | | 56 | | | |
| Volunteers | 5 | | 10 | | | |
| Manager | 1 | | 1 | | | |
| Supervisor | 2 | | 2 | | 1* | |
| Temporary Project Administrator | 1 | | 1 | | 1* | |
| Faculty Coordinator | | | 1 | | | |

* Although personnel have not disclosed plans for retirement, these numbers reflect those who exceed 32 years of service and/or 60 years of age who may elect to retire in the next 5 years.

The following positions are needed:

**4 FT Classified Staff –** 1 Lead Interpreter Specialist, 1 Staff Interpreter, 1 Student Service Advisor for Test Accommodations, and 1 Student Service Technician: To provide and coordinate services for alternate media, interpreting, test accommodations, student services, projects, provide instructional support in the EDEV courses, assist with scheduling, assist with processing files, MIS data entry, and Learning Disability support.

**4 PT Permanent Classified Staff –** To provide direct in-class services for students (in-class assistance, interpreting and Real-Time Captioning, etc.

Footnotes for the Staffing Table 7.1

[1] Number includes Full-Time Counselors, APE Faculty and Disability Specialists (Jaymie Collette, Bill Hoanzl, Kathryn Holmes, Julia Land, Mark Lipe, Kate Beley, Cristina Pajo, Russ Serr, Tawnya Cola). Janet Schaeffer who has a joint appointment with the Health Center is not included in this figure.

[2] Number includes Part-Time Faculty and adjunct counselors (Tisa Casas, Bonnilee Kaufman, Tri Le, Pin Lor, Poh Teh)

[3] Number includes 3 vacant positions (Student Service Technician, Lead Interpreter & Staff Interpreter)

**5 PT Non-Tenure Faculty** – To cover need with < 67% load criteria, back fill when full-time counseling and Disability Specialists faculty are not regularly scheduled, to share in the counseling load, instructional load, assist with Learning Disability assessment and assist with adjunct APE assignments as needed.

**20 Casual Employees/Student Employees -** To provide direct in-class services for students on an as-needed basis with hiring restrictions in place; to do data entry for MIS reporting, and to assist in APE courses to ensure safety, success and to properly serve the growing number of students taking APE courses.

**1 FT Faculty Coordinator –** To coordinate and work with curriculum reviews, updates, reports, liaison with SRC staff and other campus instructors regarding universal design of curriculum, equitable treatment of student standards to lead special projects, outreach, collaboration with campus and surrounding community; spearhead faculty and program in-services for professional development; liaison for faculty and disability specialists regarding student grievances or disputed accommodations.

**1 FT Tenure Faculty- Disability Specialist** - To review disability documentation, approve provision of accommodations, and teach EDEV courses due to the changing nature and severity of disability as well as the complexity of services.

As noted in the last Program Review and the SRC Plan Builder, there still continues to be a great need for part-time counseling faculty. Especially now that the academic counselors are on a 10-month contract, no coverage is available during the Winter break and Summer terms without part-time counselors. The majority of students, in particular, new students, apply and request accommodations between the primary terms which is necessary for timely delivery of services. DSPS mandates require only certificated employees verify eligibility for services and the provision of support services and accommodations.

Currently the SRC is staffed with 2 Disability Specialists and 2 Learning Disability Specialists in which their duties include a teaching load, verification of disability, determining appropriate accommodations, and conducting Learning Disability assessments. These specialists are on a 10-month contract so full-time certificated staff required by DSPS mandates to verify eligibility for DSPS services and identify reasonable accommodations are not available during peak times of student registration. Thus, there continues to be a need for part-time faculty to backfill during Winter break and Summer terms when full-time certificated faculty are not regularly scheduled. In addition, there is a need for part-time faculty to teach Educational Development courses during the regular terms to allow greater availability of Specialists for student contact in the office.

The Special Resource Center serves as the college's designated program to provide equal access for individuals with disabilities. This program is both an academic and student service program. A faculty coordinator is necessary to support the various

roles and responsibilities this program serves for the college meanwhile providing mandated services in compliance with law. Sample functions this position would be critical in accomplishing are campus awareness and training; faculty liaison for accommodations, universal learning practices, accessibility of materials, etc.; advancing the development of credit, non credit and no credit courses to serve the college's diverse population; explore alternative options for students not successful in the traditional curriculum; to promote and support collaborative relationships with community agencies and employment training programs specific for individuals with disabilities; and support cultural and diversity awareness. Many of these functions, although critical, are inconsistently supported as current staff must allocate their limited time and fiscal resources to serving students.

Since Fall 2012 a second section of EDEV 35, of roughly thirty students has been offered to SRC students. By agreement, the lower level students, meaning those who have significant deficits in phonemic awareness, phonological processing, and naming speed are identified for this second section. At least one-third are typically in the Developmentally Delayed Learner (DDL) or aphasic category. Alternately, they may have cognitive deficits co-morbid to something else as primary disability. This often means poor auditory processing and articulation (i.e., very inaccurate replication of word sounds due to speech impediment). These areas of weaknesses for such students could be best addressed and remediated by a Speech Language Pathologist.

**c) Program Environment**

Regardless of the student population growth or facility size, this program will need to expand to meet the growing demands based on legal, technological and serviced population changes. The district needs to support certain factions of services to demonstrate college effort which may facilitate the program's eligibility for other funding to meet demands. There has been increased collaboration among area institutions and other campus programs to assist with meeting student needs, however more will need to be done. Programs or services that start out as grant projects yet over time prove to contribute positively to service access and student success need to have a way to become a legitimate and integrated component of SRC's service delivery. Example of this would be the Success Coaching Program that is part of the Student Success Initiative. This project program has been helping students identify a major, look at career possibilities, and develop a plan of action. With clear goals and action the students are followed throughout the semester to make sure that disability management is interlaced with actions in a way that will be able to be used in the work place. For the past two years this has been done with referred students and proves to be a desired service/practice. This program addition would provide practical and concrete steps to move through the college experience. It would also allow for consistency with high school transition students over a two to three semester period allowing for feedback on newly acquired knowledge, skills, and tools.

**d) Recommendations**

Below in Table 7.2 are the needs for adequate SRC staffing.

**Table 7.2: Staffing Recommendations**

| Positions | Justification |
|---|---|
| 4 Full-Time Classified Staff | To provide and coordinate services for alternate media, interpreting, student services, projects, provide instructional support in the EDEV courses, assist with scheduling responsibilities, cross-train staff in different areas. |
| 4 Part-Time Classified Staff | To provide direct in-class services for students – in class assistance, interpreting and Real-Time Captioning. |
| 5 Adjunct Faculty | To cover need with < 67% load criteria, back fill when full-time counseling and disability specialists faculty are not regularly scheduled. |
| 20 Casual/Student Employees | To provide direct in-class services for students on an as-needed basis.  With hiring restrictions in place need to have a pool of staff ready to work as-needed. |
| 1 Full-Time Faculty Coordinator | To coordinate and work with curriculum reviews, updates, reports, and liaison with SRC staff and other campus instructors regarding universal design of curriculum, equitable treatment of student standards, etc. |
| 1 Full-Time Tenure Faculty – Disability Specialist | To review disability documentation, approve provision of accommodations, and teach EDEV courses. |

## 8. Program Improvement
### a) Influences of External Factors

The overall function of the SRC is to provide legally mandated instruction and services to students with disabilities, promote appropriate utilization of resources, instructional delivery, equitable access to instructional medium, and advocate universal design and educational access to students with disabilities.  These services are in accordance with California Education Code - Title 5 regulations, Section 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), and ADA Amendments Act of 2008.   Under Title 5, a minimum of 4 contacts during the year are required for categorical funding.

Title 5 regulations designate that only certificated staff such as Counselors or Disability Specialists can evaluate and verify disability documentation to determine eligibility for services, and identify appropriate accommodations and services in relation to the educational limitations imposed by the disability.  Additionally, students and advocates are becoming more litigious in seeking accommodations; faculty help to assure that the institution is meeting legal mandates.

According to the Student Success Act of 2012, "essential educational priorities" include counselors, advisors, technology tools, increasing categorical funding for student support services, hiring more full-time faculty, and increasing support for part-time faculty.   The goal of this Act is to "provide a foundation for student achievement and successful completion of students' educational goals, with a priority toward serving students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement." With this in mind, there is a great need for SRC counselors to gain expertise in assisting students with disabilities with career/vocational planning and transition.   Unfortunately, the SRC does not have career advisement, employability skills building or transition to work outside of one's class offered per year and intermittent support when grant funding is secured. Greater consistency to maintain relationships with community providers to facilitate this transition and job placement is necessary, particularly for students who have obtained their educational goals or maximized their academic potential.

Also, with the rapid changes in technology and the need for students with disabilities using assistive technology continuing to grow, greater awareness of current technology is needed to address the complex technology needs of students with disabilities.  Furthermore, within the next 3-5 years, it is anticipated that the population of SRC students enrolling in distance education classes will grow.  With this trend, more staff hours will be needed to address the complex needs of SRC students utilizing Assistive Technology in conjunction with their distance education classes.

In addition, it is expected that more veterans will enroll in college.  These veterans may be dealing with not just one disability, but multiple disabilities.  It is for this reason that this student population will have a greater need to access resources, such as DSPS services, in order to better facilitate the pursuits of their educational goals.

The program personnel are current in their fields academically. However, more part-time counseling support would allow current SRC counselors to participate in more professional development activities to gain greater awareness of disability issues in higher education (i.e. returning disabled veterans, Autism Spectrum Disorders, technology updates, standards in the field and new perspectives with respect to accommodations, etc.).

In relation to DSPS counselors, the need for professional development in the areas previously mentioned above is critical to understanding and meeting the needs of students with disabilities. Currently, counselors are being proactive in attending counseling related conferences to update their knowledge and expertise.

**b) Needed Improvements to the Program and Direction and Vision of Program**

The High Tech Center (HTC) staff was unable to meet the application and registration assistance needs of SRC students during all hours of operation due to limited staff availability and increasingly online only avenues for students to complete these functions. Thus, specific hours of the day throughout the week were designated for the HTC staff to be available for application and registration assistance needs.

In anticipation of the limited counselor availability during the Summer months as a result of counselors' contracts being reduced to 10 months, informational letters about Fall registration were sent out to the local Special Education programs at the high schools. Also various SRC workshops were created or revised to meet the needs of larger groups of students at one time. Such workshops included "MyECC," "The Next Steps," and "Introduction to SRC."

Also part-time counselors were hired to backfill during periods when full-time counselors are not regularly scheduled to work.

In order to better prepare incoming new students, a Summer Bridge program was piloted for incoming Fall 2012 SRC students. There were 20 participants and the program components included a campus tour, lectures/discussions about high school to college transition, learning styles, career, and access technology. The SRC reviewed feedback results and held a follow-up debriefing with the students after their first term of enrollment. Thereafter a task force analyzed the findings and redesigned the program. The findings revealed students were successful in their courses, reported the tour received during summer bridge was their first, yet self advocacy continues to be an area of deficit. As a result a series of self advocacy and personal effectiveness workshops have been developed and offered. Summer Bridge was redeployed for a 2-day session during Summer 2013 for incoming Fall 2013 students – 24 students attended. One change included longer term follow-up which was proposed in a CTE grant and funded. Additionally, discussion of intervention for continuing students who are approaching 100 units and on probation was also discussed.

The strategic goal of the Special Resource Center is to provide academic access through efficient and effective quality products, academic support and services to the population served while simultaneously adhering to the mission of the SRC.

**c) Use of Metrics to Improve Program Services**

In order to improve planning and budgeting of direct support services such as in-class assistance and interpreting/Real Time Captioning (RTC), metrics have been tracked. This data provided information to improve recruitment, scheduling and efficiency in budgeting. For example, the metrics facilitated and informed specific measures to help SRC staff plan and schedule for the provision of services from the first day of instruction. This was particularly critical for interpreting/RTC services so students could benefit from the syllabus review and make an informed choice as to the rigors and expectations of the course.

**d) Alignment with Strategic Initiatives & College's Mission**

By working with an academic counselor regularly to create current educational plans and discuss academic progress, SRC students can achieve the following ECC Core Competencies: "Content Knowledge: Students possess and use the knowledge, skills, and abilities specific to a chosen discipline, vocation, or career." and "Critical, Creative and Analytical Thinking: Students solve problems, make judgments and reach decisions using critical, creative and analytical skills."

The following events and workshops detailed below demonstrate examples of some of the ways the SRC/APE programs are in alignment with the various Strategic Initiatives:

**Strategic Initiative A:** Enhance teaching to support student learning using a variety of instructional methods and services.

- The SRC provides curriculum designed to provide specialized instruction for students with various types of disabilities and learning styles. Students are able to repeat Educational Development and APE courses as long as they are making measurable progress, disability is verified, and a course-repeat petition is completed in compliance with Title 5 regulations.

**Strategic Initiative B:** Strengthen quality educational and support service to promote student success.

- The SRC facilitated the "Power of Success" workshop series during March-May 2011. This workshop series consisted of five workshops in which there were 235 participants. The workshop topics included college awareness, work experience, making thoughtful choices, achieving goals, and time management. The goal of this workshop series was to educate on self-advocacy skills for success in college and employment.

- A Summer Bridge program was developed and implemented for incoming Fall 2012 SRC students. The goal of this program was to provide new student orientation with an emphasis in general transition issues and technology and to promote timely access to services to academic success. Twenty new SRC students participated in this program.

- A Clinical psychologist was hired during the 2012-2013 academic year. The Clinical psychologist is available 10 hours per week to see SRC students in-house at the SRC.

- The Clinical psychologist facilitated a "Communications" workshop during Fall 2012. There were 6 participants and the goal of this workshop was to help students learn and improve their communication techniques to build positive self-esteem.

- The Clinical psychologist facilitated a "Managing your Disability" workshop series during Spring 2013 in which 8 students participated. The goal of this workshop series was to equip students with disabilities with the skills necessary to be academically successful. The workshop topics included self-advocacy, self-awareness and building a support system.

- A full-time DSPS counselor was hired during the 2013-2014 academic year. The counselor is proficient in American Sign Language.

- The Clinical psychologist is facilitating an "Improving Personal Effectiveness" workshop series during Fall 2013. The goal of this workshop series is to equip students with disabilities with the skills necessary to be academically successful. The workshop topics included self-advocacy, communication skills, self-awareness, assertiveness skills, anger management, and building a support system.

- The Clinical psychologist is also facilitating an "On the Spectrum" group designed to support students with Asperger's Syndrome or on the Autism Spectrum during Fall 2013.

- The Clinical psychologist along with the SRC Director participate in the **A**ssessment**, I**ntervention**, and **M**anagement of **S**afety (AIMS) Team, a multidisciplinary campus threat assessment and behavioral intervention team that guides the campus community in effectively assessing and addressing threatening and/or concerning behaviors.

**Strategic Initiative D:** Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.

- Every academic year the SRC counselors prepare and mail out Outreach packets to the local high schools to better prepare incoming new students.

- The SRC facilitated the monthly presence of a Department of Rehabilitation counselor on campus for students to meet on an individual basis from 2008-2013. In doing so, SRC students with transportation issues had readily access to the Department of Rehabilitation liaison on campus.

- The SRC hosts an advisory committee meeting annually in collaboration with the Compton Center SRC. During these meetings an update to the program is provided as well as guidance garnered from the advisory group on issues facing the program. Some

years the representation is geared to address specific concerns. For example, in 2011-2012 additional community partners from Department of Rehabilitation (DOR), Marlton High School, Cerritos College, and community advocates were invited to structure the discussion around serving students who are Deaf/Hard of Hearing.  In 2012-2013 Workability III representatives and colleagues from other DSPS programs were invited to discuss contract opportunities with DOR, employment outcome measures, and impact of the Student Success Task Force recommendations on DSPS programs. In addition, during the 2011-2012 academic year, the SRC hosted a collaborative meeting which included representatives of area Department of Rehabilitation offices and K-12 districts.  Eighteen participants attended this meeting in addition to 4 students/alumni representatives.

- The SRC hosted a "Work Incentives" workshop in May 2011 in which there were 28 participants.  The goal of this workshop was to bring awareness to students with disabilities about the resources available to help them reach their employment goals.

- In addition, the SRC and the Career Center in partnership with Torrance Social Security Administration, Westside Center for Independent Living (WCIL), and Compton Department of Rehabilitation hosted a campus-wide resource panel and fair during April 2013.  The goal of this event was to familiarize students with community resources to assist in transitioning to the workforce.  There were 28 participants in this event.

- The SRC and campus representatives in partnership with Department of Mental Health hosted a campus-wide mental health awareness event during May 2012.  There were 25 agencies/organizations that participated in this event.  Various components of this event included, workshops, panels, and a resource fair.

- The SRC partners with the ECC Foster Kinship Education Program to provide presentations about Disabled Students Programs and Services.  The students served through the ECC Foster Kinship Education Program tend to have a higher number of Individual Educational Plans (IEPs) in the K-12 system due to more frequent school changes.

**Strategic Initiative E:** Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.

- SRC staff and faculty developed a four-year calendar for SLO assessments of instructional courses and support services.  The Director oversees and provides semester updates of the SRC's progress of assessment results. An internal team with cross representation of staff and faculty meet at least 2-3 times per semester to analyze results of assessments and plan future program level assessments. In addition to the TracDat system, a binder of SLO assessment statements, results and reflections are kept within the office.

**Strategic Initiative F:** Support facility and technology improvements to meet the needs of students, employees, and the community.

- A concerted effort to provide universal design for physical and technological access has been made and infused in the programs annual plans. One example is the integration of Assistive Technology (AT) throughout campus labs to provide equal access. The program purchased a site license of Read &Write Gold with options to share with staff, student and faculty for on site and home use. This program allows the user to hear and see written text simultaneously as well as utilize various study tools. Using a centralized server housed in ITS for AT has supported the effort and movement for providing access to various software applications in campus labs and classrooms.

## 9) Conclusions and Prioritized Recommendations
### a) Program's Strengths and Areas of Improvement

The SRC has an excellent and competent staff with knowledge of the current trends in the field. Faculty and staff remain current with the provision of services to students with disabilities through professional development. SRC Instructors foster concepts of universal design in their teaching. Enrollment in SRC courses is facilitated by ECC counselors, faculty, and program administrators. Curriculum is designed to strengthen the academic skills of students to support matriculation. SRC courses facilitate student retention by increasing student success. Collaboration and rapport are established with other ECC programs and instructions departments and divisions to support student access.

Due to the continued trend of increasing numbers of students with disabilities, the need for part-time counseling faculty is becoming more essential. Sufficient office space to accommodate staff, faculty, direct support service activities, and testing will be needed. Also improvements with regards to educational training and outreach efforts with on campus customers to encourage more integrated referral/use of services must be made. Training, implementation and utilization of universal design of accessibility must be made at a systemic level. Exploration of opportunities and alternative approaches to train faculty on disabilities can assist with providing a seamless delivery of accommodations to SRC students. Cross campus collaboration to address student discipline or behavioral concerns of students with disabilities must be encouraged. Evaluation of report data metrics must be done to analyze change in students, services, spending, and level of access and success of the SRC program. Curriculum should also be reviewed for efficacy for SRC students and technology trends.

## b) Prioritized List of Recommendations

The following is a prioritized list of recommendations from each of the respective sections of program review, corresponding primary strategic initiative and potential resource and cost, where applicable.

| Recommendation | SI | Resources/Cost |
|---|---|---|
| 1. Determine appropriate intervention strategies to address SB1456 implementation including students on probation or dismissal or those who may be impacted by new priority registration regulations. | B | Adjunct Counseling TBD; Materials for workshops; Forms; Outreach efforts |
| 2. Develop online educational plan program using universal design so students with disabilities will have equal access. | F | Cost will be subsumed by the college assuming an accessible system is selected |
| 3. Implement a traceable method of distributing or providing download site for Read &Write Gold, a screen reading and study skills software. The department currently has the license and permission; need a workable method for students to retrieve the software for use at home. | F | ITS/access on Portal |
| 4. Improve MyECC to incorporate universal design to provide greater access to students with disabilities. | F | Cost to be determined by ITS; Compliance Sheriff – free from HTCTU |
| 5. Collaborate with math and other discipline faculty to better understand core competencies for quantitative reasoning, course options for general education or transferable courses in math competency and establish course substitution options for quantitative reasoning for students whose educational limitations impact successful completion of general education requirements for degree and transfer. | B | Collaboration with faculty - no cost – within existing resources<br><br>Potential changes to transcript notation may result in resource/cost from A&R or ITS |
| 6. Review and update SAO's while implementing strategies learned from previous assessments. Confirm adherence to 4-year cycle. | E | Existing personnel and resources – TracDat – in kind and college resources |
| 7. Provide recommendations to facilities planning to promote universal design for accessibility and usability of all college capital projects. For example, | F | Outside consultant may support recognition of need and potential resolutions – |

| | | |
|---|---|---|
| classroom needs for support personnel, deaf and blind friendly environments, access for multiple wheelchair users, campus accessibility map, Braille on campus signage, etc. | | cost unknown |
| 8. Participate in the facilities planning process for the replacement of the Student Services building and APE facilities to ensure space (i.e. male/female accessible dressing rooms, expansion of the Adapted Fitness Lab, storage (i.e. student file storage, improved APE storage in pool area) and equipment needs for accessibility are addressed. | F | Existing personnel |
| 9. Four Full-Time Classified Staff - To provide and coordinate services for alternate media, interpreting, student services, projects, instructional support in the EDEV courses, assist with scheduling responsibilities, and cross-train staff in different areas.<br><br>(note: 3 of these positions are current vacancies) | B | Lead Interpreter Specialist - $70,665; Student Services Technician - $55,200 Staff Interpreter - $65,618 Student Service Advisor - $67,062 Office space, computer and related tools must be considered and factored. |
| 10. Four Part-Time Classified Staff - To provide direct in-class services for students – in- class assistance, interpreting and Real-Time Captioning. | B | Permanent part-time student service technicians $96,210 |
| 11. Establish program standards and goals for success and persistence in alignment with the practices at the college. (ACCJC recommendation) | E | No cost; data and other existing resources |
| 12. 12The SRC will develop a course to address the needs of students with developmental delays/intellectual disabilities who typically do not succeed nor benefit from the Educational Development courses which require cognitive and executive functioning skills that may be beyond the student's ability.  Such a course would, among other things, facilitate/liaison students with community resources which may better meet the students' needs. | A | Curriculum development, partnership with community agencies; perhaps development within adult education offerings; costs dependent on breadth of offerings and scope of program |
| 13. Computer replacement for out of warranty staff and High Tech Center machines including a printer for the LD component and an additional printer for the Test Accommodations component. | F | Estimate 22 machines for staff - $55,000; 31 machines for HTC - $77500 at $2500/system |
| 14. Five Adjunct Faculty – counseling, disability | B | $102,269 (average 60 |

| | | |
|---|---|---|
| specialists and instructional faculty. | | hours/week for 32 weeks) |
| 15. Twenty Casual/Student Employees - To provide direct in-class services for students on an as-needed basis.  With hiring restrictions in place need to have a pool of staff ready to work as-needed. | B | $227,500 (average $13 hourly rate for 25 hours/week for 35 weeks) |
| 16. Maintain and replace equipment (i.e. new pool lift, upgrade equipment in Fitness Lab, new standing frame, aerobic equipment, and weight training equipment), software and technology as needed in APE labs, classrooms and SRC to meet the needs of students and safety. | F | Cost dependent on specific items – estimate annual $15,000 |
| 17. Have accessible SMART-stations in the classrooms for ease of instructor access. Continually look for opportunities for inclusion of ideas that will go into action as institutional base standards for classrooms, technology, etc. | F | Cost assumed in bond or capital projects. |
| 18. Explore and revise EDEV 41 course to provide sequential courses for advancement of technical skills or utilization of assistive technology relative to an academic environment. | A | In kind resources |
| 19. Move towards electronic file management system to improve office space and to provide greater access to a growing student population. | G | Initial cost $15,000; annual cost varies by product averaging $5000 |
| 20. Split EDEV 31 into separate courses for writing and math support. | A | In kind resources for curriculum and FTEF |
| 21. One Full-Time Tenure Faculty Disability Specialist - To review disability documentation, approve provision of accommodations, and teach EDEV classes. | B | $76,065 |
| 22. Continue exploration of offering sections of APE and EDEV courses during Summer sessions and special topics to meet student needs; evaluate demand and effectiveness of such courses. | A | Estimate $3000 per section |
| 23. Develop a Deaf Culture course specifically designed for DHH students. | A | Existing resources/ personnel for curriculum development and instruction |

| | | |
|---|---|---|
| 24. Collaborative participation of divisions, SRC and facilities to address classroom facility and equipment needs. | F | May include outside consultant and use of bond funds |
| 25. Continue to benchmark on the institutional technology plan and any other plans the need for all institutional computer access be fully accessible and 508 compliant. | F | Cost unknown, potential for existing resources for training, awareness and implementation |
| 26. Continue to advocate for accessible exercise equipment in the ECC Fitness Center. | F | Dependent on machine selected - $2000-$5000 per machine |
| 27. Budget for change with the increase of computer literate students (on contemporary technology including, but not limited to IPADS, CCTV's, etc.) utilizing technology for all aspects of their student life including use in testing situations when an accommodation for disability related educational limitations. | B | Annually $5,000 |
| 28. One Full-Time Faculty Coordinator - To coordinate and work with curriculum reviews, updates, reports, and liaison with SRC staff and other campus instructors regarding universal design of curriculum, equitable treatment of student standards, etc. | B | $98,893 – 12 month position |
| 29. Develop a Disability Management course to benefit students' understanding of themselves in relation to their disability. The course would cover integration of limitations, an overview of the grief process related to the disability, appropriate self-advocacy and decision-making, self-regulation and social issues. | A | Curriculum development in kind; FTEF dependent on load - ~$3,000. |
| 30. Work with faculty on website, portal access, use of electronic devices as study tools and for test taking. | A | Outreach materials, training, etc. $5,000 |
| 31. Renumber all of the 400 series of Adapted Physical Education courses to numbers less than 300 which are typically assigned for lower division coursework. | F | Existing resources |

The following recommendations were added per the recommendation of the Academic Program Review Committee and is not reflective of prioritization. Such recommendations include recommendations that were not completed from the last Program Review completed in 2008-2009 and new recommendations as well.

| Recommendation | SI | Resources/Cost |
|---|---|---|
| 1. Sufficient ventilation system to regulate air flow throughout the office. Although facilities has addressed air flow/ HVAC concerns via work order, consistent temperature and flow is impeded by the structure of the office and existing air handler system. Thus, seasonally some offices continue to receive little or no air while others are irregularly cold or have too much air pressure. This pressure impacts adequate closure and security of the back door. | F | Facilities/TBD |
| 2. Covered area for student loading area. There is no sitting/waiting place for students using the on-campus drop-off/pick-up points. This continually becomes a problem with sun/heat and wind/rain. There has been a request for covered waiting areas for quite a long time in the facilities plan. The campus has three areas (Lemoli/Manhattan Beach Blvd. entrance, Crenshaw entrance, & campus auditorium). | F | Facilities/TBD |
| 3. Lowering of counters in Admissions and Records. This area has not been renovated, with the delay in Student Services Building planning and construction (originally slated for Spring 2009), this has not been addressed since the Chancellor's Office Technical Site Visit recommendation from February 2001. | F | Facilities/TBD |
| 4. Accessible bookstore offices. Staffing areas were renovated. However, completed renovation continues to not be accessible to patrons and staff with disabilities. | F | Facilities/TBD |
| 5. Accessible police shuttle. Although police will accompany persons using a wheelchair, the department does not have a cart or car with a chair lift. | F | Campus Police/TBD |
| 6. Improve strategies to disseminate student satisfaction surveys for the future. This activity has been tabled as other venues for surveys have been implemented in alignment with service area outcome assessment. | E | SRC/no cost – assumed within college resources |

| **7.** Include repeatability of special classes (i.e. APE) policy and procedures in school catalog, schedule of classes, SRC handbook, official outlines and syllabi, and website.  Curriculum is being updated Fall 2013, discussion and a process for repetition clearance has been devised in compliance with Title 5. Information is not available in all public places. | B | Existing resources |
|---|---|---|
| 8. Campus involvement in the integration of students with disabilities into the campus community. | B | Existing personnel |
| 9. Secure additional staff computers to support the growing Test Accommodation needs requiring computer access, specifically with accommodating assessment needs. | F | $2500 per system |
| 10. Space is needed for testing requiring computer use, and supports such as readers and transcribers and private settings for reduced distraction. | F | Facilities / TBD |
| 11. Additional training is needed to bring awareness and experience of use among a cadre of emergency response personnel to use evacuation chairs in the event of an emergency or outage. | F | Existing personnel |
| 12. Replacement of furniture in Testing Accommodations would allow for greater privacy within stations to reduce the need to use staff/faculty offices. | F | Estimate for SSVC 115 configuration - $19,000 |
| 13. Ground floor DSPS offices and Adapted PE classrooms with adjacent offices. | F | Existing resources/planning for new facilities |
| 14. Automatic doors at all main entrances of the building and office. | F | Assumed within new building construction |
| 15. Safety measures such as camera monitoring, panic buttons, and controlled access to various parts of the office. | F | $10,000 depending on new building configuration |
| 16. Lightweight doors with accessible handles. Currently the SRC has placed rubber grips on door handles as they are not compliant with ADA accessibility guidelines to meet | F | Assumed within new building construction |

| | | |
|---|---|---|
| the functional needs of our staff. | | |
| 17. Additional monitor/keyboard at counselor stations for student access. | F | $400 per station - $1200 total |
| 18. Office space large enough to accommodate at least 2 wheelchairs and family members or community resource liaisons during student meetings. | F | Assumed within new building construction |
| 19. Staff restrooms to include an accessible private room for individual use with a sofa to accommodate staff with disabilities. | F | Assumed within new building construction |
| 20. Unisex or single staff accessible restrooms for student use to accommodate students with personal attendants, transgender, nursing moms, etc. | F | Assumed within new building construction |
| 21. Conference rooms and public seating areas with adjustable table heights. | F | Assumed within new building construction |

## c) Explanation of Prioritization Process

Within the program, staff and faculty leads represent various components as part of our annual strategic planning and evaluative process. The components include direct student services, disability management and accommodations, alternate media production and technology, testing accommodations and academic offerings. These areas aligned well with the components of the program review template; hence, team members spearheaded different sections of this report. Furthermore, with several years of strategic planning, members of this team have a strong frame of reference and degree of expertise with evidence based planning and evaluation. Upon compilation of the report, the report was disseminated to the entire department for review and comments. Thereafter, the team met to review the comments and report, discuss the recommendations and participated in a two-step prioritization process. The prioritization ratings were then ranked as well as examined in other ways such as the average ratings, range of votes, etc. Last, the team reconvened to review, reprioritize and discuss prioritization of recommendations and items to forward for annual planning for 2014-2015.

Although related to the sections of the report, the recommendations span items that are related to campus needs, external compliance measures as well as SRC/APE specific needs. The recommendations are simply ranked and not further separated in categories based on location, categories, or timeframe.  Some of these recommendations are already in process such as developing a four-year timeline for learning outcome assessment, and planning for intervention with new students and those adversely impacted with SB 1456 changes.

## Appendix A: Fall 2012 Metrics

Provided as a sample of the data gathered and reported semesterly.

Special Resource Center
Fall 2012 - Metrics

| Primary Disability | SPECIAL RESOURCE CENTER (DSPS) | | |
|---|---|---|---|
| | Fall 2010 | Fall 2011 | Fall 2012 |
| Acquired Brain Injury | 107 | 110 | 97 |
| Developmentally Delayed Learner | 76 | 80 | 70 |
| Deaf and Hard-of-Hearing | 96 | 94 | 96 |
| Learning Disabled | 152 | 145 | 124 |
| Mobility Impaired | 239 | 270 | 223 |
| Other Disability | 530 | 630 | 678 |
| Psychological Disability | 139 | 166 | 163 |
| Speech/Language Impaired | 11 | 12 | 20 |
| Visually Impaired | 47 | 45 | 48 |
| **Total Students with Disabilities** | **1397** | **1552** | **1519** |
| **Number Change** | | **155** | **-33** |
| **Percent Change** | | **11.1%** | **-2.1%** |

Note: Data is Fall term of all active students regardless of number of contacts

| Contacts - Fall 2012 | | Primary | | Secondary | | |
|---|---|---|---|---|---|---|
| | Total | 4+ contacts | 1-3 contacts | Total | 4+ | 1-3 contacts |
| Acquired Brain Injury | 97 | 68 | 14 | 9 | 6 | 2 |
| Developmentally Delayed Learner | 70 | 40 | 12 | 14 | 4 | 4 |
| Deaf and Hard-of-Hearing | 96 | 69 | 12 | 2 | 1 | 1 |
| Learning Disabled | 124 | 50 | 31 | 6 | 1 | 1 |
| Mobility Impaired | 223 | 154 | 26 | 46 | 16 | 6 |
| Other Disability | 678 | 292 | 150 | 108 | 46 | 10 |
| Psychological Disability | 163 | 70 | 35 | 85 | 35 | 8 |
| Speech/Language Impaired | 20 | 6 | 5 | 30 | 14 | 0 |
| Visually Impaired | 48 | 26 | 5 | 15 | 6 | 4 |
| **Total Students with Disabilities** | **1519** | **775** | **290** | **315** | **129** | **36** |
| **New/Returning Students by Term** | | | | | | |
| Summer | 132 | 120 | 12 | | | |
| Fall 2012 | 177 | 130 | 46 | | | |
| Winter 2013 | 55 | 50 | 5 | | | |
| Spring 2013 (incomplete data) | 93 | 90 | 2 | | | |
| Pending Verification | 231 | 148 | 75 | | | |
| **Total New/Returning Students** | **688** | **538** | **140** | | | |

Note: Discrepancy of total students to those with contacts during the term reflect those who are active but may have not received contacts during the term. Students are inactivated once/year for MIS reporting purposes. DSPS requires minimum 4 contacts through the year for funding. A discrepancy in MIS reports for Fall 2012 data may have resulted in incomplete data submitted to the CO (loss of 8 funded students).
Note: New/Returning students may have been verified after term of service and not funded. This data needs further analysis.

| Support services | Fall 2010 | Fall 2011 | Fall 2012 | |
|---|---|---|---|---|
| Interpreting/RTC | | | | |
| # students - start of term | 53 | 56 | 54 | |
| # students - end of term | 37 | 50 | 49 | Please note metrics and data |
| # sections - start of term | 90 | 90 | 108 | collection elements and |
| # sections - end of term | 64 | 80 | 86 | processes for direct services are still being refined. Tools and |
| hours | 5435 | | | processes to facilitate capturing |
| cost of hourly ALP's | $ 184,920 | $ 218,867 | $ 179,075 | content continue to be explored. |
| Direct Support Services | | | | |
| In Class Assistants/Notetaker | 59 students / 65 sections | | | |
| Learning Facilitation / Alt Media Service assignments | N/A | | | |
| Testing Accomm - # students | 230 | 89 | 155 | |
| Total hours-direct services | N/A | | 4672 | |
| Cost of hourly support | $ 44,523 | $ 41,400 | $ 55,483 | |

## Appendix B: Testing Accommodations Data

AMS Test Accommodations SU 2009-SU 2013

| ECC | SU 2009 | FA 2009 | WI 2010 | SP 2010 | SU 2010 | FA 2010 | WI 2011 | SP 2011 | SU 2011 | FA 2011 | WI 2012 | SP 2012 | SU 2012 | FA 2012 | WI 2013 | SP 2013 | SU 2013 | FA 2013 | WI 2014 | SP 2014 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| # of Unduplicated Students with Test Accommodations | 16 | 179 | 10 | 160 | 65 | 204 | 72 | 168 | 88 | 328 | 12 | 237 | 12 | 362 | 22 | 238 | 105 | | | |
| # of Course Sections In Which Exams Given | 18 | 230 | 12 | 355 | 37 | 295 | 120 | 201 | 91 | 289 | 25 | 250 | 15 | 183 | 24 | 332 | 108 | | | |
| TEST APPOINTMENTS/PROCTORED (# of total exams taken avg 2hrs/appt) | 189 | 780 | 288 | 861 | 192 | 353 | 302 | 518 | 212 | 597 | 296 | 1041 | 225 | 618 | 204 | 1326 | 249 | | | |
| Total # of Classes Served | | | | | | | | | | | | | | | | | | | | |



AMS TA AREA SU 2009-SU 2013

- # of Unduplicated Students with Test Accommodations
- # of Course Sections In Which Exams Given
- TEST APPOINTMENTS/PROCTORED (# of total exams taken avg 2hrs/appt)
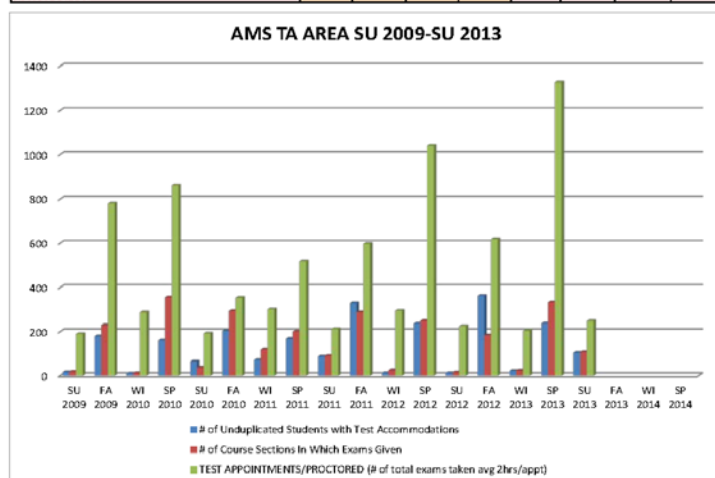
The data shows there has been an frequency increase of appointments per section/course per student. Appointments are on an average of a two hour length so as an example taking the 249 appointments for the SU 2013 X 2 there was need to cover (placing students, finding support staff as needed, communicating with instructors, etc) about 498 hours of service delivery.

Currently the TA Booth schedule area and rooms are covered via casual workers as the main point staff. During the period of SU 2009 - SU 2013 the following type of staff has been utilized:

The TA Booth is staffed for scheduling and proctoring exams 5 days a week during academic instruction periods. Hours are: Monday 8:30-6:30; Tuesday 8:30-5:30; Wednesday 8:30-4:00; Thursday 8:30-4:30; and Friday 9:00-12:30 for a total of 38 hours per week with additional data/prep period of an additional 6 hours per week for a total of 42 hours of coverage needs.

2 - casuals working as lead point person at the scheduling desk (1 working @ 30 hours /week and 1 working @ 15 hours/week for a total of 45 hours collectively)
10 - casuals working as needed for proctoring, reading, and/or transcribing for students
1 - district staff overseeing the opening/closing and smooth running of the TA Booth and assist in monitoring via camera the testing areas (1 working @ 8 hours/week)

With the concentration of math and science classes being offered in the SU (and for that matter throughout the regular semesters) there is a frequency of exams due to the rigors of the courses...as definitely seen in the SP to SP data.

With the parameters of utlizing hourly staff (< 25 hours a week and < 170 days in an academic school year) it will be difficult to maintain consistency in service delivery as it is now.

Starting July 1, 2013 the casual hourly coverage is now 2 - casuals (1 working @ 25 hours/week and 1 working @ 10 hours/week as TA support for a total of 35 hours /week collectively) ... the 10 casual workers will be available only as their time of 25 hours a week allows.

Recommend consideration of hiring a district staff position (FT/ PT) as the main point person at the TA Booth area. Thus stablizing the year to year needs as well as providing consistent and direct services for students and instructors. Besides customer service, duties include data updating and reporting, knowledge of school practices and communication methods, ability to working with confidential information in an open office environment.

| **Health Sciences and Athletics** <br> **Institutional (ILO), Program (PLO), and Course (SLO) Alignment** | | | | | |
|---|---|---|---|---|---|
| **Program: Special Resource Center** | **Number of Courses** <br> **14** | | **Date Updated:** <br> FALL 2013 | **Submitted by** <br> Dipte Patel   Ext.  3297 | |

**ILO Rating Rubric**

**4 -** A major focus of the course.  Direct instruction is provided.  Students are evaluated multiple times (and possibly in various ways) throughout the course.
**3 -** An important part of the course.  Some direct instruction is provided and students are evaluated on the concepts once or twice within the course.
**2-** Only a minor focus of the course.  Some instruction is given in the area but students are not formally evaluated on the concepts.
**1-** May be tangentially part of the class, but is not directly taught or evaluated or is not part of the course at all.

| **Institutional Learning Outcomes (ILOs)** | **I. Content Knowledge** | **II. Critical, Creative, and Analytical Thinking** | **III. Communication and Comprehension** | **IV. Professional and Personal Growth** | **V. Community and Collaboration** | **VI. Information and Technology Literacy** |
|---|---|---|---|---|---|---|
| **Overall Rating** | 4 | 2 | 2 | 3 | 2 | 1 |

| **Program Level SLOs** | **ILOs to PLOs Alignment** (Rate 1-4) | | | | | |
|---|---|---|---|---|---|---|
| | **I** | **II** | **III** | **IV** | **V** | **VI** |
| **PLO #1  Advocacy**  By participating in the Special Resource Center students will effectively advocate for educational services to meet their specific needs as evidenced by request, utilization, and timeliness of testing accommodations per recommendation. (SAO) | 2 | 3 | 4 | 3 | 1 | 3 |
| **PLO #2  The Integrated Campus Community**  Upon completion of one or more Educational Development courses and/or Special Resource Center (SRC) services, a student will apply requisite student skills in the integrated campus community. | 2 | 3 | 4 | 3 | 1 | 3 |

| | | | | | | |
|---|---|---|---|---|---|---|
| **PLO #3  Alternative Media Services**  By participating in the Special Resource Center, students will effectively use alternate media services (AMS) to meet their unique educational needs as documented by request, utilization, and timeliness of service process and product delivery. (SAO) | 3 | 2 | 4 | 3 | 2 | 2 |
| **PLO #4  Deaf or Hard of Hearing Services**  By participating in the Special Resource Center, students will request and use Deaf or Hard of Hearing services (ASL interpreting, Real-time captioning, Assistive Listening Devices) in a timely, effective and accountable manner. (SAO) | 2 | 2 | 4 | 3 | 2 | 3 |

| **Course Level SLOs** | **Course to PLO Alignment** *Mark with an X if you will use this SLO when assessing your PLO.* | | | | **ILOs to Course SLOs Alignment** (Rate 1-4) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **P1** | **P2** | **P3** | **P4** | **I** | **II** | **III** | **IV** | **V** | **VI** |
| **EDEV 8ab Basic Mathematics Preparation for Deaf and Hard of Hearing Students** **SLO #1 Order of Operations** Students will utilize the order of operations to add, subtract, multiply, divide and exponentate whole numbers and fractions. | | X | | | 4 | 4 | 1 | 1 | 1 | 2 |
| **EDEV 8ab Basic Mathematics Preparation for Deaf and Hard of Hearing Students** **SLO #2 Rounding** Students will estimate results of operations on whole numbers and fractions by utilizing rounding techniques. | | | | | | | | | | |
| **EDEV 8ab Basic Mathematics Preparation for Deaf and Hard of Hearing Students** **SLO #3 Divisibility Tests and Prime Factorization** Students will utilize divisibility tests and prime factorization to reduce fractions to lowest terms and perform operations on fractions. | | | | | | | | | | |
| **EDEV 9ab Advanced Mathematics Preparation for Deaf and Hard of Hearing Students:  SLO #1** **SLO #1 Decimals**  Students will demonstrate proper techniques to add, subtract, multiply and divide decimals. | | | | | | | | | | |
| **EDEV 9ab Advanced Mathematics Preparation for Deaf and Hard of Hearing Students** **SLO #2 Conversion** Students will analyze and convert rational numbers into decimals, fractions and percentages. | | | | | | | | | | |

| Course Level SLOs | Course to PLO Alignment *Mark with an X if you will use this SLO when assessing your PLO.* | | | | ILOs to Course SLOs Alignment (Rate 1-4) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **P1** | **P2** | **P3** | **P4** | **I** | **II** | **III** | **IV** | **V** | **VI** |
| **EDEV 9ab Advanced Mathematics Preparation for Deaf and Hard of Hearing Students** <br> **SLO #3 Rations, Proportions, and Percentages** Students will solve various application problems requiring use of rations, proportions, and percentages. | | | | | | | | | | |
| **EDEV 10abcd English Grammar for Deaf and Hard of Hearing Students** <br> **SLO #1 Sentence Parts** Student will identify subject and predicate in a sentence and demonstrate understanding of sentence parts and types. | | X | | | 4 | 3 | 1 | 1 | 1 | 1 |
| **EDEV 10abcd English Grammar for Deaf and Hard of Hearing Students** <br> **SLO #2 Adjectives** Student will write simple sentences using description words (adjectives). | | X | | | 4 | 3 | 1 | 1 | 1 | 1 |
| **EDEV 10abcd English Grammar for Deaf and Hard of Hearing Students** <br> **SLO #3 Tenses** Student will write simple sentences in past, present, and future tenses. | | | | | | | | | | |

| Course Level SLOs | Course to PLO Alignment<br>*Mark with an X if you will use this SLO when assessing your PLO.* | | | | ILOs to Course SLOs Alignment<br>(Rate 1-4) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | P1 | P2 | P3 | P4 | I | II | III | IV | V | VI |
| **EDEV 11abcd Writing and Reading for Deaf and Hard-of-Hearing Students**<br>**SLO #1 WH Questions** Student will locate answers to WH-Questions (who/what, do-what, where, when, why, & how). | | X | | | 4 | 3 | 1 | 1 | 1 | 1 |
| **EDEV 11abcd Writing and Reading for Deaf and Hard-of-Hearing Students**<br>**SLO #2 Ideas and Details** Student will identify main ideas and supporting details in a given reading passage. | | | | | | | | | | |
| **EDEV 11abcd Writing and Reading for Deaf and Hard-of-Hearing Students**<br>**SLO #3 Drafting** Students will demonstrate the prewriting and drafting steps of the writing process. | | | | | | | | | | |
| **EDEV 21 Career Preparation**<br>**SLO #1 Personal Profile** Students will recognize and describe the connection between their personal profile (interests, values, skills/aptitudes, personality) and a viable career choice. | | X | | | 4 | 3 | 4 | 3 | 3 | 1 |
| **EDEV 21 Career Preparation**<br>**SLO #2 Laws** Students will identify the laws which pertain to the rights of the disabled in the workplace. | | | | | | | | | | |
| **EDEV 21 Career Preparation**<br>**SLO #3 Job Search Documents** Students will prepare pertinent job-search documents. | | | | | | | | | | |
| **EDEV 22 Personal Assessment**<br>**SLO #1 Defense Mechanisms** Students will analyze defense mechanisms and their effect on academia, job/career, and relationships. | | X | | | 4 | 4 | 2 | 4 | 4 | 3 |
| **EDEV 22 Personal Assessment**<br>**SLO #2 Eight Principles** Students will develop and maintain a journal that defines the eight principles of college success. | | | | | | | | | | |

| Course Level SLOs | Course to PLO Alignment *Mark with an X if you will use this SLO when assessing your PLO.* | | | | ILOs to Course SLOs Alignment (Rate 1-4) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | P1 | P2 | P3 | P4 | I | II | III | IV | V | VI |
| **EDEV 22 Personal Assessment**<br>**SLO #3 Time Management** Students will compare and contrast different time management techniques. | | | | | | | | | | |

| Course Level SLOs | Course to PLO Alignment Mark with an X if you will use this SLO when assessing your PLO. | | | | ILOs to Course SLOs Alignment (Rate 1-4) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | P1 | P2 | P3 | P4 | I | II | III | IV | V | VI |
| **EDEV 29 Individualized Assessment of Learning** **SLO #1  Individual Learning Profile** Students will identify a plan for academic success based upon their individual strengths and weaknesses, and if appropriate, their use of accommodations and services provided by the SRC. | X | X | | | 4 | 1 | 1 | 4 | 1 | 1 |
| **EDEV 29 Individualized Assessment of Learning** **SLO #2 Disability Laws** Students will identify key legislative mandates that affect students with disabilities and postsecondary education. | | | | | | | | | | |
| **EDEV 29 Individualized Assessment of Learning** **SLO #3 Campus Resources for Academic Success** Students will identify campus resources to assist with academic success. | | | | | | | | | | |
| **EDEV 31abcd Increased Learning Performance** **SLO #1 Course Support** Students will demonstrate appropriate use of E.D. 31 course support to complete their assignments in concurrent ECC English and/or Math class(es). | | X | | | 3 | 4 | 4 | 3 | 1 | 3 |
| **EDEV 31abcd Increased Learning Performance** **SLO #2 Five Step Writing Process** Students will identify the components of the five-step writing process. | | | | | | | | | | |
| **EDEV 31abcd Increased Learning Performance** **SLO #3 Math Operations** Students will utilize the appropriate order of operations for the given math problem. | | | | | | | | | | |
| **EDEV 32ab Psychology of Effective Learning** **SLO #1 Behavior** Students will describe the major strategies to increase achievement oriented behavior. | | X | | | 4 | 3 | 3 | 3 | 2 | 2 |

| Course Level SLOs | Course to PLO Alignment *Mark with an X if you will use this SLO when assessing your PLO.* | | | | ILOs to Course SLOs Alignment (Rate 1-4) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **P1** | **P2** | **P3** | **P4** | **I** | **II** | **III** | **IV** | **V** | **VI** |
| **EDEV 32ab Psychology of Effective Learning** **SLO #2 Procrastination** Students will explain techniques for overcoming procrastination. | | | | | | | | | | |
| **EDEV 32ab Psychology of Effective Learning** **SLO #3 Goals** Students will explain criteria necessary for setting realistic goals. | | | | | | | | | | |

| Course Level SLOs | Course to PLO Alignment Mark with an X if you will use this SLO when assessing your PLO. | | | | ILOs to Course SLOs Alignment (Rate 1-4) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | P1 | P2 | P3 | P4 | I | II | III | IV | V | VI |
| **EDEV 33ab Specific Learning Strategies** **SLO #1 Academic Strategies** Students will identify strategies for academic success. | | X | | | 4 | 2 | 3 | 4 | 3 | 2 |
| **EDEV 33ab Specific Learning Strategies** **SLO #2 Learning Styles** Students will identify their preferred learning style and study techniques which are effective for that learning style. | | | | | | | | | | |
| **EDEV 33ab Specific Learning Strategies** **SLO #3 Memory Strategies** Students will identify mnemonic devices for improving memory of academic content. | | | | | | | | | | |
| **EDEV 35ab Reading Skills for Students with Learning Disabilities** **SLO #1 Word Recognition** Students will exemplify a variety of word recognition strategies. | | X | | | 4 | 3 | 3 | 2 | 2 | 3 |
| **EDEV 35ab Reading Skills for Students with Learning Disabilities** **SLO #2 Main Idea** Students will describe various techniques to determine the author's main idea. | | | | | | | | | | |
| **EDEV 35ab Reading Skills for Students with Learning Disabilities** **SLO #3 Supporting Details** Students will explain strategies to determine supporting details. | | | | | | | | | | |
| **EDEV 36ab Writing Skills for Students with Learning Disabilities** **SLO #1 Paragraph Components** Students will identify paragraph components including topic sentence, supporting details, and conclusion. | | X | | | 4 | 4 | 4 | 3 | 1 | 3 |
| **EDEV 36ab** Writing **Skills for Students with Learning Disabilities** **SLO #2 Paragraphs with Purpose** Students will write paragraphs specific to a variety of purposes including: Description, Definition, Process, and Persuasion. | | | | | | | | | | |

| Course Level SLOs | Course to PLO Alignment *Mark with an X if you will use this SLO when assessing your PLO.* | | | | ILOs to Course SLOs Alignment (Rate 1-4) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | P1 | P2 | P3 | P4 | I | II | III | IV | V | VI |
| **EDEV 36ab Writing Skills for Students with Learning Disabilities**<br>**SLO #3 Singular and Plural** Students will develop singular and plural predicates (verbs) based on the rules pertaining to each**.** | | | | | | | | | | |

| Course Level SLOs | Course to PLO Alignment | | | | ILOs to Course SLOs Alignment (Rate 1-4) | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Mark with an X if you will use this SLO when assessing your PLO.* | | | | | | | | | |
| | P1 | P2 | P3 | P4 | I | II | III | IV | V | VI |
| **EDEV 40 Assisted Computer Literacy**<br>**SLO# 1 Word Files** Students will develop and print specifically-named word Word files. | | X | | | 4 | 2 | 2 | 2 | 2 | 4 |
| **EDEV 40 Assisted Computer Literacy**<br>**SLO #2 Tab Functions** Students will utilize tab functions for editing files. | | | | | | | | | | |
| **EDEV 40 Assisted Computer Literacy**<br>**SLO #3 Power Point** Students will design a Power Point presentation. | | | | | | | | | | |
| **EDEV 41abcd Assisted Computer Technology Laboratory**<br>**SLO #1 Community Resources** Students will demonstrate the use of appropriate Assistive Technology (AT) to compare and contrast community resources offering AT. | | X | X | | 3 | 2 | 1 | 3 | 2 | 4 |
| **EDEV 41abcd Assisted Computer Technology Laboratory**<br>**SLO #2 Screen Reading** Students will demonstrate the ability to use the screen reading program Read & Write Gold to review a textbook and prepare a page of study notes. | | | | | | | | | | |
| **EDEV 41abcd Assisted Computer Technology Laboratory**<br>**SLO #3 ECC Portal** Students will utilize the appropriate AT to logon to my ECC and navigate the portal. | | | | | | | | | | |

# Health Sciences and Athletics
## Institutional (ILO), Program (PLO), and Course (SLO) Alignment

| Program: Special Resource Center | Number of Courses 7 | Date Updated: FALL 2013 | Submitted by R. Serr/M. Lipe |
|---|---|---|---|

**ILO Rating Rubric**

**4 -** A major focus of the course. Direct instruction is provided. Students are evaluated multiple times (and possibly in various ways) throughout the course.
**3 -** An important part of the course. Some direct instruction is provided and students are evaluated on the concepts once or twice within the course.
**2-** Only a minor focus of the course. Some instruction is given in the area but students are not formally evaluated on the concepts.
**1-** May be tangentially part of the class, but is not directly taught or evaluated or is not part of the course at all.

| Institutional Learning Outcomes (ILOs) | I. Content Knowledge | II. Critical, Creative, and Analytical Thinking | III. Communication and Comprehension | IV. Professional and Personal Growth | V. Community and Collaboration | VI. Information and Technology Literacy |
|---|---|---|---|---|---|---|
| Overall Rating | 4 | 2 | 2 | 3 | 2 | 1 |

| APE Program Level SLOs | ILOs to PLOs Alignment (Rate 1-4) | | | | | |
|---|---|---|---|---|---|---|
| | **I** | **II** | **III** | **IV** | **V** | **VI** |
| **PLO #1** Students in Adapted Physical Education courses will improve their fitness and/or skill development. | 4 | 3 | 2 | 4 | 1 | 1 |
| **PLO #2** Students will identify proper exercises and training strategies to enhance fitness and safety. | 4 | 3 | 2 | 4 | 1 | 1 |
| **PLO#3** Students will describe the benefits of exercise relative to each component of fitness. | 4 | 3 | 2 | 4 | 1 | 1 |

| APE Course Level SLOs | Course to PLO Alignment *Mark with an X if you will use this SLO when assessing your PLO.* | | | ILOs to Course SLOs Alignment (Rate 1-4) | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | P1 | P2 | P3 | I | II | III | IV | V | VI |
| **PE 201 Introduction to Adapted Physical Education** <br> **SLO #1 ROM** Students will demonstrate proper technique when performing Range of Motion exercises. | | | | | | | | | |
| **PE 201 Introduction to Adapted Physical Education** <br> **SLO #2 Appropriate Exercise** Students will identify appropriate exercise routines for students with various disabilities. | | | | | | | | | |
| **PE 201 Introduction to Adapted Physical Education** <br> **SLO #3 Contraindications** Students will identify contraindications of exercise for specific disability groups. | | | | | | | | | |
| **PE 400 Adapted Fitness** <br> **SLO #1 Components** Students will define the components of physical fitness and the methodology to improve each component. | | | | | | | | | |
| **PE 400 Adapted Fitness** <br> **SLO #2 Benefits** Students will describe the benefits of regular exercise. | | | | | | | | | |
| **PE 400 Adapted Fitness** <br> **SLO #3 Body Composition** Students will identify strategies to estimate and improve body composition. | | | | | | | | | |
| **PE 401 Adapted Strength Training** <br> **SLO#1 Appropriate Resistance** Students will identify appropriate resistance exercises for specific muscle groups. | | | | | | | | | |

| APE Course Level SLOs | Course to PLO Alignment *Mark with an X if you will use this SLO when assessing your PLO.* | | | ILOs to Course SLOs Alignment (Rate 1-4) | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | P1 | P2 | P3 | I | II | III | IV | V | VI |
| **PE 401 Adapted Strength Training** **SLO#2 Training Principles** Students will describe various training principles and strategies to improve muscle endurance and muscle strength. | | | | | | | | | |
| **PE 401 Adapted Strength Training** **SLO#3 Benefits** Students will describe the benefits of resistance exercise training. | | | | | | | | | |

| APE Course Level SLOs | Course to PLO Alignment *Mark with an X if you will use this SLO when assessing your PLO.* | | | ILOs to Course SLOs Alignment (Rate 1-4) | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | P1 | P2 | P3 | I | II | III | IV | V | VI |
| **PE 402 Adapted Swimming and Hydroexercise** **SLO #1 Variances** Students will identify how variances in surface area, speed of movement, turbulence, and buoyancy effects resistance when exercising in the water. | | | | | | | | | |
| **PE 402 Adapted Swimming and Hydroexercise** **SLO #2 Skills** Students will identify effective swimming skills related to the kick, arm action, and breathing. | | | | | | | | | |
| **PE 402 Adapted Swimming and Hydroexercise** **SLO #3 Buoyancy** Students will differentiate what factors affect one's buoyancy when swimming in the water. | | | | | | | | | |

| APE Course Level SLOs | Course to PLO Alignment<br><br>*Mark with an X if you will use this SLO when assessing your PLO.* | | | ILOs to Course SLOs Alignment<br>(Rate 1-4) | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **P1** | **P2** | **P3** | **I** | **II** | **III** | **IV** | **V** | **VI** |
| **PE 404 Cardiovascular Adapted Fitness**<br>**SLO #1 Heart Rate** Students will calculate one's target exercise heart rate for cardiovascular exercise with and identify its applications and limitations. | | | | | | | | | |
| **PE 404 Cardiovascular Adapted Fitness**<br>**SLO #2 Intensity** Students will estimate exercise intensity for improving cardiovascular fitness. | | | | | | | | | |
| **PE 404 Cardiovascular Adapted Fitness**<br>**SLO #3 Demonstrate Improvement** Students will demonstrate improvement in cardiovascular fitness. | | | | | | | | | |
| **PE 407 Adapted Bowling**<br>**SLO#1 Keeping Score** Students will demonstrate the process of keeping score. | | | | | | | | | |
| **PE 407 Adapted Bowling**<br>**SLO#2 Spare Strategies** Students will identify the appropriate strategies for executing various spare shots. | | | | | | | | | |
| **PE 407 Adapted Bowling**<br>**SLO#3 Terminology and Etiquette** Students will explain proper bowling terminology and lane etiquette. | | | | | | | | | |

| APE Course Level SLOs | Course to PLO Alignment *Mark with an X if you will use this SLO when assessing your PLO.* | | | ILOs to Course SLOs Alignment (Rate 1-4) | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **P1** | **P2** | **P3** | **I** | **II** | **III** | **IV** | **V** | **VI** |
| **PE 409 Adapted Yoga** <br> **SLO#1 Skill** Students will develop more self-awareness and demonstrate the appropriate individualized adaptation of a series of poses and breathing techniques. | | | | | | | | | |
| **PE 409 Adapted Yoga** <br> **SLO #2 Fitness** Students will identify the wellness/fitness components that are positively affected by a Yoga Practice. | | | | | | | | | |
| **PE 409 Adapted Yoga** <br> **SLO #3 Benefits** Students will define Yoga and describe its personal benefits and adaptation strategies. | | | | | | | | | |