Special Resource Center
&
Adapted Physical Education
Program Review

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Submitted by the Management, Faculty and Staff of the Special Resource Center

El Camino College
Division of Health Sciences and Athletics
Special Resource Center/Adapted Physical Education
Program Review

I. Overview

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 1,200 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 Disability 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. Additionally, Administrative Unit/Front Desk and Special Projects support all of the above program areas. The SRC staff is comprised of 23 full-time and part-time permanent employees including 2 vacant positions, five adjunct faculty, and almost 100 student, hourly/casual, temporary classified employees who are hired based on need and budgetary limitations.

According to the 2007-2008 Weighted Student count, El Camino College's DSPS program served over 1,200 students with disabilities in the following categories: Acquired Brain Injury (ABI) (76); Developmental Delayed (93); Deaf or Hard of Hearing (82), Learning Disabled (242), Mobility (236), Psychological (96), Speech (13), Vision (38) and other (375). These

statistics reflect only those students who received at least four or more contacts within this academic year.

The Adapted Physical Education program is designed for students with disabilities providing personalized and self-paced fitness; examples are swimming and bowling type courses. 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 and safe exercise programs for each student. Paid 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 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. A full-time APE faculty position was created and filled in 1980 and 36 students enrolled in three sections of APE courses. With the program steadily growing, a second full-time instructor was hired during 1996. Today the program offers 14 sections of APE courses and serves 240 non-duplicating students.

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 counselor salaries which are allocated by the district. Thus, the provision of most support services, including but not limited to in-class assistance, reader, transcription, interpreting, Real Time Captioning (RTC), electronic note-taking and Assisted Listening Devices (ALD's) are covered by DSPS funding. Via hourly/casual augmentation of funding, 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.

B. Status of Previous Recommendations

The last SRC Program Review was completed in 1994-1995 and self-study review in 1999-2000. Adapted PE completed a program review in April 2000. Due to the long lapse in time since the Program Review was completed and the changing needs of the SRC; recommendations provided in this report were identified from the SRC's last Chancellor's office categorical program review, conducted in February 2001. The following lists the compliance issue and other recommendations noted and the progress towards these recommendations.

Administrative/Leadership

- Develop and monitor system for tracking Facilities plant projects. **Completed**
  A Facilities Master Plan Report is published monthly and communicates the status of facilities projects.

- Consider assigning a new individual to the role of ADA coordinator. **Completed**
  Explored options, identified Leo Middleton, Director of Staff and Student Diversity, as ADA coordinator in January 2004. This will need to be revisited; Barbara Perez is currently filling this role on an interim basis.
- Incorporate DSPS data in institutional reports/statistics. **Completed**
- Consider implementing a Crisis Intervention Model to take a proactive step toward handling students in crisis. **Partially Completed**
  Various departments and individuals on campus have expressed interest and initiated discussion on development of a crisis intervention team. However, a formal model has yet to be established. SRC representation and participation is one part of the collective body.

Programs/Services

- Institution lacks Course Substitutions/Waiver Policy (only compliance issue identified). **Completed**
  Academic Accommodations for Students with Disabilities – Board Policy 4055 – policy, procedures, and corresponding forms completed and Board approved on October 2003.
- Evaluate SRC staffing needs to better meet the counseling needs of students. **Completed**
  Counselor position approved 2004; hired Fall 2004
- Explore alternative approaches to training faculty on disabilities. **Completed**
  Consistently offering training opportunities to faculty through various staff development and other avenues to include disability awareness workshops; new faculty orientations; assistive technology applications trainings (K3000, Inspiration); hosting open houses and tours; Disability Awareness Month workshops/activities; developed a faculty handbook and Accommodating Students with Disabilities CD-Rom (in conjunction with Utah State University), flex day workshops; department and division specific presentations; informative flyers on working with students with Learning Disabilities and students who are Deaf and Hard-of-Hearing. Continuing to diversify methods of providing information including resources available on the SRC website.

Facilities/Physical Plant

- Design a clearly defined process for requesting building modifications for ADA compliance. **Completed**
  In 2003, all campus buildings were surveyed and the necessary ADA modifications were identified.
- Address the working and maintenance problems of elevators and lifts. **Completed**
  New specifications for the elevator service contract were developed in 2003 which included ongoing preventative maintenance. Facilities staff consistently notifies the SRC, divisional staff and the Office of Safety and Health regarding the alternate elevator's location in the event an elevator is out of service for more than 24 hours. Moreover, new construction is allowing for replacement of several elevators.
- Address critical facilities access problems:
  There is a need for contrast striping to be painted onto the steps located across campus. **Completed**
  Non-skid striping or contrasting nosing has been applied to all campus steps.

- There is a need for additional electric doors for access to all buildings; and in particular, to ensure front access to the Administration and Student Services buildings. **Completed**
  Both the Administration and Student Services buildings have automatic doors installed.
- The lift in the Natural Sciences building is not functional. **Completed**
  The lift was removed and replaced by a series of ramps.
- A campus accessibility map is needed for students. **Incomplete**
  Although the campus accessibility map is still an outstanding project, tactile maps are now available for the visually-impaired students.
- Braille is lacking on most buildings and in some elevators. **Partially Completed**
  All new and renovated buildings include Braille signage.
- There is no covered area available for students to wait for transit. **Partially Completed**
  A covered area is planned for the transit area when the adjacent parking lot is reconfigured.
- Though the college is considering remodeling some areas, the Admissions and Records counters need lowering; and the Bookstore needs major consideration (inaccessible offices, dangerous hazard under stairs). **Partially Completed**
  Design work is under way to replace the Student Services Building and renovate the Bookstore. Bookstore plans are complete and construction is planned for Spring 2009. ADA requirements are being addressed in those plans.
- The police shuttle that is available to students in the evening does not provide wheelchair access. **Incomplete**
  Chief Trevis is in the process of getting estimates for the cost of an accessible shuttle.

The following are recommendations and status updates from the institutional Adapted Physical Education program review, which was submitted April 2000.

Criteria One: Program Integrity

- Establish and advertise a mission statement for the Adapted Physical Education program that is in concert with the Special Resource Center and El Camino College. **Completed**
  The mission statement is paraphrased within the program brochure and is in concert with both the SRC and ECC missions' statements. Listed below is the APE Mission Statement:

  > *Our Adapted Physical Education program provides fitness opportunities in an educational setting for adults with disabilities. The program is self-paced and features personalized instruction in fitness, swimming, and bowling type activities. Exercise programs are designed to meet the needs and interests of each student.*

- Develop a web page that advertises the Adapted Physical Education program. **Partially Completed**
  The APE program is advertised with course offerings and name of instructors through the SRC's web page. The program is also listed in the Physical Education's website under Health Sciences and Athletics. Video clips of activities and pictures of instructors are requested additions to the web page.
- Establish a plan noting State Law, District Policy and Challenge Procedures for "special course" repeatability thus allowing students to take an APE course greater than four times. **Partially Completed**

SRC personnel process student's course-repeat petitions prior to registration. APE instructors determine who is eligible. Eligibility requirements include (1) verification of disability, (2) measurable progress, and (3) completed Student Educational Contract (SEC). The SRC Student Handbook needs to be updated to include state law, district policy, and challenge procedures for special course repeatability. Furthermore, determination if there is an existing challenge procedure is necessary.

- Include repeatability of special courses policy and procedures in college catalog, schedule of classes, SRC handbook, official outlines and syllabi. **Partially Completed**
  Information is only noted in the college catalog. The Course Repetition Policy and Procedures (Board Policy 4225) reports that limitations do not apply to special courses designed for students with disabilities. Consideration is being given to adding information on the website, schedule of classes, SRC's student handbook, course outlines, and syllabi.
- Review curriculum offerings and make necessary changes to improve program integrity and to adequately meet the needs of the community. **Completed**
  Title 5 mandates that curriculum is reviewed every 6 years and the entire APE curriculum has been reviewed within this timeframe. To meet the community needs, PE 409abcd-Adapted Yoga was approved by the College Curriculum Committee (CCC) on October 28, 2008 and will be available during the Fall 2009 semester.
- Review district policy regarding a student taking multiple sections of a specific course during one semester. If necessary, develop an action plan to make recommended changes of policy to accommodate the APE program's mission statement, curriculum, and repeatability needs. **Partially Completed**
  Title 5 does not allow a student to take multiple sections of a specific course during the 8- or 16-week term. In years past, a student would consult with the Division's Dean and obtain permission to take multiple sections. Currently, students enrolling in APE courses are able to enroll in multiple sections without permission from the Dean. With limited sections of APE courses, having the opportunity to take multiple sections is recommended and has merit.
- Because of the 1994 student survey having a high percentage of "no-opinion" responses, it is important to develop a questionnaire that will further investigate the following:
  a) Program prepares students to use community fitness centers or community pools. (25% - Question #32)
  b) Program improved student's independence. (21% - Question #42)
  c) Program prepares students to mainstream into non-adapted physical education courses. (27% - Question #31)

  Partially Completed
  APE instructors have communicated with many students regarding their physical fitness plans. Finances, accessibility issues, specialized equipment, instructor expertise, and social preferences are key elements that lead students to repeat APE courses versus pursuing community fitness centers or participating in non-adapted physical education courses. The least restrictive environment for students with disabilities also justifies students in repeating APE courses. It is recommended to continue to communicate verbally with students regarding their fitness plans and make notes of their preferences, successes, challenges, and barriers when pursuing physical fitness and exercise.

Criteria Two: Instruction Program

- Provide instructors with computer on-line access to student information (i.e. Student Educational Contracts, enrollment history, medications, etc.). This information should be accessible from faculty offices and classrooms. Having this information readily available will improve faculty time management and will assist with the development of student goals. **Incomplete**
  The Student Educational Contract is in a paper hard-copy format. Need to consult with the Director of the SRC and Information Technology Systems (ITS) to ascertain the feasibility of having a secure user on-line access to a student's SEC with editing options.
- Administer a student survey regarding course repeatability as noted in the Program Integrity component. **Incomplete**
  Students in the APE program are well informed of the opportunity and criteria for special course repeats greater than the advertised four times (abcd). Administering a student survey is not necessary.
- Establish a Course Repeatability Plan as noted earlier in the Program Integrity component. **Partially Completed**
  See comments in Criteria One: Program Integrity.
- Continue upgrading exercise equipment and assessment tools to aid the instructor in documenting measurable progress objectively. **Completed**
  Current cardiovascular exercise equipment (i.e. treadmills, arm/leg cycles, and recumbent steppers) have caloric expenditure, average watts, exercise heart rates and distance data for documenting measurable progress of exercise.
- Continue upgrading instructional and technical equipment for the classroom. **Partially Completed**
  Audiovisual needs for swimming classes needs to be improved. The television and/or VCR are broken and needs repair. There are also opportunities to use an underwater camera for videotaping students with their swimming skills.
- Establish a form that will provide documentation regarding measurable progress to students' goals with his/her PE 407abcd – Adapted Sports and Games course. **Completed**
  Student's progress of bowling including high games, high game series, and average scores is documented on a weekly basis.
- Investigate the feasibility of future sections of APE courses for future growth. **Partially Completed**
  13 – 14 sections of APE courses are typically offered during the Fall and Spring terms. One section of an additional course, PE 409abcd- Adapted Yoga, will be added in Fall 2009.
- Investigate the feasibility of future Community Education classes. **Completed**
  Years ago, wheelchair tennis was offered with enrollment less than 10. Classes were held on Friday afternoons with a cost of $20. Class was discontinued after three years due to limited interest. Beginning in 2009, Nicki Benjamin, a casual employee within the SRC will be teaching a community education class – *Silent Yoga* which is designed for the deaf community pending sufficient enrollment.
- Investigate the feasibility of future Competitive Sport program. **Partially Completed**
  Rarely are there student inquiries about wheelchair sports. Such inquiries are referred to Rancho Los Amigos Rehabilitation Center and National Organizations (i.e. National

Wheelchair Basketball Association, National Federation of Wheelchair Tennis, etc.). Need to consult with others regarding the feasibility of wheelchair sports here at El Camino College.

- Consult with Nursing Director and counselors and investigate the reasons why Introduction to APE, PE 201, enrollment has decreased. If appropriate, develop strategies to increase enrollment. **Partially Completed**
  PE 201 enrollment has decreased significantly as the course is no longer a pre-requisite to the Nursing program. Enrollment for one section is typically 12-15 students. Counselor, Ken Key continues to be an advocate and advertises the class during his orientations for perspective nursing students. The nursing program may give incentives for students enrolling into the class. PE 201 may be a recommended course for a future personal trainer certificate program. This course would be ideal for personal trainers as they will serve individuals with disabilities in fitness programs. A future Therapeutic Exercise course may also include practical experience for students working in the APE program.

Criteria Three: Support Services

- Consult with Parking Committee regarding short and long term planning. **Partially Completed**
  A representative from the SRC serves on the Parking Committee as the SRC liaison. There needs to be continued efforts in advocating for more handicap parking spaces and for a wheelchair accessible shuttle that provides service for daytime and evening students since the institutional practice is to follow the letter of the law regarding ADA accessibility guidelines which is a representative of minimum standards.
- Collaborate with Student Health Center regarding options for students when Student Health Center is not open. **Completed**
  During class sessions the Health Center services and hours of operation are advertised and flyers are posted. The Health Center is hoping to expand hours and services for students but would need to increase fees. Currently, the Health Center is not open during the Winter and Summer sessions and hours are limited at night and on Fridays.
- Consult with Campus Police regarding shuttle service and provide suggestions that would assist mobility impaired students to and from their classes. **Complete** See comments above.

Criteria Four: Faculty and Staff

- Forecast the program's need for Teacher Assistants. Communicate needs to Director and Divisional Dean for budget augmentation if necessary. **Partially Completed**
  Communication has only been with the Director of the SRC regarding the need for student workers. The number of assistants needed for the program is typically 2-3 student workers per class. Assistance is also received during the classes from volunteers and from PE 201 students serving their lab hours (2 hours per week).
- Develop job descriptions and criteria for advancement for Teacher Assistant positions. **Partially Completed**
  Although there are criteria for advancement with Student Worker positions I – IV, the APE student workers remain at the SW I level with the lowest earning rate of A ($8.00 / hour). Need to investigate the criteria for Student Worker advancements with Position Titles (SW I-V) and Hourly Rates (A-F). There is one assistant who is classified as a Casual Worker IV with an hourly salary of $12.50.

- Search for a part-time instructor who is "credentialed" for future growth and/or substitution needs. **Partially Completed**
  Lucia Drever received her Masters degrees in Adapted Physical Education at CSULB. She is an ideal candidate and probably meets the minimal qualifications for hiring. Need to contact the ECC's Human Resource department and APE directors at nearby CSU schools and inform them about the California Post-Secondary Education and Disability (CAPED) APE Interest Group's position paper regarding the minimal qualifications of instructors and specifically to the content of the 15 units of upper division work related to APE.
- Investigate strategies to increase the number of volunteers working in the program. **Completed**
  Caregivers, spouses, etc. are encouraged to work as volunteers in the program. It is advertised that students need to negotiate the campus independently, take care of personal needs, and have some degree of independence during class. Currently there are approximately 25 volunteers. Each volunteer submits paperwork (Form # 20048) to HR and obtains fingerprinting through Campus Police.

Criteria Five: Library and Learning Resources

- Research the type of disability and sport videos that would interest both the students and instructors. **Partially Completed**
  Videos from Humanities and Sciences, Inc. on specific disabilities are available in the Adapted PE office. Video topics include spinal cord injury, cerebral palsy, stroke, and multiple sclerosis. Included in ECC's media services are recreational videos entitled "No Barriers, the Mark Wellman Story" and "Beyond the Barriers". There are also educational videos on the Paralympics and wheelchair tennis. Continue to purchase videos or other media that focus on sport, recreation, and specific disabilities.
- Determine the feasibility for student video access. **Incomplete**
  Need to determine how students can view videos at school or home. Need to consult with the Learning Resource Center as they have monitors for students to view videos and/or DVDs.
- Develop a purchase plan for videos for student and instructor use. **Partially Completed**
  Media Services provides opportunities on an annual basis to purchase new videos for instructor use only. Need to consult with the Learning Resource Center for student viewing of videos. Investigate if media needs to be closed captioned, etc.
- Develop a reference list for faculty and students regarding availability of textbooks, periodicals, and videos that pertain to APE. **Incomplete**
  In addition to compiling a list of references, include contact information such as, ISBN, author, phone number, website, etc. Need to advertise list to faculty and students. See comments above and below.
- Develop a list of reference textbooks that would be useful for students in the library. **Incomplete**
  Add to the following textbooks listed below and forward to Ed Martinez, ECC Librarian. Determine if there are funds for the purchasing of these textbooks.
  a) Adapted Physical Education for Adults with Disabilities, by Lasko/Knopf
  b) Conditioning with Physical Disabilities by Lockette/Keyes
  c) Exercise Testing and Exercise Prescription for Special Cases, by Skinner
  d) Fitness Programming and Physical Disability, by Miller

e) Fitness and Rehabilitation Programs for Special Populations, by Rimmer

Criteria Six: Physical Facilities

- Inventory the quantity and working condition of current exercise and aquatic equipment. **Complete**
  Exercise and aquatic equipment is inventoried on a yearly basis. The equipment is assessed regarding its working condition and recommendations are made if the item needs to be repaired or replaced. Equipment needing repair is pursued on a continual basis and would benefit from a regular preventative maintenance person. Surplus of equipment is sometimes necessary and Form #20120 is utilized.
- Assess program needs and develop a "wish list" for future exercise and aquatic equipment. **Partially Completed**
  A "wish list" is developed on an annual basis with notation of priority. Vendors and quotes are obtained and submitted to the Division office for purchase consideration. A preventative maintenance person needs to be hired periodically to service exercise equipment such as treadmills, cycles, and weighted machines and pulleys.
- Investigate pool lifts and costs that would include features such as independent use and a rigid seat protecting the hip from bending 90 degrees. **Completed**
  A new Traveler Pool Lift with a mobile cart was recently purchased. The lift has a 350 pound capacity and can be operated by the user independently. The lift can be moved via cart from the shallow pool to the deep pool. This lift complements the existing pool lift (Swim Lift II) which operates by water pressure and has a 370 pound capacity. This lift is stationary and assists students in and out of the shallow water.
- Develop a plan that will improve the storage area that houses dry and wet aquatic equipment. **Partially Completed**
  Aquatic equipment such as hand/leg buoys, wet vests, ankle weights, force fins, webbed gloves, neck collars are all stored in a locked wooden cabinet. Other flotation belts, noodles, and fins are stored in open bins around the perimeter of the pool. Need a secure area for wet aquatic items to dry with open air ventilation.
- Develop a plan that will improve student dressing and shower needs. **Completed**
  In addition to the men's and women's locker rooms for dressing and shower needs, a small room at the south side of the pool building is used. This room is dedicated for students who use personal attendants for dressing needs only. There is only a small room available in the pool building for shower, dressing, and bathroom needs. Wheelchair ramps and transfer tables are located in both shower facilities. A request has been made to purchase two shower chairs for each locker room.
- Investigate the dressing/shower room facilities and determine if they are meeting the needs of our students. **Completed**
  See comments above.

Criteria Seven: Financial Stability

- Secure year-to-year budget. **Partially Completed**
  The SRC provides funding for casual and student assistants in the program on an annual basis. Both the SRC and the Division have made contributions to the program in the purchasing of new exercise equipment. Need to secure salary for part-time instructor for Adapted Yoga and maybe other APE courses that become open due to retirement and/or an increase in students participating in the program.

- Develop short/long term goals regarding new equipment with anticipating costs. **Partially Completed**
  On a short term basis (yearly), exercise equipment needs were identified and prioritized to the Division. A "wish list" is also submitted to the SRC when extra funds are available. Recommended vendors and quote costs are provided. Long term goals need to be evaluated regarding exercise equipment. Floor space, storage and the maintenance of equipment need to be taken into consideration. Although there is a budget for repairs, there is no preventative maintenance service program.
- Develop Action and Unit Plans. **Incomplete**
  Need to communicate with the SRC Director and Divisional Dean regarding the budgetary and instructional needs by completing and updating the Plan Builder's Trends and Projections Form.
- Continue pursuing "secondary" disabilities with students in the program to receive additional categorical funding. **Completed**
  Full-time APE instructors continue to update Student Educational Contracts and obtain disability verification forms indicating both primary and secondary disabilities.

Criteria Eight: Governance and Administration

- Improve dialog between full-time APE instructors and other instructors who teach APE courses. **Partially Completed**
  Full-time instructors communicate with others regarding course repeat petitions, registration, and provide assistance with Student Educational Contracts. APE updates are also provided at the SRC department meetings on a regular basis.
- Communicate with Administration, Faculty, and Staff, the problem with seat capacity and its fluctuation during registration. Develop a plan that will meet the needs of the APE program and will improve program integrity. **Completed**
  Community College APE programs throughout the State are typically small in enrollment size. ECC APE's seat capacity for each class is 20 with a waiting list of 5. This number is appropriate as it provides an environment that is conducive for student safety, productivity and for personalized instruction. The Admissions Office allows enrollment of new students after the 1st census date. This is helpful because referrals are received from physicians and therapists as their patients seek exercise opportunities after rehabilitation. Although the College does not receive apportionment money for these students, the DSPS department receives categorical funding. Serving these students meets their personal needs and facilitates their enrollment is subsequent semesters.

II. Program Data

A. Student/Client Satisfaction

A satisfaction survey was drafted, disseminated and results reported with the assistance of Institutional Research during Spring 2008. The survey was a conglomerate of questions pulled from previous surveys of the SRC and samples from other institutions. The surveys were administered to students taking SRC courses, distributed by the front desk staff and counselors, and were available for completion via online. There were 163 surveys collected of which eight were completed online. The number of respondents for the majority of the questions varied between 36 and 159. Since the majority of surveys were collected from students enrolled in Educational Development courses, the student make-up is more reflective of new students (1st semester and 2nd semester). Anecdotal evidence reported by instructors indicates that students are not yet aware of what services are available to them, being that they are new students. Thus, it was not surprising that there is a lower number of respondents for some of the questions related to specific services or accommodations. However, some general campus or SRC related questions had a lower response rate than expected. The following are items of note from the surveys (see Appendix A for complete survey results and Appendix B for survey comments collected from paper surveys).

Disability: the categories used by students to self report their disability. Eighty-five percent of the students responded to the question. Only 3% (4 out of 139) reported having a "Brain Injury", 1% (1 out of 139) reported having Developmental Delay", 3% (4 out of 139) reported having a "Psychological Disability", as opposed to 51% (71 out of 139) reported having "Learning Disability". Anecdotal evidence indicates that students are not aware of how to describe their disability. Students are often unable to differentiate between the terms used such as "Brain Injury", "Developmental Delay", "Learning Disability", and "Psychological Disability". This area is of note as it may impact students' ability to advocate for support or accommodations in both an academic and career arena. Recommendations would include workshops or orientations regarding disability and self advocacy including workshops on disability awareness or other topics from community specialists.

Enrollment: the length of time the respondent has been enrolled as a student at ECC. Ninety-two percent (150 out of 163) completed this question. Of which 55% have attended one year or less and 45% attended more than 2 years. Note this survey was disseminated one year prior to the final submission of the program review.

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

SRC staff: students feel welcomed by the staff or are satisfied with their support. Overall, students are satisfied with their interaction and support from the SRC staff. Ninety-four percent (30 out of 32) indicated they feel welcomed by the staff. Seventy-five percent (18 out of 24) indicated they feel the staff helped them prepare for the future.

***SRC Services**:* testing accommodations, alternate media, and note-taking. Sixty-four percent (14 out of 22) of the students indicated they worked closely with a SRC counselor/staff. Additionally, 78% (21 out of 27) indicated the SRC helped the student meet his/her goals. The low number of responses can be attributed to the fact that the majority of responses were collected from students enrolled in Educational Development classes. Additionally, despite efforts of disseminating paper and online surveys, responses were not adequately collected from students taking general education courses and thus were unable to capture a true picture of all students utilizing SRC services.

Table 1 indicates the number of students who responded to the various areas of service and their level of satisfaction. This table was provided to demonstrate the variance in number of respondents to survey questions.

Table 1: Satisfaction by Service – Student Survey

Area/Type of Service	Survey Question	# of Respondents	Frequency Satisfied*	Percentage Satisfied*
Reception	Knowledgeable staff	146	127	87%
	Courteous staff	146	121	83%
	Helpful staff	141	123	87%
	Office Facility	144	118	82%
	Recommend services	143	114	80%
Counseling	Appropriate and helpful	132	121	92%
	Timely appointment scheduling	138	110	80%
	Contributed to academic success	130	93	72%
	Disability sensitivity	133	98	74%
Disability Specialist	Timely appointment scheduling	125	99	79%
	Understanding of needs	126	96	76%
	Awareness of documentation required	123	86	70%
	Follow-up on request	119	78	66%
	Recommendation of on campus services	118	88	75%
	Recommendation of off campus services	112	72	64%
	Contributed to academic success	118	81	69%
Note-taking Services	Timeliness of service	107	74	69%
	Provided as scheduled	105	69	66%
	Quality	104	60	58%
	Knowledgeable of how to use	118	80	68%
	Contributed to academic success	107	67	63%

Testing Accommodations	Scheduling knowledge	134	95	71%
	SRC staff helpful with scheduling	121	89	74%
	Tests available as scheduled	120	87	73%
	Cooperative professors	128	94	73%
	Comfort of testing room	110	82	75%
	Quiet testing room	115	90	78%
	Knowledge of how to use	120	84	70%
	Contributed to academic success	118	80	68%
Alternate Media	Timely availability	92	60	65%
	Quality of materials	89	52	58%
	Knowledgeable of how to use	94	58	62%
	Contributed to my academic success	95	66	69%
In Class Assistance/ Learning Facilitation	Timely availability	122	97	80%
	Provided as scheduled	122	89	73%
	Quality	123	84	68%
	Knowledge of how to use	116	82	71%
	Contributed to academic success	113	79	70%
Interpreting Services	Timely availability	74	54	73%
	Provided as scheduled	79	57	72%
	Quality	76	56	74%
	Contributed to academic success	70	48	69%

*Satisfaction is considered "strongly agree" or "agree" with the statement
*Excludes number of respondents who marked "Not/Applicable" (N/A)

***Campus**:* Instructors, campus response to students with disabilities. Seventy-two percent (108 out of 149) indicated satisfaction with campus responsiveness to students with disabilities. However, 28% (41 out of 149) indicated a neutral or dissatisfied response to the campus responsiveness to students with disabilities which leads to a recommendation for more campus involvement in the integration of students with disabilities into the campus community. Satisfaction with instructors' cooperativeness and compliance with requested accommodations is 73% (108 out of 147). However, 27% (39 out of 147) indicated a neutral or dissatisfied response to the professor cooperativeness which lends to the recommendation of faculty workshops and orientations about the SRC program and services. Notably, only 28% (15 out of 53) indicated that the High Tech Center's access devices met their student needs of which 34 students (64%) indicated not applicable which leads to a recommendation to ascertain if students are aware or

knowledgeable of assistive technology and equipment or lack of applicability explains the low response.

Furthermore, 91% (29 out of 32) of the students indicated they are aware they have rights as a student with a disability. This indicates 3 out of 36 are neutral or disagree and an additional 4 non-respondents leads to a recommendation of evaluation of existing workshops and the incorporation of the content material of the student handbook into existing workshops as many students may not be identified or aware of services in addition to these students. Strategies to better orient new students need to also be addressed.

Note that survey findings are not inclusive of all 1,200 SRC students, but is more reflective of new students. Thus, strategies to disseminate student satisfaction surveys for the future need to be more inclusive to the whole SRC population to better capture SRC student needs. Additionally, this low number of surveys collected online lends to the recommendation of strategies to acclimate SRC students to an electronic future as the campus moves in the direction of being paperless. Also of note is that accommodations/services related to survey questions were not applicable to all of the students answering the survey because eligibility for accommodations/services are determined based on functional limitations, which varies amongst students. The number of respondents who marked "N/A" varied between 4 and 59.

B. Student/Client Outcome Data

The following data is from the Chancellor's Office website and shows a breakdown of the number of students served by disability category.

Table 2: SRC Student Profile By Unduplicated Headcount

Primary Disability	Headcount 2004-2005	Headcount 2005-2006	Headcount 2006-2007	Headcount 2007-2008
Acquired Brain Injury	106	91	88	82
Developmentally Delayed Learner	148	138	108	120
Deaf and Hard-of-Hearing	92	106	93	96
Learning Disabled	465	416	311	252
Mobility Impaired	279	281	276	261
Other Disability	146	261	329	424
Psychological Disability	151	130	111	116
Speech/Language Impaired	13	14	6	17
Visually Impaired	47	43	50	49
Total Disabled	**1447**	**1480**	**1372**	**1417**
Percentage of Disabled	4%	4%	4%	4%
Not Disabled	36,407	34,816	34,448	38,157
Grand Total	37,854	36, 296	35,820	39,574

Guidance in the field in terms of disability categories for verification may have contributed to the increased numbers for "Other" disability and decreased the numbers for "Learning Disability". For example, past practice documented students with Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder under the category "Psychological Disability", but are now

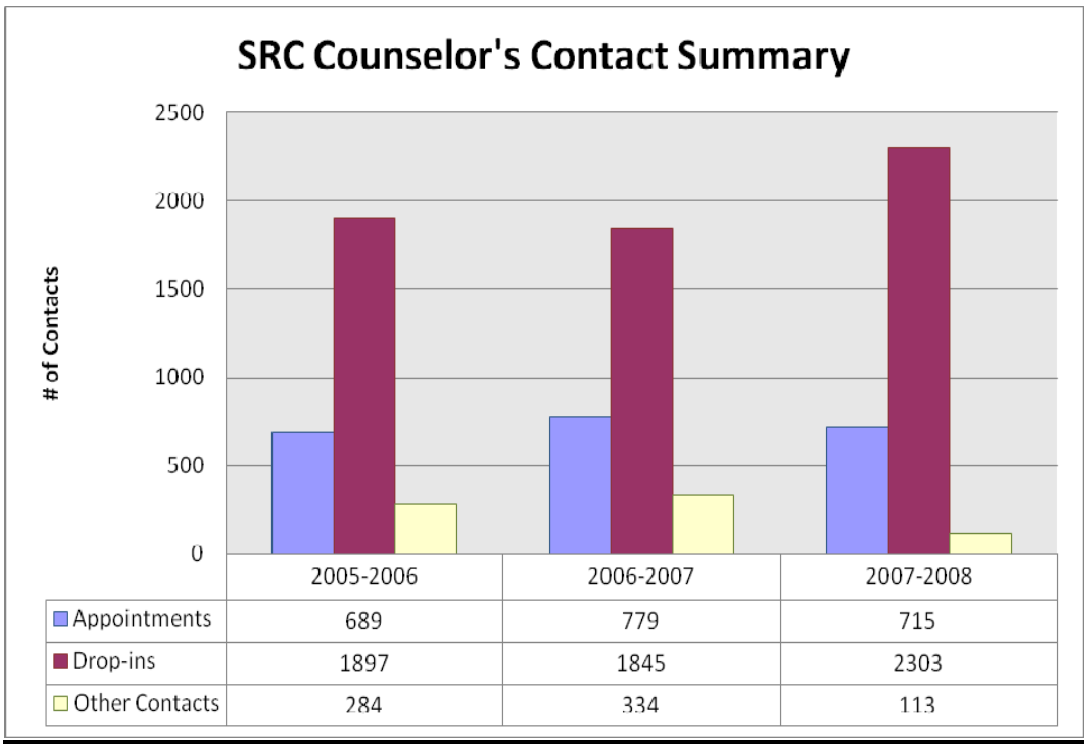
verified under “Other” disability. Additionally, students documented as having a “Specific Learning Disability” according to an Individualized Educational Plan (IEP) from the high school were originally verified under the “Learning Disability” category, but is now verified under “Other” disability unless criteria for California Community College Learning Disability Eligibility Model are met and verified. Furthermore, more students with Autism and Asperger’s Syndrome are enrolling in college, thus increasing the number of students verified under “Other” disability.

Student Contact Data

SRC students are encouraged to meet with their academic counselor at least once a semester, if not more. Topics addressed by SRC counselors include disability management, academic counseling, identification and referral to campus and community resources and limited career and personal issues. Reasonable accommodations are also identified and routinely provided during counseling meetings. Below in Chart 1 contact data for the full-time SRC counselors from 2005-2008 is shown. Throughout this timeframe, drop-in student contacts well exceed appointment student contacts. The higher number of drop-in contacts could be attributed to the limited appointment slots available due to only 2 counselors serving students with disabilities. Hence, this leads to the recommendation for more counseling faculty to meet student demand.

The numbers may be lower than expected due to challenges in tracking information. Tracking of information can be challenging due to the fact that SRC services are provided in two different areas (main office and DHH office). Also because the SRC does not have a paperless database to track student contacts immediately, tracking of information can be difficult when paper files are not readily available.

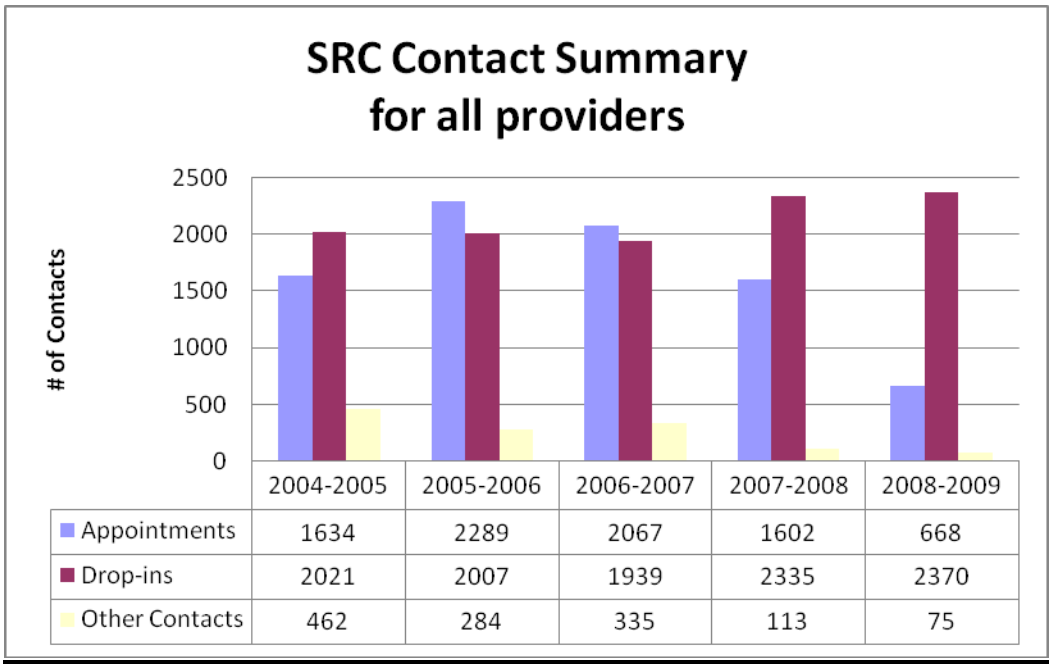
Chart 1: SRC Counselors Contact Summary



	2005-2006	2006-2007	2007-2008
Appointments	689	779	715
Drop-ins	1897	1845	2303
Other Contacts	284	334	113

SRC students meet with academic counselors, specialists (Learning, DHH, Physical Disability/Visual Impairment), and student service advisors to access various accommodations and services. Below in Chart 2 contact data for the SRC staff from 2004-2009 is shown. Note variance in numbers throughout the years due to how SRC staff utilize SARS to track student contact data and the variance in the number of staff utilizing SARS throughout this time frame.

Chart 2: All Providers' Contact Summary



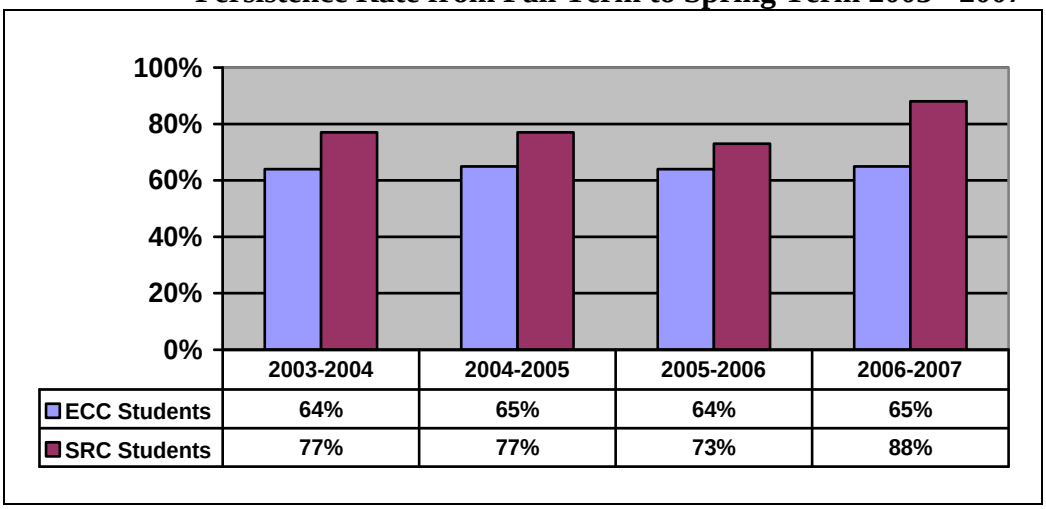
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Appointments	1634	2289	2067	1602	668
Drop-ins	2021	2007	1939	2335	2370
Other Contacts	462	284	335	113	75

Note: 2008-2009 data reflect activity from 7/1/2008 – 4/14/2009

Student Outcome Data

The persistence rate for SRC students is consistently higher compared to ECC students as a whole as demonstrated below in Chart 3. Within this 4 year span, the persistence rates of ECC students compared to SRC students were as follows: 64% ECC/77%SRC (2003-2004), 65% ECC/77%SRC (2004-2005), 64% ECC/73%SRC (2005-2006) and 65% ECC/88%SRC (2006-2007). However, there is always room for improvement of SRC student persistence rates.

Chart 3: Persistence – Students Returning to El Camino College from Fall Term to Spring term



Currently, student contacts that are logged are not reflective of each service provided to students. Furthermore, current tracking methods do not include contacts for secondary disabilities as recommended by the Chancellor's office.

Recommendations

The recommendation is to evaluate current tracking methodology to improve accuracy of tracking student contacts.

C. Demand: Full-Time Equivalent Students (FTES) by Course/Program

Below Table 3 and Table 4 show FTES data by course and program for four fiscal years.

Table 3: FTES by Course

Course	Fall				Spring			
	2004	2005	2006	2007	2005	2006	2007	2008
Ed Dev 8	1.09	2.19	1.09	1.28	1.46	*	.91	.55
Ed Dev 9	*			.36	*	*	.36	.55
Ed Dev 10	2.31	1.87	1.16	*	1.15	1.16	1.30	.87
Ed Dev 11	1.52	1.98		1.07		*	*	
Ed Dev 14					1.46	*	1.82	.91
Ed Dev 21					3.81	2.59	1.07	1.52*
Ed Dev 22	2.76	**	2.90	2.47		1.75	*	
Ed Dev 29	.80	.74	.43	.55	1.07	.59	.69*	.65
Ed Dev 31	6.9	4.67*	6.05	6.58	7.11	5.31	5.41	4.56*
Ed Dev 32	2.23	2.12	2.02	2.97	3.08	2.55	1.59	2.44
Ed Dev 33	4.59	6.28	5.63	4.25	3.10	4.36	2.76	3.40
Ed Dev 35	3.75	5.34	4.47	4.19	3.18	4.33	4.33	4.20
Ed Dev 36	3.81	3.96	3.81	3.51	3.66	3.35	3.81	2.90
Ed Dev 40	4.26	4.72	3.48	1.83*	3.81	3.49	2.43	2.59
Ed Dev 41	.96	2.02	1.12	.68	1.59	2.02	1.91	.26
Hum Dev 8				1.12				.87
Hum Dev 10	9.35	8.82	7.64	7.75	7.97	6.69	7.22	7.11
Total	44.33	44.71	39.80	38.61	42.45	38.19	35.61	33.38

Course	Fall				Spring			
	2004	2005	2006	2007	2005	2006	2007	2008
PE 400	9.8	11.48	11.04	10.73~	9.66	8.5	8.39	8.19
PE 401	7.65	7.65	9.45	9.99	5.54	6.07	6.71	5.52
PE 402	7.79	7.36	7.47	7.67	7.13	5.54	6.93	7.14
PE 403	6.49				2.53			
PE 404		4.25	1.70	1.81	4.88	5.53	6.59	6.58
PE 407		2.23	2.66	2.97	2.12	1.91	2.44	2.76
Total	31.73	32.97	32.32	33.17	31.86	27.55	31.06	30.19
Total Special Class FTES	66.71	68.86	64.48	62.91	66.34	59.05	59.45	55.59

*Section cancelled due to low enrollment
**2 sections cancelled due to low enrollment
~Section cancelled due to lack of instructor availability
Note: Ed Dev 8 and 9 are combined in one section most terms.
PE 403 was inactivated due to similarities with other current courses.

Table 4: Total FTES by year

	Ed. Devt. / Human Devt.		APE	
Year	# of Sections	FTES	# of Sections	FTES
2004 – 2005	48	89.14	30	79.91
2005 - 2006	42	85.59	37	79.25
2006 - 2007	42	76.56	38	83.66
2007 - 2008	43	74.27	36	84.76

Trends in Course Demand

Due to declining enrollment, a negative trend in FTES and sections offered for Deaf and Hard of Hearing courses are noted (see table 5).

Table 5: FTES / Sections for Ed Dev Courses Specifically Designed for DHH Students

	2005 - 2006	2006-2007	2007-2008
Fall	5.44 / 4 sections	4.15 / 4 sections	4.11 / 4 sections
Spring	3.03 / 3 sections	5.54 / 5 sections	3.62 / 4 sections

These tables (see Table 3 and 4) are not reflective of the total FTES generated for the college due to this segment or total population of students with disabilities. As students complete the special classes, most continue to pursue certificate and degree applicable courses.

Conversely, Adapted PE course demand and efficiency is growing (see Table 4). Demographic data indicates more continuing, returning and part-time students and older populations (see Appendix C for Institutional Research data set). This trend is most likely due to the quality of the program and lack of comparable cost efficient options available in the community.

Response to Trends

Outreach activities in 2007-2008 were addressed to evaluate effectiveness and consistency of information. Feedback from high schools was gathered and new and returning student data and outreach efforts were tracked monthly. In general, outreach activities have been subject to budget and personnel availability which has been diversified among permanent staff and collaboration with campus community to promote ongoing and consistent efforts. In particular, for the Deaf and Hard-of-Hearing population, the DHH specialist works with colleagues from ECC's main feeder institutions to identify the number of students in the pipeline as well as participate in and present at high school functions and scheduled on campus tours and orientation. Staff have participated in a number of coordinated events to promote El Camino offerings, including this past academic year, May 2008, El Camino

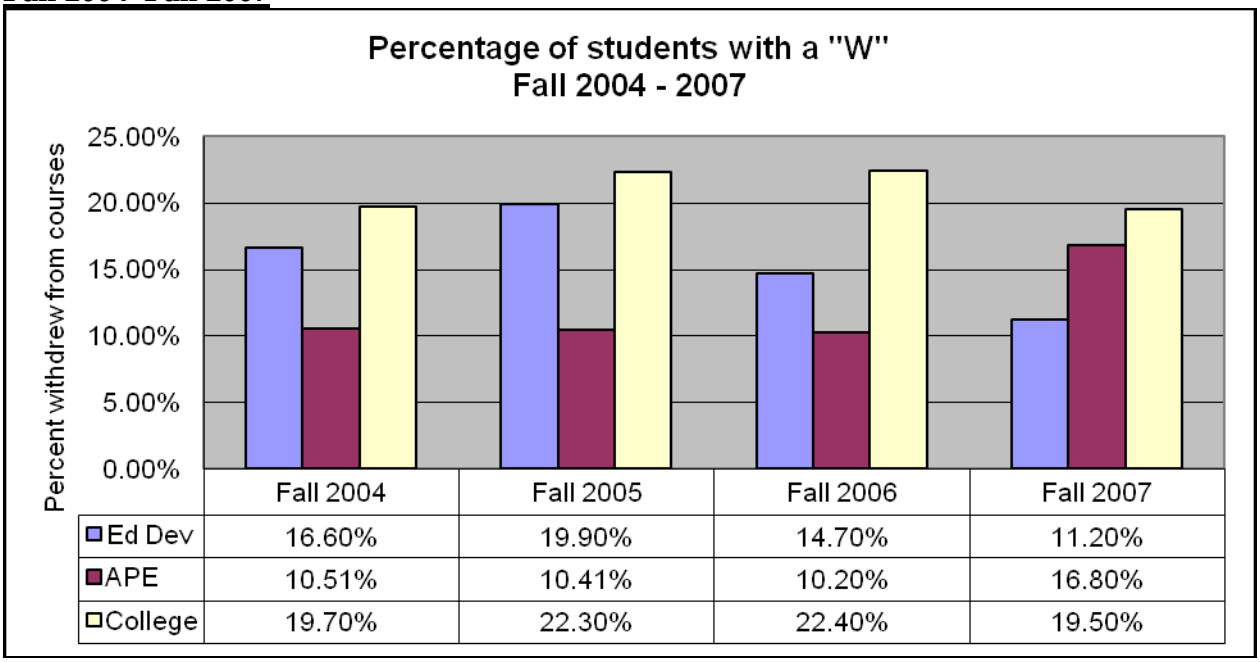
hosted a Deaf and Hard of Hearing basketball tournament among 7 high schools with 102 DHH students as competing players or cheerleaders and over 1,000 attendees.

Other measures to improve efficiency, information dissemination and student support to positively impact course demand/FTES include implementation of a series of orientation workshops to assist with academic counseling load and reviewing Educational Development curriculum. The orientation workshops address matriculation and disability specific information. As for curriculum review, Title 5 updates have been submitted and approved for Educational Development 35, 40, and 41 in the past two Spring terms; and with the opportunity for additional courses per division allowed in Spring 2009 – Ed. Dev. 10 and 11. With the recent changes in the curriculum review process faculty are revising all outstanding courses for Fall 2009 approval. Additionally, fill rates for sections are being monitored.

D. Retention

In comparing retention rates (see Chart 4) of students during the Fall term over a 4-year period, students taking Educational Development and Adapted PE courses stay within the course at a higher rate than the college average. In general, the retention rate in individual courses is also greater than the college average with an exception during Fall 2005 where the rate was below the college average in five Educational Development courses. This was also a time period of budget recovery without adequate support service personnel after the budget cuts in the previous years and overall growth of students. Since this time there has been a steady decline in the percentage of students withdrawing from Educational Development courses. Although it may appear an increased number of students withdrew from APE courses in Fall 2007, the range of actual students in the four years is only a variance of 6 students (range 31 -37 students).

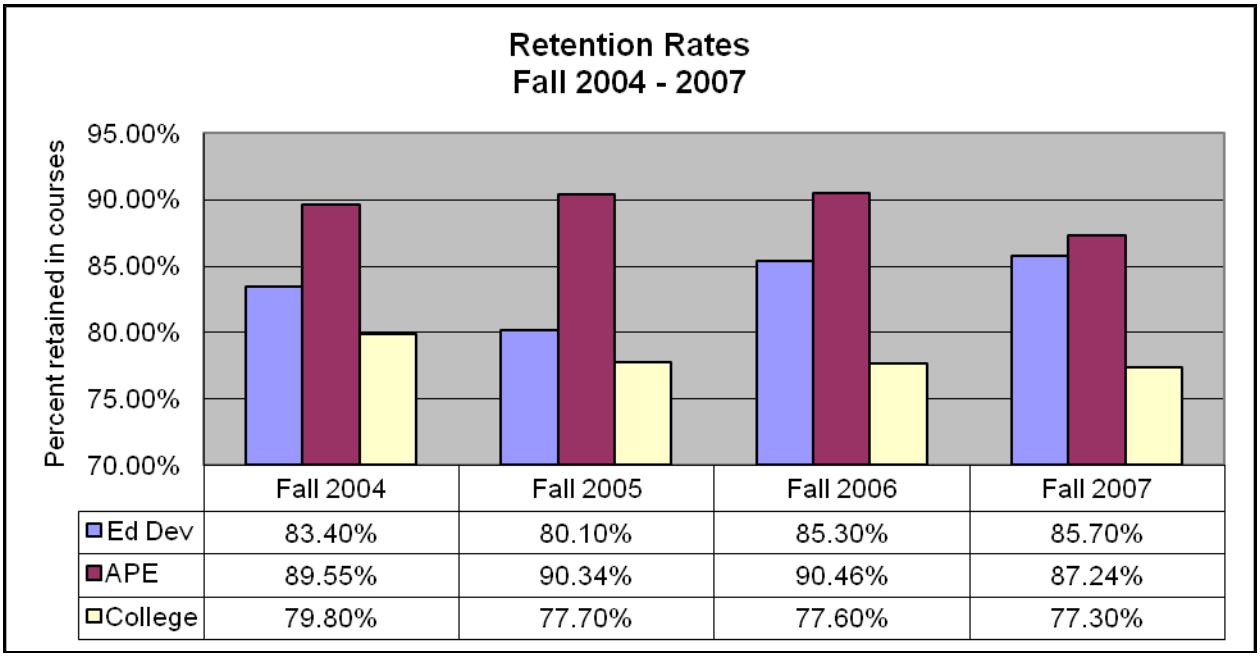
Chart 4: Percentage of Students Withdrawing from a Course by Discipline Fall 2004–Fall 2007



	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Ed Dev	16.60%	19.90%	14.70%	11.20%
APE	10.51%	10.41%	10.20%	16.80%
College	19.70%	22.30%	22.40%	19.50%

The retention rate is steady and similar to the institution (see Chart 5). However, during this 4-year period there has been a decline in the number of Deaf and Hard of Hearing students taking Educational Development sections specifically designed for this population (see Table 3). As a result, section offerings alternate by semester for the English Grammar and Writing and Reading classes as of Fall 2006. The specialists in this area report a slow decline of college preparatory skills over several years of new incoming students. However, provision of interpreting services demonstrate a cohort of students who initiated in these courses have progressed into degree applicable courses and are demonstrating incremental progress and success. Mirroring the institution the SRC is also serving many under prepared and basic skills students in addition to providing support services and accommodations to mitigate educational limitations imposed by the disability.

Chart 5: Retention Rate for Educational Development and APE Courses - Fall 2004–2007



	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Ed Dev	83.40%	80.10%	85.30%	85.70%
APE	89.55%	90.34%	90.46%	87.24%
College	79.80%	77.70%	77.60%	77.30%

The number of PE 201 students and student workers that assist students with disabilities in the Adapted Physical Education program has been declining while retention rates remain high. Further reductions in the amount of assistants may impact future retention rates.

Recommendations

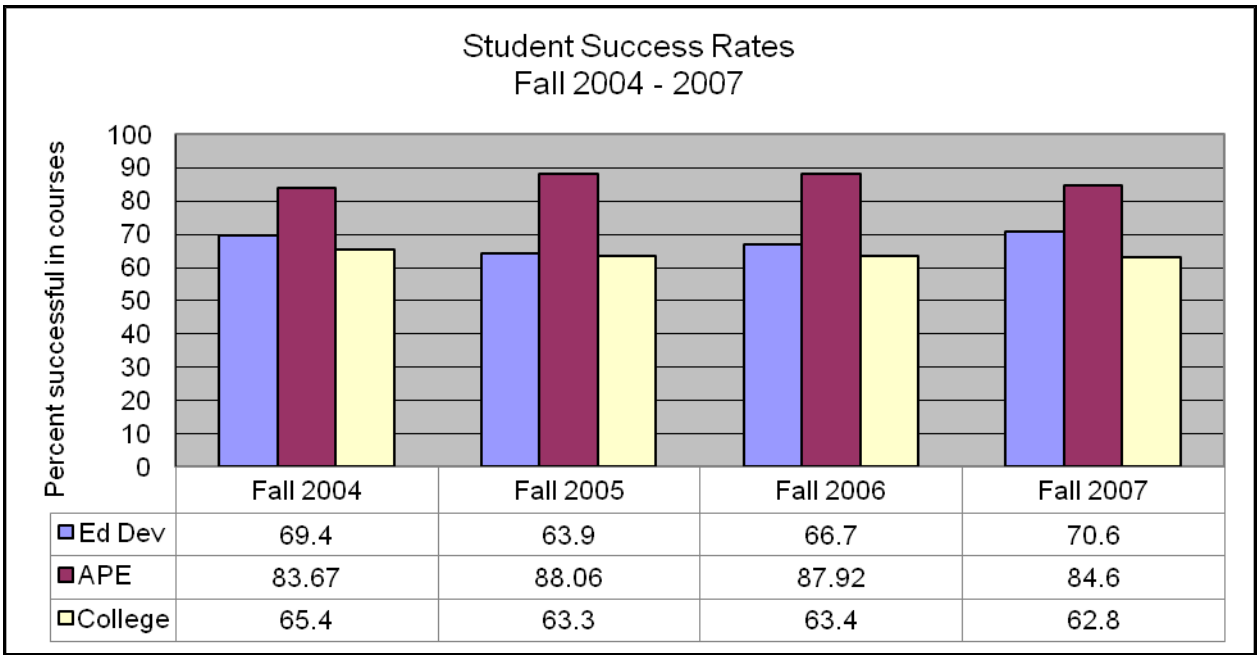
Create incentives for nursing students to enroll in PE 201 (these students assist in APE labs) to increase number of assistants.

E. Success Rate

The success rate of students in Educational Development and APE courses exceed the college average with a significant difference between the institution and APE program (18 to 25 percentage points); this is inclusive of the "W" grade (see Chart 6). Students in Adapted Physical Education who show measurable progress may repeat the class more than 4 times (per

Title 5 regulations). Measurable progress is documented by data recorded for each student during the semester on exercise cards, quiz/test results, and teacher observation with anecdotal notation. These documents are kept in each student's file in the Adapted Physical Education office.

Chart 6: Success Rates for Educational Development and APE Courses– Fall 2004–2007



	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Ed Dev	69.4	63.9	66.7	70.6
APE	83.67	88.06	87.92	84.6
College	65.4	63.3	63.4	62.8

Since these two programs are not degree or certificate eligible programs, sequential and consecutive courses or tracks are not present. However, students who enroll in Educational Development 35 and 36 would proceed to take English 80/82 and English B, respectively. Institutional Research tracked the improvement rate of students who were successful in Educational Development 35 and 36 from Fall 2002 through Spring 2006 for a two year period (see Appendix D for detailed results). Although improvement rates vary from term to term, the overall rate for both reading and writing courses is about one-third (31%, 36%). Subsequent success in English 1A is between 15%-18%. However this rate is low due to the short 2-year timeline. Of interest is the term by term tally whereby much higher improvement rates were noted in Fall terms and lag behind in the corresponding spring term in particular in the reading course (EDEV 35). Although instructors may need to follow-up on these results, track specific students more closely, and even compare it to other measures such as the placement test score, a general explanation may be that those students whose academic and cognitive skills were already below the requisite repeated the course in the Spring when new student enrollment is typically lower. According to the ARCC 2009 report, the Basic Skills Improvement Rate for the college for 2005-2006 was 47.2%; in comparison the rate for EDEV 35 was 40% and 50% in EDEV 36 for the same reporting period. The difference between the ARCC and ECC IR data is the timeframe – ARCC is 3 years whereas ECC data used only a 2 year timeframe to measure improvement. Continued efforts and participation in basic skills efforts at ECC by SRC faculty may impact these findings as a more fluid transition and greater understanding of content deficits are addressed throughout the EDEV curriculum.

F. Program Data Recommendations

A. Student/Client Satisfaction
   - Workshops/orientations for students regarding disability and self advocacy from community specialists
   - Evaluate and revise workshops about SRC services and accommodations and incorporate content material from student handbook
   - Faculty workshops/orientations of program and services
   - Campus involvement in the integration of students with disabilities into the campus community
   - Improve strategies to disseminate student satisfaction surveys for the future
   - Acclimate SRC students to an electronic media via workshops/orientations

B. Student/Client Outcome Data
   - Evaluation of current tracking methodology to improve accuracy of tracking student contacts

C. Demand: FTES by Course/Program
   - Implementation of a series of orientation workshops to assist with academic counseling load and reviewing Educational Development curriculum

D. Retention
   - Create incentives for nursing students to enroll in PE 201 (these students assist in APE labs) to increase number of assistants
   - For Educational Development courses with low enrollment, survey students regarding retention issues

E. Success Rate
   - There is no recommendation at this time

III. Curriculum

The instructional component of the program seeks to meet the varied educational needs of students with disabilities through fifteen (15) different Educational Development courses. These courses are open to all students, although some are specifically designated for the Deaf and Hard of Hearing populations. Three of these fifteen courses are transferable. In terms of curriculum:

- 6 courses provide instruction in basic English and math skills; four of these courses are designed for students who are Deaf or Hard of Hearing while two are oriented toward students with learning disabilities
- 1 course provides assessment/diagnosis of learning differences and two others assist students with analyzing and applying appropriate learning strategies
- 1 course gives students an opportunity for collaborative group learning related to math or writing assignments from regular classes
- 2 courses are designed to assist students with computer access, terminology and usage with emphasis on assistive technologies and adapted equipment
- 1 course provides functional sign language for students who are Deaf or Hard of Hearing
- 3 transferable courses give information on career preparation, personal assessment or using assistive computer technologies

In addition to Educational Development courses, sections of Human Development 10- Strategies for College Success with 3 units of transferable credit, Human Development 8- Orientation to College and Educational Planning with 1 unit of transferable credit, and Academic Strategies 1- Individualized Academic Strategies are offered and specifically designated to meet the needs of students with disabilities. At this time all courses are credit courses, not degree applicable with the exception of the 3 transferable courses. No degree or certificates are conferred upon completion of these SRC courses. Also all Educational Development courses are in compliance with program objectives and Title 5 Standards.

The Adapted Physical Education program offers a variety of sections to assist students with disabilities to achieve their fitness/wellness goals. Offerings include PE 400abcd-Adapted Fitness, PE 401abcd-Adapted Strength Training, PE 404abcd- Adapted Cardiovascular Fitness, PE 402abcd-Adapted Swimming and Hydroexercise, PE 407abcd-Adapted Sports and Games, and beginning in Fall 2009 PE 409abcd-Adapted Yoga. One section of PE 400abcd in Spring, Fall, and Summer is designed for students with lung disease. All courses are degree applicable and are transferable to California State Universities and some to University of California colleges. Students with verifiable disabilities may repeat each course more than the advertised 4 times (abcd) under Title 5 guidelines.

The Adapted Physical Education curriculum needs to be reviewed soon. PE 402abcd and PE 407abcd were reviewed in 2002-2003 and should be reviewed again in the next year. PE 400abcd, PE 401abcd, and PE 404abcd were reviewed in 2003-2004 and should be scheduled for review in 2010-2011. Currently minimum qualifications for Adapted Physical Education instructors do not include working with adults with disabilities. CAPED has recommended minimum qualifications to include some courses work or experience working with adults. The 2 full-time instructors who teach part-time in the APE program meet the recommended qualifications. Both of whom, Tom Storer and Julie Feenstra, have discussed the potential of

retiring in the near future. Dr. Storer currently teaches courses designed for students with Chronic Obstructive Pulmonary Disease (COPD). This population of students has been decreasing in numbers due to parking difficulties, problems with registration, and other facilities in the area. The students still coming to the APE program may be absorbed into other APE sections. Lucia Dever, who has been hired as a part-timer, meets minimum qualifications, and will be teaching the Adapted Yoga class. She may also be able to teach other classes if needed because of these retirements. The current course offerings, with the addition of PE 409abcd, are a good number and variety of Adapted Physical Education classes.

The Adapted Fitness (PE 400abcd), Adapted Strength Training (PE 401abcd), and Adapted Cardiovascular Fitness (PE 404abcd) classes are located in the Adapted Fitness Room (PE30) which has a variety of exercise equipment including treadmills, arm/leg cycles, recumbent steppers, multi-station wheelchair accessible resistance stations, standing frames, and other exercise apparatus designed to accommodate students with disabilities. Course sections are also offered for students with lung disease and for students in the SELPA's Transition Program. During the Fall and Spring semesters 9-10 sections are offered. Three sections are offered during the Winter intersession, and four sections during the Summer term.

The Adapted Swimming and Hydroexercise (PE 402abcd) course provides an opportunity for learning skills of swimming and participation in other water exercise activities. The indoor heated pool is divided into deep and shallow portions with 10 twenty-five yard long lanes. Lifts are available for students who need assistance in entering and exiting the pool. A variety of assistive devices and water exercise equipment are available for student use. During the Fall and Spring semesters three sections are offered. One section is also offered in the Winter and Summer sessions.

The Adapted Sports and Games (PE 407abcd) course is taught off campus at 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 in both the Fall and Spring semesters.

The Adaptive Yoga (PE 409abcd) course provides another exercise option for students with disabilities. Yoga techniques are adapted to individual student's abilities. Breathing and relaxation techniques and various poses and asana's are practiced. A variety of Yoga models will be introduced. Beginning Spring 2009, there will be a Yoga class (PE 256abcd) offered with a section designated for students with disabilities. As of Fall 2009, PE 409abcd will be regularly offered in the Fall and Spring semesters as the course was approved by the College Curriculum Committee (CCC) in Fall 2008.

Please refer to Table 6 and 7 below for the status of Educational Development and APE courses in the curriculum review process. Although a great deal of Educational Development courses have not been updated according to Title 5, please take into consideration that it has been past practice for the CCC to limit the number of courses each division will bring forth for review every year.

Table 6: Status of Educational Development Courses Reviewed by CCC

COURSE	LAST CCC REVIEW (Academic Year)
COURSES NOT REVIEWED IN 10-13 YEARS	
Educational Development 36ab*	**1994-1995**
Educational Development 8ab	**1997-1998**
Educational Development 9ab	**1997-1998**
COURSES NOT REVIEWED IN 7-9 YEARS	
Educational Development 29	**1999-2000**
Educational Development 21	**2001-2002**
COURSES REVIEWED WITHIN 6 YEARS	
Educational Development 10abcd	2008-2009
Educational Development 11abcd	2008-2009
Educational Development 14	2003-2004
Educational Development 22	2003-2004
Educational Development 31abcd	2003-2004
Educational Development 32ab	2003-2004
Educational Development 33ab	2003-2004
Educational Development 35ab	2006-2007
Educational Development 40	2007-2008
Educational Development 41abcd	2007-2008

*****Submitted for DCC approval Spring 2009

Table 7: Status of APE Courses Reviewed by CCC

COURSE	LAST CCC REVIEW (Academic Year)
COURSES REVIEWED WITHIN 6 YEARS	
Physical Education 402abcd	2002-2003
Physical Education 407abcd	2002-2003
Physical Education 400abcd	2003-2004
Physical Education 401abcd	2003-2004
Physical Education 404abcd	2003-2004

All courses not reviewed within 6 years have been assigned to faculty and are in the process of being updated for Fall 2009 submission to CCC.

Recommended Courses to Add to Current Course Offerings

As the campus' diversity in student population changes, the campus will need to address their unique needs. Since people are living longer and the economy continues to struggle, there will be an increase in older students attending college. With this in mind, courses that address issues such as disability and aging may need to be offered. Also as more students enroll for personal enrichment rather than to obtain a certificate, a degree, or transfer to the university, a wider variety of community education classes may better meet the students' needs as opposed to strictly degree applicable courses. In addition, more offerings of Pass/No Pass (P/NP) courses may need to be looked at more closely. Finally, with an increase in incoming student populations

such as those with basic skills needs, students with developmental delays, students with varying and increased complexity of technological needs, students with more physical needs, and students with multiple disabilities, basic courses different from the typical introductory courses and SRC courses normally offered (i.e. CIS 13 or Business 52) may need to be developed to better meet the needs of these incoming students. As is already being observed anecdotally is the request for multiple overlapping services in traditional courses which is severely impacting the budget. To meet student needs to transition to more innovative, creative solutions for service delivery and implementation of universal design methods of instruction will need to be explored.

Due to the continuous low enrollment in Educational Development 21 and 22, Personal Assessment and Career Exploration, and other courses in the Human Development discipline addressing some of these topics, perhaps a course combining the curriculum from both courses with emphasis on individuals with disabilities may increase enrollment and better serve students. Other courses to explore are computer courses specifically designed to meet the needs of Deaf and Hard-of-Hearing students taught in American Sign Language. At this time Educational Development 21 will be submitted for course review to meet Title 5 regulations. With faculty involvement in the design of a potential new course, both Ed. Dev. 21 and 22 will be inactivated.

Recommended Courses to Delete from Current Course Offerings

At this time there are no SRC courses recommended to be deleted from the course offerings.

Areas of Concern Regarding Department/Program's Courses and Articulation

Anecdotal evidence reported by instructors indicates an increasing diversity in the range of academic ability of students enrolled in Educational Development courses which leads to instructional challenges in meeting students' needs. More students with developmental disabilities and very low reading levels (2^{nd}-3^{rd} grade) are enrolling in classes. Also more students whose primary language is not English brings other issues (not disability related) into the classroom. This wide range of students' academic skills and communication modes in the same section make uniform instruction very difficult. This increase in low-level skilled students lends to the recommendation of including a reading advisory in the ECC Catalog (i.e., at least sixth grade reading level) for various Educational Development courses.

Instructors also reported low enrollment in various Educational Development courses. Perhaps the curriculum of Educational Development courses may need to be re-evaluated to meet the needs of the increasing number of underprepared students enrolling. In addition, recruitment efforts will need to be addressed especially towards the DHH student population which is diversifying. Greater incidence of co-morbidity with deafness or hearing loss in particular "low functioning" leads to a need for more investigation regarding academic needs and implementation of other services and accommodations to adequately serve this population which has already begun at the federal level. Exploring the viability of assessment tools provided in American Sign Language and other tools to understand the cognitive processing of this population and assist with implementation of reasonable accommodations as interpreting services in isolation are not meeting the needs of this population for academic success.

In regards to the APE program, low enrollment is not as much of a concern. However, areas of concern include the Transition Program and Easter Seals Program. The Transition Program has undergone reorganization this past year and may be terminated here at ECC in the near future. Many of the Transition students take Adapted PE courses. Currently one section of PE 400abcd is offered that is specifically designed for students in the Transition Program. With the loss of the Transition Program, there would be an estimated loss of approximately 20 students. Students from the Easter Seals have limited times where their staff and students can come to El Camino College and participate in the Adapted PE program. Their times of interest seem to be mid to late mornings. Unfortunately, these times are popular for APE students and classes during those times fill quickly with continuing students. It is difficult to accommodate new or returning students from Easter Seals who want to enroll 4-6 students in one section.

Instructors have also voiced concerns regarding needed supports for them to teach their courses effectively. The scarcity of computer lab space has made it difficult to teach group instruction with technological support. Various Educational Development courses such as Educational Development 36 and 31 would be more effective if they were taught in a writing lab with computers that have Inspiration, Kurzweil 3000, and internet access. Educational Development 31 courses, which are designed to provide additional support for students taking writing or math courses may also benefit by having a teaching assistant to better address the diverse academic needs of students enrolled in such classes.

IV. Student Learning Outcomes

A. SLO Progress

SLOs have been identified for all the Educational Development courses and three program level SLOs with the exception of Educational Development 41, Assisted Computer Technology Lab which is exclusively taught by an adjunct faculty at this time.

In the Special Resource Center we are developing program level SLO's to measure various aspects of our services and Educational Development courses. Our program-level SLO's are as follows:

"By participating in the Special Resource Center students will develop skills to effectively advocate for educational services to meet their specific needs." This SLO was collaboratively developed by staff and faculty during Fall 2006 flex activities. Since then an assessment and rubric have been further detailed for assessing services in the testing accommodations area. Data was gathered during Fall 2008 and is in the process of analysis.

Per the guidance of the ALC another program level SLO was collaboratively developed during Spring 2009 flex day. "Upon completion of one or more Educational Development Courses and/or SRC services, a student will be able to show competency to apply requisite student skills in the integrated campus community."

Few of the initial areas we will be evaluating for these SLO's include testing accommodations, alternate media services and interpreting services.

In addition, an SLO has been designed for each of the current APE courses and the following for the program level SLO:

"During class, students 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."

Table 8 lists the course SLO titles and progress of each SLO cycle. Also attached in Appendix E are the proposed timelines for completing course and program level SLO cycles for Educational Development courses.

Table 8: Educational Development Course SLO Titles and Progress

Course Name / Number	SLO Title	Contact / Author	Assessment Proposal Submitted	Assessment Report Submitted
Ed Dev 8	Working with Fractions	J. Lenham	X	

Ed Dev 9	Working with Algebraic Expressions	J. Lenham	X	
Ed Dev 10	Working with irregular verbs	J. Lenham	X	
Ed Dev 11	Locating answers to WH questions	J. Lenham	X	
Ed Dev 14	Sign Types	J. Lenham	X	
Ed Dev 21	Job Seeking Packet	J. Lenham / G. Clark	X	
Ed Dev 22	On Course pre and post self assessment "Making Choices that Promote Success"	G. Clark	X	
Ed Dev 29		B. Hoanzl / K. Holmes	X	
Ed Dev 31	Using increased learning performance lab appropriately to complete writing assignments	J. Land	X	
Ed Dev 32/33	Study Smart – Read to Learn	B. Hoanzl	X	X
Ed Dev 33	Successful Student Behavior	R. Lovell	X	
Ed Dev 35	Study Smart – Read to Learn	B. Hoanzl	X	X (2/08)
Ed Dev 36	Paragraph Writing	J. Land	X	X (10/08)
Ed Dev 40	Independent Computer Performance	R. Lovell	X	X
Ed Dev 41	Not completed			
PE 400	Components of Physical Fitness	M. Lipe / R. Serr	X	
PE 401	Resistance Exercise		X	
PE 402	Hydroexercise		X	
PE 404	Target Exercise Heart Rate for Cardiovascular Exercise	M. Lipe / R. Serr	X	
PE 407	Score keeping in Bowling	M. Lipe / R. Serr	X	

EDEV courses progress updated as of 10/22/2008

Recommendations

There is no recommendation at this time. The SRC will follow the proposed timeline set by the Accrediting Commission for Community Junior Colleges (ACCJC), in which all community colleges will attain the "Complete SLO Framework" stage by 2011.

The SRC will continue SLO assessment for complete cycles and continue multiple cycles there after. The assessments will entail complete process analysis, refining of the processes already in place, and finally implementation.

V. Facilities and Equipment

Currently, the Special Resource Center staff operates from 3 separate locations on campus – Student Services building, Math/Computer Science and the Library. The SRC is located in the southeast wing of the Student Services Center, a building central to the campus. Interpreter coordination and DHH services are housed in the Math and Computer Science building in close proximity to the center. Educational Development courses are taught in various buildings integrated in the campus as well as in a classroom adjacent to the SRC. A centralized location with ample space, infrastructure and accessibility would benefit the optimum use of staff with cross-training and consolidation of functional tasks in lieu of replication such as a front desk presence and equipment/supplies in two areas.

Office space needs to be adequate for staff and student use. Currently, there is a lack of sufficient space for staff, students and storage. This lack of sufficient storage of equipment (i.e. scooters) and supplies hinders provision of student accommodations. Furniture in the offices as well as in the classrooms must allow functional use as well as physical access. Specifically, space needs to allow for one or more wheelchair or scooter users to access at the same time. Often, prospective students will sometimes make an appointment and a small group will arrive to the appointment without advance notice of their numbers. Currently, there is limited or no space for part-time faculty. Due to confidentiality of assessment testing, counseling and discussion of disability related concerns, private spaces or offices are necessary at times. Appropriate work area and technologies need to be available as well.

Another concern is that the SRC does not have a regular facility in the SRC available to facilitate workshops using multimedia. Availability of library rooms is limited because priority is given to instructional faculty's need for the rooms. Workshops are critical to the SRC program because as the student population continues to increase the two academic counselors will not have the availability to meet with every student on a one-on-one basis. Multiple use space is needed for workshops as well as for uses such as proctoring of testing accommodations throughout the year and especially during mid-term and finals week.

As educational offerings are expanded and updated, the need for more lecture rooms and lab spaces that are appropriate for multiple wheelchair or scooter users will increase. In addition, rooms need to be easily accessible (ground level) with secure storage for teaching materials, technologies/specialized computer systems, and audiovisual aids/equipment.

Although Facilities does an adequate job in maintaining the SRC facilities, there is still need for improvements to the facilities. Due to the frequent use of wheelchairs/scooters by SRC students, the carpet is stained and worn out with many frays and rippling throughout the center. Hence, new carpeting is a great need of the SRC. In addition, the SRC does not have sufficient intake/outtake vents impeding temperature and air flow regulation causing the center to be either extremely warm or extremely cold throughout the year. This is especially problematic for SRC students who are sensitive to temperature. Also the SRC is in need of a paint job and drywall repair.

Another need of the SRC involves equitable access to all programs. Often computer files are shared amongst colleagues, but because the programs available on individual computers vary

obtaining access to the information is sometimes challenging. Also because the SRC provides alternate media to many of the SRC students, having access to the professional version of Adobe would benefit the students.

Current facilities in the Adapted Physical Education program include an Adapted Fitness Lab that includes some equipment designed for students with disabilities. The Swimming and Hydroexercise classes utilize the College's shallow and deep pools. There are two lifts (one that can be moved to either pool) to assist students with access to the pools. A variety of flotation and other hydroexercise equipment can be used by students to assist them in reaching their swimming or hydroexercise goals. Faculty offices are upstairs in the same building as the swimming pool, but next to the building where the fitness lab is located. Adapted Sports and Games classes are held at Gable House Bowl. It is accessible for all students and has adaptive equipment that students can use if necessary. Currently there is no room for the Adapted Yoga classes. Hence, a classroom for the Adapted Yoga class(es) needs to be reserved.

The Adapted Fitness Lab could be enlarged and the faculty offices located near the room. Some equipment is outdated and needs to be replaced with accessible universal design machines. A budget needs to be secured for the repair, maintenance, and replacement of exercise equipment. The pool area needs to be remodeled to better accommodate students with disabilities. Male and female accessible dressing rooms, and possibly a unisex dressing area would be ideal. An improved storage area for equipment that would provide better access is needed as well.

Facilities and Equipment Recommendations

1. Classrooms that are accessible for multiple wheelchair users to accommodate expanded educational offerings
2. Conference rooms to facilitate workshops and meetings
3. Sufficient ventilation system to regulate air flow throughout the office
4. Additional space for staff offices, storage area, lab/HTC and students
5. New carpeting
6. Painting of walls / drywall repair
7. Centralize all SRC services in one location
8. Expansion of the Adapted Fitness Lab and the faculty offices located near the room
9. Replacement of equipment with accessible universal design machines
10. Budget for repair, maintenance, and replacement of exercise equipment
11. Remodeling of pool area to better accommodate students with disabilities
12. Male and female accessible dressing rooms (unisex dressing area would be ideal)
13. Improved storage area for equipment for better access

VI. Staffing

The current permanent SRC faculty and staff have a wealth of expertise not only limited to their respective roles. Flexibility with tasks and projects would greatly capitalize on this in-house knowledge. With our changing populations and advancements in technology, the need for permanent full-time faculty for prescriptive planning of accommodations and part-time employees for facilitation of direct services, production of alternate media, and instructional support will be needed. The 170-day limit for casual employees severely limits the SRC in serving year-round instructional programs and matching the skill of service needed. There is a current shortage of qualified staff to provide the specialized support services for students with disabilities (interpreters, braillists, captionists, in-class assistants and alternate media production specialists).

With PE 201 – Introduction to Adapted Physical Education being deleted as a prerequisite for the Nursing program, the number of assistants in the Adapted PE program has dropped considerably. Previously four sections of PE 201 were offered with 30-40 students enrolled in each section. Currently, only one section of 15 students is offered. These students are assigned to work 2 hours per week in the APE program. In order for the APE program to be efficient, 2-3 assistants are needed for every class (14 sections). With the shortage of students enrolling in PE 201, the APE program is forced to depend upon volunteers and paid assistants to assist students with their personalized exercise programs and activities. This has put a greater demand on the APE budget.

Due to the nature of program/services needed to serve students with disabilities there will be an increased unmet need. This unmet need will increase the staffing needed 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 10).

Table 10: Personnel Trend

	Current Level		Adequate staffing in 3 - 5 years		Retirement	
Personnel Type	**# of Staffing**	**FTE**	**# of Staffing**	**FTE**	**# of Staffing**	**FTE**
Full-time Faculty (Tenure Track)	9 [A]	9.0	12	12.0	[D]	
Full-time Faculty (Non-Tenure Track)						
Part-time Adjunct Faculty	5	1.8	5	3.35		
Full-time Classified Staff	10 [B]	10	12	12.0		
Part-time Classified Staff (Permanent)	1	.58	3	1.58		
Part-time Classified (Temporary)	2	.7	2	1.0		
Casual Employees	101	30.0	115	37.0		
Student Employees						
Manager	1	1.0	1	1.0		
Supervisor	2	2.0	2	2.0		
Temporary Project Administrator	1	1.0	1 [C]	1.0		
Faculty Coordinator			1	1.0		

FTE: Full Time Equivalent (i.e., 2 employees working at 50% would equal 1 FTE)
A – Includes 5 Disability Specialists, 2 APE faculty, and 2 twelve-month certificated counselors; does not include 3 f/t faculty who teach 3 APE courses – 15% each
B -Includes three vacant positions
C - Dependent on grant renewal
D –Two disability specialists have 31 or more years of service to district within this time frame.

Regardless of student population growth, this program will need to expand to meet the growing demands based on legal, technological and serviced population changes. The district may need to support certain factions of services to demonstrate college effort which may facilitate the program's eligibility for other funding to meet these growing demands. Increased collaboration among area institutions and other campus programs may assist with meeting student needs.

By 2012: there will be a need for 3 additional Full-Time (FT) (total = 12.0 FTE) Tenure Faculty – This would include retention of current disability specialists (5.0 FTE) and counselors (2.0 FTE), and an additional disability specialist due to the changing nature and severity of disability as well as the complexity of services. Second, adjunct faculty or FT APE instructor to meet course demands as FT faculty teaching 1-2 sections per term may retire and an additional course has been approved via curriculum (PE 409abcd – Adapted Yoga). Furthermore, one additional counselor to provide academic and disability management counseling, as well as, career and individualized learning development counseling which is not consistently offered due to lack of part-time (PT) counseling availability.

5 PT (3.35 FTE) Non-Tenure Faculty – to share in the instructional load and assist with Learning Disability assessment and provide counseling as well as for adjunct APE assignments as needed.

12 FT (12.0 FTE) Classified Staff – 5 additional staff for the following: dedicated alternate media production; replacement and upgrade of vacant clerical position; replacement of student services advisor, coordination of direct student services such as interpreting, in-class assistance, readers, transcribers, etc.; and program coordination.

3 PT (1.58 FTE) Permanent Classified Staff – two staff for direct support services – majority of which are to adequately accommodate instructional related requests such as in-class assistant or note-taker.

2 PT (1.0 FTE) Temporary Classified Staff, 115 (37 FTE) Casual Employees or Student Workers - to facilitate approved services and accommodations, data entry for MIS reporting, and assist in APE courses to ensure safety and to properly serve the growing number of students taking APE courses. An alternate is to consider a program assistant position for Adapted PE courses.

1 FT (1.0 FTE) Manager, 2 FT (2.0 FTE) Supervisors, 1 (1.0 FTE) Temporary Project Administrator as in the current staffing structure.

1 (1.0 FTE) Faculty Coordinator – 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 specialist regarding student grievances or disputed accommodations.

Professional Development

The majority of the staff participate regularly in professional development activities related to this discipline, in particular the CAPED annual state conference and the CSU Assistive

Technology conference. However, this discipline is rapidly changing due to proposed rulemaking changing the Americans with Disabilities Act, technological advancements and case decisions directly impacting level of service, choice and timeliness of delivery. With these added pressures, staff will need to actively participate in opportunities to remain current with this field including participation with list serves and interest group activities related to their roles/position.

Recommendations

The following list of recommended positions includes permanent Certificated and Classified positions needed based on the Trends and Projections report.

Table 11: Recommended Positions

Certificated Positions	Classified Positions
1 Full-time Tenure Faculty- Counselor	1 Full-time Classified Staff (alternate media production, student service advisor or coordinator positions)
Adjunct Faculty or 1 Full-time APE Instructor	2 Part-time Classified Staff (direct services to students)
1 Full-time Tenure Faculty- Disability Specialist	1 Full-time Classified Staff (alternate media production, student service advisor or coordinator positions)
1 Faculty Coordinator	1 Full-Time Classified Staff (alternate media production, student service advisor or coordinator positions)
	1 Full-Time Classified Staff (alternate media production, student service advisor or coordinator positions)

Pending adequate funding, will continue to hire up to 14 casual/student employees as well as replacement positions to meet mandated needs based on student scheduling.

VII. Planning

Over the past two decades the number of students with disabilities attending post-secondary education has increased exponentially. This increase includes complex disabilities such as sensory, developmental, psychiatric, severe physical disabilities, and wounded veterans with a complexity of limitations. California Department of Finance's March 2005 projections suggest that over a ten-year period through 2013 community colleges will grow by 29.2%, adding 478,009 new students statewide. Similarly profiles of 7.5 mile radius of El Camino College indicates 20-24 year old segment will grow by more than 27% between 2006 and 2011 corroborating growth in the DSPS area. DSPS standards state that 10% of the overall student enrollment is students with disabilities. Therefore, the number of students with disabilities attending El Camino College would increase to 4,600 by 2012 since as the overall student enrollment increases, so should the number of students with disabilities. Traditionally the SRC has only served a segment of this population as many factors relate to identification and disclosure as well as accommodations necessary in an academic environment. As such the population served would increase to 1,840 by 2012. Despite outreach efforts discontinued due to budget constraints between 2002 and 2006, the SRC continued to see incremental growth. However, recently reinstated outreach efforts will increase the referral of students with disabilities from local high schools and campus entities. These students along with their parent advocates are increasingly aware of the services they received in high school, their rights, and are willing to take legal measures to receive comparable services in college. In addition, several legislative mandates "No Child Left Behind"-Title 1, Individual with Disabilities Education Act (IDEA), Higher Education Opportunity Act and Lanterman Act will impact the variety of students with disabilities and the type of services that are required.

The Americans with Disabilities Act, Section 504 & 508 of the Rehabilitation Act, and state mandates (i.e. State Senate Bill 422 – Electronic Textbook) will significantly impact course offerings in Educational Development (ED) and APE and support services that are legally mandated. For example, there will be an increase of students attending the college who have not graduated because of their inability to pass the state "exit exam". These students will require assessment to determine if there is a learning disability and will also impact admissions, placement tests, basic skills classes, and tutorial/technology laboratories. Furthermore, veterans will be encouraged to pursue higher education with revitalization and revisions of the Montgomery GI Bill. A significant portion of these individuals have identified and unidentified diagnoses or limitations applicable to the services and accommodations facilitated by the Special Resource Center and Adapted PE programs. Recent articles and discussions on serving this group is bringing to light that many of the "wounded warriors" will shun support from "Disabled Student Programs and Services", may be exposed to assistive technologies for the first time while still recovering and understanding their new abilities and disability management. As a result, this program will need to collaborate with campus entities and examine its delivery methods and site to meet the needs of this population. Additionally, construction on campus has created additional challenges for students with visual impairments necessitating more frequent and additional services on the part of the SRC staff and coordination with orientation and mobility instructors (outside agency). The institution must be pro-active in providing and funding a campus that is universally accessible and technologically usable. All college faculty and staff will need to be aware of their role and function in obtaining/maintaining a universally accessible campus.

There is an increasing complexity in the nature and severity of types of disabilities served. This complexity (i.e. Psychiatric Disabilities, Acquired Brain Injury, Developmental Disability, Autism Spectrum Disorders/Asperger's, and multiple/severe disabilities) will require additional time by staff and a higher level of skill for the casual/hourly employees. Additionally, professional development for SRC staff and faculty as well as campus wide will be necessary to understand the challenges associated with these student populations so that they may be adequately served. The newly "wounded warriors" (veterans) will bring unique challenges to physical accessibility and facilitation of services and accommodations.

The SRC's planning process involves collaboration amongst the staff at all levels from certificated staff to classified staff to hourly staff. The Program Plan was developed by assigning team leaders to facilitate the gathering of information for seven different areas of concern. These areas included direct student services, disability accommodations and management, alternate media production/equipment/assistive technology, test accommodations, Educational Development offerings, Adapted Physical Education, and the infrastructure for support of special projects. Once the information was gathered the team leaders contributed to the final report of the Program Plan.

In terms of Student Learning Outcomes (SLOs), SLOs have been identified for their respective SRC courses. Also three program level SLOs were identified for Test Accommodations, Alternate Media, and Interpreting Services. The SRC is phasing in these three program level SLOs over a two year time period. All course level SLO information including the identified course SLO, the assessments to be completed, the timeline for completion of the review of the individual SLOs, and the final reports can be found in a binder which is kept by the Director of the SRC. Information regarding program level SLOs can also be found in this same binder. SLOs are also discussed at every department meeting.

In addition to maintaining adequate and current hardware and software inclusive of assistive technology for staff and students within the SRC - High Tech Center, Testing Accommodations, Low Vision Center and for alternate media production - and supported areas on campus such as the Access room in the library, EOP&S, and reading lab; it is essential this program remain technologically current. This will require a constant learning curve for all staff members in such areas as computer access technology, MP3 technology, E-text, and current equipment. It is imperative to provide adequate funding and flexibility with professional development or conference attendance annually to remain current with emerging technologies to meet students' needs.

Evolution of Program within Next 5 Years

Due to the changing SRC student population, the SRC will need to develop more specialized programs to support the specific needs of Veterans and students with Autism Spectrum Disorder, Developmental Delays, Psychological disabilities, Traumatic Brain Injuries, and multiple disabilities. Furthermore, as an increased form of communication, the SRC webpage needs to be reviewed and continually updated for our stakeholders, current and potential students and their family, referral agencies, staff and faculty, and other educational institutions. As well drafting and maintaining current information on the student portal and in outreach and informational materials such as student and faculty handbooks or specific topics such as

universal design of instruction. On a related note, the SRC will need to continue to foster its relationships with community agencies in particular high school districts due to current reorganization of transition programs.

For the administrative side of the Special Resource Center increased movement towards accountability, assessment and reflection, and data driven decision making will serve as a foundation for the department to evaluate current operations for efficiency, budgeting and finding creative solutions to address increased workload with current processes and limited staffing. Sample of areas to evaluate include process flow for support services, data management, potential paperless processes, and inter and intra-department communication and workflow.

SRC's Goals and Objectives in Relation to the District's Mission and Goals

Given, El Camino College's mission is to "offer quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community", the SRC's mission is to facilitate academic success for students with disabilities by providing equal access to educational opportunities in an integrated campus setting.

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

VIII. Conclusion

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

Table 12: Program Review 2008-2009 Recommendations

Priority	Recommendation	Cost	Person Responsible
Program Infrastructure			
1	Classrooms that are accessible for multiple wheelchair users to accommodate expanded educational offerings	N/A	Liaison with Facilities
1	Conference rooms to facilitate workshops	N/A	Facilities & Planning
1	Replacement of APE equipment with accessible universal design machines	TBD	APE faculty, SRC Director and HS&A Dean
2	Centralize all SRC services in one location	Master Plan	Facilities & Planning
2	Provide instructors with computer on-line access to student information to improve tracking of student contacts (APE)	Depends upon solution selected	Liaison with ITS, SRC staff/faculty
2	Expansion of the Adapted Fitness Lab and the faculty offices located near the room	TBD Master Plan	Facilities & Planning; HS&A; APE faculty
2	Improved APE storage in pool area for equipment for better access	TBD Master Plan	Liaison with Facilities
2	Budget for repair and maintenance, of APE exercise equipment	TBD	APE faculty, SRC Director and HS&A Dean
2	Assess program needs and develop equipment list for future exercise and aquatic equipment	N/A	SRC Director, HS&A Dean, APE faculty

3	Male and female accessible dressing rooms (unisex dressing area would be ideal) for APE classes	TBD Master Plan	Liaison with Facilities
Facilities	Sufficient ventilation system to regulate air flow throughout the office	To be determined (TBD) by Facilities	Facilities
Facilities	Additional space for staff offices, lab, storage area, and students	Master Plan	Facilities
Facilities	New carpeting	N/A (Ongoing maintenance funds)	Facilities
Facilities	Painting of walls	N/A (Ongoing maintenance funds)	Facilities & Planning
Facilities	Remodeling of pool area to better accommodate students with disabilities in APE classes	TBD Master Plan	Facilities & Planning
Facilities/Physical Plant			
These items are institution related items to prioritize	Campus accessibility map	$20,000	Facilities
	Braille on campus signage	TBD by Facilities and Planning	Facilities
	Covered area for student loading area	$12,000	Facilities
	Lowering of counters in Admissions and Records	$8,000	Facilities
	Accessible Bookstore offices	$12,000	Facilities
	Accessible police shuttle	$20,000	Campus Police
	Consult with Parking Committee regarding short/long term planning (i.e. handicap parking spaces)	N/A	Sharin Nakayama and varied campus representatives
Administrative/Leadership			
1	Participation in implementation of Crisis Intervention Model	N/A	Rocky Bonura and varied campus representatives
Outreach			
1	Faculty workshops/orientations of program and services.	$250 (materials/supplies)	SRC staff

1	Campus involvement in the integration of students with disabilities into the campus community.	N/A	SRC staff, students and ECC clubs
Staffing			
	Certificated Positions	(includes 28% for benefits)	
Ranked in order of priority	1 Full-time Tenure Faculty-Counselor (12-month)	$99,000	SRC, ECC administration; faculty hiring process
	Adjunct Faculty or 1 Full-time APE Instructor	$76,000	
	1 Full-time Tenure Faculty-Disability Specialist	$76,000	
	1 Faculty Coordinator	$76,000	
	Classified Positions		
	1 Full-time Classified Staff - Student Services Advisor (vacant)	$67,062	
	1 Full-time Classified Staff - Student Services Technician	$56,525	
	2 Part-time Classified Staff - Student Services Technician	$48,105	
	1 Full-time Classified Staff - Student Services Coordinator	$72,360	
	1 Full-time Classified Staff - Student Services Coordinator	$72,360	
	Other		
1	Casual/Student Employees to meet student needs or support classes	$78,400	
1	Forecast the APE program need for Teacher Assistants.	N/A	
2	Develop job descriptions and criteria for advancement for Teacher Assistant Positions.	N/A	
2	A preventative maintenance person to periodically service exercise equipment	~ $10,000	

Student Support Services			
1	Incentives for nursing students to support APE courses via enrollment in PE 201	N/A	APE and Nursing faculty
1	Improve dialog between full-time APE instructors and others who teach APE courses.	N/A	APE Faculty
1	Continue developing/updating web page for SRC and APE.	N/A (if internal resources are utilized)	APE Faculty and ITS
1	Workshops about SRC services and orientation to student handbook	$150 for all workshops (materials/supplies)	SRC Counselors
2	Workshops/orientations for students regarding disability and self advocacy from community specialists.		SRC Counselors and community representatives
2	Acclimate SRC students to electronic media via workshops/orientations		SRC Staff
2	Improve strategies to disseminate student satisfaction surveys for the future	N/A	SRC Staff
3	Expand APE video library and ensure accessibility to students	N/A (if internal resources are utilized)	APE Faculty liaison with Library staff
3	Expand APE textbook library	N/A (if internal resources are utilized)	APE Faculty liaison with Library staff
3	Develop reference list for faculty and students regarding APE resources (i.e. textbooks, periodicals, and videos)	N/A	APE Faculty liaison with Library staff

Curriculum			
1	Updating curriculum	N/A	SRC Certificated Faculty
1	Include repeatability of special courses (i.e. APE) policy and procedures in school catalog, schedule of classes, SRC handbook, official outlines and syllabi, and website.	N/A	APE Faculty
1	Investigate the feasibility of future sections of APE courses for future growth	N/A	APE Faculty
1	Develop strategies to increase PE 201 enrollment to assist with APE courses	N/A	APE Faculty
1	Computer labs equipped with assistive technology	TBD – cost associated with software licensing, host server and networking	Liaison with ITS
2	Evaluate curriculum offerings (i.e. courses about disability and aging, wider variety of community education classes, P/NP courses, basic courses)	N/A	SRC Certificated Faculty
2	Establish plan for "special course" repeatability to allow students to take an APE course greater than four times.	N/A	APE Faculty
2	Review district policy regarding a student taking multiple sections of a specific course (i.e. APE) during one semester.	N/A	APE Faculty
2	Develop questionnaire to investigate students' opinions of APE program	N/A	APE Faculty
2	Investigate the feasibility of future Competitive Sport program	N/A	APE Faculty

Appendices

A. Student Survey Results
B. Student comments from paper surveys
C. Institutional Research Data Set – SRC
D. Institutional Research Data Set – Reading and Writing Improvement Rate
E. SLO Assessment and Timeline

SRC Student Survey 2008

163 Responses

1. What is your primary disability?

Response	Frequency	Percent	Mean: 4.44
Brain Injury	4	2.88	
Deaf / Hard of Hearing	21	15.11	
Developmental delay	1	0.72	
Learning disability	71	51.08	
Physical disability/Mobility impairment	18	12.95	
Psychological disability	4	2.88	
Speech impairment	3	2.16	
Visual impairment	4	2.88	
Other [please specify]:	13	9.35	

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

Response	Frequency	Percent	Mean: 2.13
1-11 months	54	36.00	
1 year	29	19.33	
2-5 years	61	40.67	
6-10 years	5	3.33	
10 years	1	0.67	

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

Response	Frequency	Percent	Mean: 4.33
Improve my basic skills	23	15.75	
Learn skills in a specific area	9	6.16	
Retrain for a different job	3	2.05	
Receive my AA/AS degree	47	32.19	
Receive my certificate	6	4.11	
Transfer to a four-year college or university	47	32.19	
Other	6	4.11	
Undecided	5	3.42	

I was made to feel welcome by the SRC staff

Response	Frequency	Percent	Mean: 3.72
Strongly Agree	21	53.85	
Agree	9	23.08	
Neutral	1	2.56	
Disagree	0	0.00	
Strongly Disagree	1	2.56	
NA	7	17.95	

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

Response	Frequency	Percent	Mean: 1.57
Strongly Agree	10	17.86	
Agree	4	7.14	
Neutral	6	10.71	
Disagree	2	3.57	
Strongly Disagree	0	0.00	
NA	34	60.71	

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

Response	Frequency	Percent	Mean: 2.31
Strongly Agree	11	26.19	
Agree	7	16.67	
Neutral	3	7.14	
Disagree	2	4.76	
Strongly Disagree	1	2.38	
NA	18	42.86	

The SRC program has helped me meet my goals.

Response	Frequency	Percent	Mean: 2.28
Strongly Agree	10	21.28	
Agree	11	23.40	
Neutral	3	6.38	
Disagree	1	2.13	
Strongly Disagree	2	4.26	
NA	20	42.55	

The computers [and their access devices] in the High Tech Center meet my needs.

Response	Frequency	Percent	Mean: 1.57
Strongly Agree	13	24.53	
Agree	2	3.77	
Neutral	2	3.77	
Disagree	2	3.77	
Strongly Disagree	0	0.00	
NA	34	64.15	

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

Response	Frequency	Percent	Mean: 2.16
Strongly Agree	13	28.89	
Agree	6	13.33	
Neutral	1	2.22	
Disagree	1	2.22	
Strongly Disagree	3	6.67	
NA	21	46.67	

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

Response	Frequency	Percent	Mean: 4.03
Strongly Agree	20	55.56	
Agree	9	25.00	
Neutral	3	8.33	
Disagree	0	0.00	
Strongly Disagree	0	0.00	
NA	4	11.11	

El Camino College is accessible to me.

Response	Frequency	Percent	Mean: 3.95
Strongly Agree	25	65.79	
Agree	4	10.53	
Neutral	3	7.89	
Disagree	0	0.00	
Strongly Disagree	0	0.00	
NA	6	15.79	

The Educational Development courses I have taken have helped me.

Response	Frequency	Percent	Mean: 3.57
Strongly Agree	56	36.13	
Agree	53	34.19	
Neutral	18	11.61	
Disagree	4	2.58	
Strongly Disagree	0	0.00	
NA	24	15.48	

If offered- I would take an Educational Development class between the hours of 1:00-5:00pm

Response	Frequency	Percent	Mean: 2.77
Strongly Agree	27	17.42	
Agree	33	21.29	
Neutral	34	21.94	
Disagree	25	16.13	
Strongly Disagree	11	7.10	
NA	25	16.13	

If offered- I would take an Educational Development course in the evening.

Response	Frequency	Percent	Mean: 2.23
Strongly Agree	18	11.76	
Agree	18	11.76	
Neutral	30	19.61	
Disagree	31	20.26	
Strongly Disagree	27	17.65	
NA	29	18.95	

The Adapted Physical Education courses that I have taken have helped me.

Response	Frequency	Percent	Mean: 2.83
Strongly Agree	43	29.66	
Agree	30	20.69	
Neutral	21	14.48	
Disagree	4	2.76	
Strongly Disagree	4	2.76	
NA	43	29.66	

Reception staff was knowledgeable.

Response	Frequency	Percent	Mean: 4.03
Strongly Agree	70	44.59	
Agree	57	36.31	
Neutral	17	10.83	
Disagree	1	0.64	
Strongly Disagree	1	0.64	
NA	11	7.01	

Reception staff was courteous.

Response	Frequency	Percent	Mean: 3.90
Strongly Agree	68	42.77	
Agree	53	33.33	
Neutral	19	11.95	
Disagree	5	3.14	
Strongly Disagree	1	0.63	
NA	13	8.18	

Reception staff was helpful

Response	Frequency	Percent	Mean: 4.09
Strongly Agree	77	50.99	
Agree	46	30.46	
Neutral	14	9.27	
Disagree	3	1.99	
Strongly Disagree	1	0.66	
NA	10	6.62	

I was satisfied with the SRC office facilities.

Response	Frequency	Percent	Mean: 3.94
Strongly Agree	65	41.94	
Agree	53	34.19	
Neutral	21	13.55	
Disagree	5	3.23	
Strongly Disagree	0	0.00	
NA	11	7.10	

Overall- I would recommend the SRC to other students.

Response	Frequency	Percent	Mean: 4.06
Strongly Agree	78	52.00	
Agree	36	24.00	
Neutral	20	13.33	
Disagree	6	4.00	
Strongly Disagree	3	2.00	
NA	7	4.67	

I received appropriate and helpful counseling.

Response	Frequency	Percent	Mean: 3.81
Strongly Agree	60	38.96	
Agree	52	33.77	
Neutral	23	14.94	
Disagree	5	3.25	
Strongly Disagree	0	0.00	
NA	14	9.09	

I was able to schedule appointments in a timely manner.

Response	Frequency	Percent	Mean: 3.73
Strongly Agree	54	35.29	
Agree	56	36.60	
Neutral	21	13.73	
Disagree	7	4.58	
Strongly Disagree	0	0.00	
NA	15	9.80	

This counseling has contributed to my academic success.

Response	Frequency	Percent	Mean: 3.49
Strongly Agree	43	28.86	
Agree	50	33.56	
Neutral	32	21.48	
Disagree	4	2.68	
Strongly Disagree	1	0.67	
NA	19	12.75	

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

Response	Frequency	Percent	Mean: 3.57
Strongly Agree	56	36.84	
Agree	42	27.63	
Neutral	26	17.11	
Disagree	7	4.61	
Strongly Disagree	2	1.32	
NA	19	12.50	

My specialist was able to see me within a timely manner of my request for an appointment.

Response	Frequency	Percent	Mean: 3.40
Strongly Agree	54	35.06	
Agree	45	29.22	
Neutral	22	14.29	
Disagree	3	1.95	
Strongly Disagree	1	0.65	
NA	29	18.83	

My specialist understood my needs and suggested appropriate accommodation[s].

Response	Frequency	Percent	Mean: 3.39
Strongly Agree	50	32.68	
Agree	46	30.07	
Neutral	25	16.34	
Disagree	5	3.27	
Strongly Disagree	0	0.00	
NA	27	17.65	

My disabilities specialist informed me about the documentation required- if any.

Response	Frequency	Percent	Mean: 3.15
Strongly Agree	36	23.68	
Agree	50	32.89	
Neutral	27	17.76	
Disagree	8	5.26	
Strongly Disagree	2	1.32	
NA	29	19.08	

My specialist followed up on my request[s] in a timely manner.

Response	Frequency	Percent	Mean: 3.01
Strongly Agree	36	23.68	
Agree	42	27.63	
Neutral	32	21.05	
Disagree	5	3.29	
Strongly Disagree	4	2.63	
NA	33	21.71	

My specialist suggested other services on campus [if appropriate] to help me succeed.

Response	Frequency	Percent	Mean: 3.18
Strongly Agree	45	29.80	
Agree	43	28.48	
Neutral	25	16.56	
Disagree	3	1.99	
Strongly Disagree	2	1.32	
NA	33	21.85	

My specialist suggested other services off campus [if appropriate] to help me succeed.

Response	Frequency	Percent	Mean: 2.82
Strongly Agree	30	20.27	
Agree	42	28.38	
Neutral	24	16.22	
Disagree	11	7.43	
Strongly Disagree	5	3.38	
NA	36	24.32	

This service has contributed to my academic success.

Response	Frequency	Percent	Mean: 3.13
Strongly Agree	47	30.92	
Agree	34	22.37	
Neutral	31	20.39	
Disagree	5	3.29	
Strongly Disagree	1	0.66	
NA	34	22.37	

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

Response	Frequency	Percent	Mean: 3.06
Strongly Agree	37	26.62	
Agree	37	26.62	
Neutral	27	19.42	
Disagree	6	4.32	
Strongly Disagree	0	0.00	
NA	32	23.02	

The notes were provided to me as scheduled.

Response	Frequency	Percent	Mean: 2.98
Strongly Agree	35	25.55	
Agree	34	24.82	
Neutral	27	19.71	
Disagree	7	5.11	
Strongly Disagree	2	1.46	
NA	32	23.36	

The notes were of satisfactory quality.

Response	Frequency	Percent	Mean: 2.87
Strongly Agree	32	23.36	
Agree	28	20.44	
Neutral	34	24.82	
Disagree	9	6.57	
Strongly Disagree	1	0.73	
NA	33	24.09	

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

Response	Frequency	Percent	Mean: 3.12
Strongly Agree	37	25.17	
Agree	43	29.25	
Neutral	28	19.05	
Disagree	8	5.44	
Strongly Disagree	2	1.36	
NA	29	19.73	

Note-taking services contributed to my academic success.

Response	Frequency	Percent	Mean: 2.85
Strongly Agree	36	24.66	
Agree	31	21.23	
Neutral	33	22.60	
Disagree	6	4.11	
Strongly Disagree	1	0.68	
NA	39	26.71	

I understand how to schedule testing accommodations.

Response	Frequency	Percent	Mean: 3.47
Strongly Agree	60	38.71	
Agree	35	22.58	
Neutral	26	16.77	
Disagree	7	4.52	
Strongly Disagree	6	3.87	
NA	21	13.55	

SRC staff was helpful in scheduling tests.

Response	Frequency	Percent	Mean: 3.24
Strongly Agree	43	28.67	
Agree	46	30.67	
Neutral	25	16.67	
Disagree	5	3.33	
Strongly Disagree	2	1.33	
NA	29	19.33	

Tests were available to me as scheduled.

Response	Frequency	Percent	Mean: 3.19
Strongly Agree	39	26.17	
Agree	48	32.21	
Neutral	25	16.78	
Disagree	6	4.03	
Strongly Disagree	2	1.34	
NA	29	19.46	

My professor[s] were cooperative.

Response	Frequency	Percent	Mean: 3.39
Strongly Agree	54	35.29	
Agree	40	26.14	
Neutral	22	14.38	
Disagree	10	6.54	
Strongly Disagree	2	1.31	
NA	25	16.34	

The testing room was comfortable.

Response	Frequency	Percent	Mean: 3.06
Strongly Agree	42	28.77	
Agree	40	27.40	
Neutral	22	15.07	
Disagree	5	3.42	
Strongly Disagree	1	0.68	
NA	36	24.66	

The testing room was quiet.

Response	Frequency	Percent	Mean: 3.22
Strongly Agree	50	33.56	
Agree	40	26.85	
Neutral	21	14.09	
Disagree	3	2.01	
Strongly Disagree	1	0.67	
NA	34	22.82	

I am knowledgeable about how to use testing accommodations.

Response	Frequency	Percent	Mean: 3.27
Strongly Agree	50	33.78	
Agree	34	22.97	
Neutral	28	18.92	
Disagree	6	4.05	
Strongly Disagree	2	1.35	
NA	28	18.92	

These testing services contributed to my academic success.

Response	Frequency	Percent	Mean: 3.10
Strongly Agree	46	30.26	
Agree	34	22.37	
Neutral	32	21.05	
Disagree	3	1.97	
Strongly Disagree	3	1.97	
NA	34	22.37	

The taped or alternate text materials were: [a] Made available in a timely manner

Response	Frequency	Percent	Mean: 2.38
Strongly Agree	30	20.27	
Agree	30	20.27	
Neutral	21	14.19	
Disagree	8	5.41	
Strongly Disagree	3	2.03	
NA	56	37.84	

The taped or alternate text materials were: [b] Of satisfactory quality

Response	Frequency	Percent	Mean: 2.29
Strongly Agree	27	18.62	
Agree	25	17.24	
Neutral	24	16.55	
Disagree	12	8.28	
Strongly Disagree	1	0.69	
NA	56	38.62	

I am knowledgeable about how to use alternate media.

Response	Frequency	Percent	Mean: 2.45
Strongly Agree	29	20.14	
Agree	29	20.14	
Neutral	22	15.28	
Disagree	12	8.33	
Strongly Disagree	2	1.39	
NA	50	34.72	

These materials contributed to my academic success.

Response	Frequency	Percent	Mean: 2.46
Strongly Agree	30	19.87	
Agree	36	23.84	
Neutral	20	13.25	
Disagree	9	5.96	
Strongly Disagree	0	0.00	
NA	56	37.09	

The in-class/lab assistance and/or learning facilitation were: [a] made available to me in a timely manner.

Response	Frequency	Percent	Mean: 3.37
Strongly Agree	50	33.33	
Agree	47	31.33	
Neutral	20	13.33	
Disagree	3	2.00	
Strongly Disagree	2	1.33	
NA	28	18.67	

The in-class/lab assistance and/or learning facilitation were: [b] provided to me as scheduled.

Response	Frequency	Percent	Mean: 3.32
Strongly Agree	53	35.33	
Agree	36	24.00	
Neutral	26	17.33	
Disagree	4	2.67	
Strongly Disagree	3	2.00	
NA	28	18.67	

The in-class/lab assistance and/or learning facilitation were: [c] of satisfactory quality

Response	Frequency	Percent	Mean: 3.28
Strongly Agree	48	31.79	
Agree	36	23.84	
Neutral	34	22.52	
Disagree	4	2.65	
Strongly Disagree	1	0.66	
NA	28	18.54	

I am knowledgeable about how to utilize my in-class/lab assistance and/or my learning facilitation.

Response	Frequency	Percent	Mean: 3.10
Strongly Agree	42	28.38	
Agree	40	27.03	
Neutral	25	16.89	
Disagree	5	3.38	
Strongly Disagree	4	2.70	
NA	32	21.62	

These services contributed to my academic success.

Response	Frequency	Percent	Mean: 3.09
Strongly Agree	47	31.76	
Agree	32	21.62	
Neutral	28	18.92	
Disagree	5	3.38	
Strongly Disagree	1	0.68	
NA	35	23.65	

The Interpreter(s) [a] made available to me in a timely manner.

Response	Frequency	Percent	Mean: 2.29
Strongly Agree	34	25.56	
Agree	20	15.04	
Neutral	15	11.28	
Disagree	4	3.01	
Strongly Disagree	1	0.75	
NA	59	44.36	

The interpreter(s) [b] provided to me as scheduled.

Response	Frequency	Percent	Mean: 2.30
Strongly Agree	30	22.22	
Agree	27	20.00	
Neutral	11	8.15	
Disagree	9	6.67	
Strongly Disagree	2	1.48	
NA	56	41.48	

The interpreter(s) were [c] of satisfactory quality

Response	Frequency	Percent	Mean: 2.35
Strongly Agree	35	26.32	
Agree	21	15.79	
Neutral	15	11.28	
Disagree	4	3.01	
Strongly Disagree	1	0.75	
NA	57	42.86	

Interpreting services contributed to my academic success.

Response	Frequency	Percent	Mean: 2.16
Strongly Agree	29	22.66	
Agree	19	14.84	
Neutral	15	11.72	
Disagree	3	2.34	
Strongly Disagree	4	3.13	
NA	58	45.31	

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

Response	Frequency	Percent	Mean: 1.76
Very willing	79	53.74	
Somewhat willing	29	19.73	
Neutral/no opinion	35	23.81	
Somewhat Unwilling	4	2.72	
Very Unwilling	0	0.00	

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

Response	Frequency	Percent	Mean: 1.92
Very Responsive	69	46.31	
Somewhat Responsive	39	26.17	
Neutral/no opinion	31	20.81	
Somewhat Unwilling	4	2.68	
Very Unwilling	6	4.03	

Question:Your comments.....We want to know!

Respondent	Response
1	There are not enough eating tables outside that are wheelchair accessible. We need a covered place to sit and wait for Access or other transportation. The classrooms in the Humanities building don't have good wheelchair access.
3	The lab is very useful for me and it keeps me up with my typing use and homework and computer knowledge
4	I am a fifty-six year old male with challenged learning disabilities receiving for the first time in my life quality one-one training from EL Camino Community college The Etucational Testing Service of yester-year labled me "Stupid and Slow,' which were reinforced by "family members/teachers" that told my blue color working parents that I was "stupid and slow". El Camio Community College has a "Model Program" that all collges and universities need to emulate. The old days of the Educational Testing Service of Princenton New Jersey needs to be shut down. In the old days, innocent poeple were placed in Mental Institutions for no valid reason; labled "Mentallly Ill". There is no difference between The Princeton Examiners, and the Criminally Insane Psychologist who "institutionalized people at the drop of a hat" are one and the same. El Camino Special Education Center needs to have all aer marked monies for The Princeton Exam be immediately reallocated to the El Camino College Special Education Center....STAT! Let us not give a man a fish to eat for a day. "LET US TEACH A MAN TO LEARN TO FISH FOR A LIFE TIME; SO THAT HE CAN FEED HIMSELF." .....This is waht El Camino Community ollege Special Education Center does every day 24/7. I know this because I am learning to fish for a life time at El Camino Commuity College... Jacob Berkowicz yankl1@msn.com 562-889-3433 HIMSELF".
5	I am very grateful for having my interpeters in classes and having my needs such as my hearing impairement and speech impairement.

APPENDIX B

COMMENTS – SRC SURVEY 2008

QUESTION #1.

- Math Disability
- SCI
- High-functioning autism, ADHD, OCD, ADD
- Math (understanding)
- Mono/fatigue
- Remembering, description and making own stories
- Hard time understanding vocabulary and speaki9ng
- ADHD
- ADD
- Slow at learning
- Autism
- Troubles with Math
- Mono/fatigue
- Fibromyalgia, back injury
- Learning Disability
- Diabetes II
- Stomach, heart
- Work Injury
- Broken Leg - Must strengthen muscles
- MS

Comments:

- I didn't ask to come here, I wanted to be part of the Armed Forces, I may or may not drop out of El Camino.
- You guys are great keep up the good work
- It would be better if the SRC could be open a little earlier and stay open later.
- Please keep the SRC at El Camino College
- SRC is the best service to all disabled students.
- We need to keep SRC for disabled people if not, we need to call our Governor.
- I haven't yet used any of these services.
- I will like for them to show me the thing I can use and tell me what class I can work for to get a career.
- I never been to SRC and I will like to join.
- I haven't gone to the SRC it.
- The SRC is a very helpful and welcome place to be at.
- The SRC is a great program for students who have learning disabilities and I would definitely recommend this program for anyone who has a learning disability.
- SRC faculty is very genial and respectful. I praised how the high tech center and personnel are very_____ in helping me with Kurtzwell program, keeping on track, goal minded-organized. I do have a big problem with Ed Dev. Classes I need. Does not fit schedule time. It will be helpful if you had math on different or evenings. I could not pass my classes without them. Would you please consider it?
- El Camino College Learning Resource Center – West "supercedes" all Federal Americans with Disabilities Act requirements, guidelines, and standards. This is a model program for the nation to learn from.

- If the resource center could tell me all the services I can use then it will be help me achieve my dream very early. If the SRC could broadcast it services to students that are disabled then many more would succeed in their goals and dreams.
- Thank you guy help a lot
- I think that they do a good job with people who have a disability, keep do what they do it will help me and other. I'm so happy my college have a Special Resource Center.
- I'm a new student Here but from what I've seen its very well organized and the staff are great and the teachers are nice.
- I don't know anything some time I don't know what I am doing so I'll probably need some help with that.
- It's cool
- The SRC was very willing to my disability.
- I mark N/A to most because I don't know (or) am I clear of all the services available to me in the Learning Service, so I'm just getting started but so far everyone in staff including Bill Hoanzl have been very helpful!
- The survey did not help and it was boring to take.
- The most I need my help with is reading and to keep things in my head and no how to spell things and that all comes along with my reading. I'm ready to get all this together.
- More information flyer college deaf programs
- I will come to work college. I can learn to write and read subjects about math & English for ECC program.
- I like to say about this. _____ should willing to take notetaking for classes if people can't understand or missing when the teachers lectures sometime.
- A person should help people who having trouble stress management in the whole class. Some people taking one class or a lot classes either way that might feel stress management. Those people who feel stress and they need help a lot. Make people feel happy for them to be successful class.
- Based on observation and experience. I notice that students of Caucasian and Hispanic race are readily made available accommodations and services, black lack many accommodations and are discourage or steered away from beneficial services.
- The El Camino special disabilities is a model learning disability program available to those with a ADD disability. The El Camino staff works with the students on a one-on-one basis. It is an excellent and professional staff that does a service to the public and community alike. Thank You.
- Every one person in the program is very helpful.
- If it had not been for Susan in staff, I wouldn't have known about this wonderful computer class – Ed Development 40.
- I am on medication the pills I take Lomictal. I've been having to grand mal seizures sick in my bed.
- The Hi-Tech Center closes too early! It needs to be open in the evenings! Please extend the hours of operation!
- Although I do not personally utilize many of the special resource services, I am very aware that they provide positive support for students with more severe disabilities than myself.
- El Camino Compton Center need more worker.
- Without the SRC – High Tech – Hi Tech Assistant "I would not of made my third year. When ed dev were not available due to my schedule – my GPA were low – some classes I had to drop. I would be helpful to had Math-Eng. Ed Dev afternoon or early evening before class. From dropping a Math class – to retake Math again with Ed Dev Class I pass with a "B". If you have the Ed Dev classes available I would be able to stay in El Camino to take higher Math & English. If the SRC assistants were not available my self esteem-confidence would _____ me to despair. Thank You.

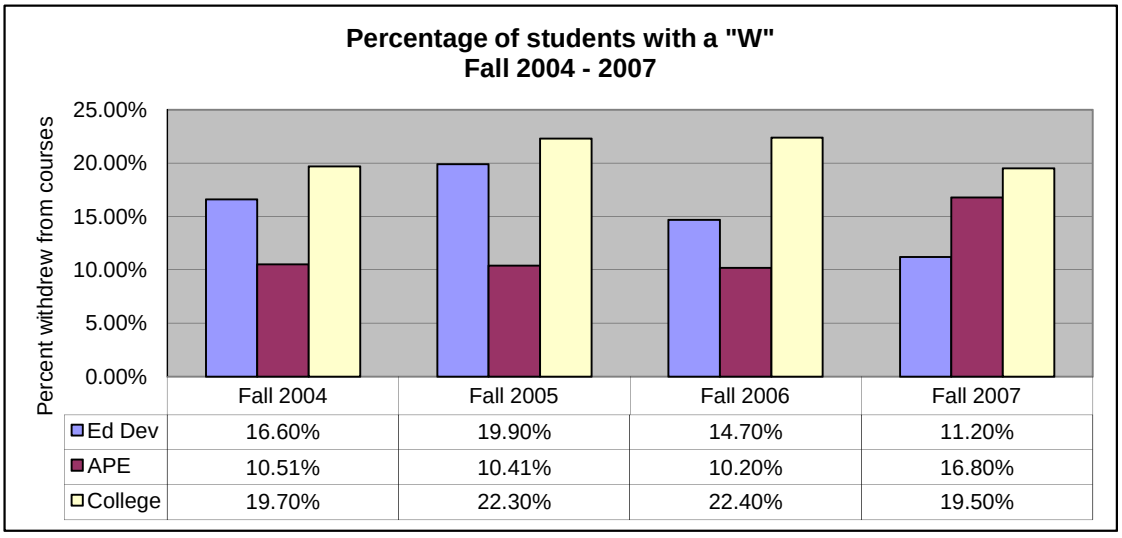
- I was impressed with how caring all the staff is. I appreciate their services and contributions to my success.
- Muy Bueno el SRC. Muchas Gracias por todo! (The SRC is the best. Thanks for everything!)
- I broke my leg in Dec 2007, and wore a cast till May 2007, so my legs & muscles were weak and stiff. The doctor put me on certain exercises for leg flexability and build up leg muscles, and all body muscles, and doctor put me on cardiovascular exercises. I did not use services of SRC yet. My legs and health care improving quickly as a result.
- Great teachers here!
- Excellent program, please continue
- Quite please, the Library has individual rooms with a door for studying, so why is it that testing facility in the High Tech Center has a room with people sharing. The distractions are people coming in and out of the room, getting shuttled, pencil tapping on the table, and the mere fact that other people sitting so close. Not only that, but the hours of the High Tech Center are not very accommodating to evening students who would like to use the services that are limited to during the day. I would like to take a class on strategies for succeeding in Math, English writing, and techniques. This would help me be better prepared to succeed in this competitive working world and be a better future asset to employers who are competing with other countries. Having late afternoon, early evening classes would be accommodating students who are unable to attend earlier during the day. I would like to take these classes on line and have a later time schedule for meeting the instructor.
- Things did not work out as hoped or expected. Trouble with instructors scheduling for "Quizs" – because they were not formal tests. It became a bigger deal to make accommodations than to just forget it. I needed help with tutor LRC needs help with disabilities awareness and not make their own judgments and waste and frustrate my time for class preparation.

Success and Retention

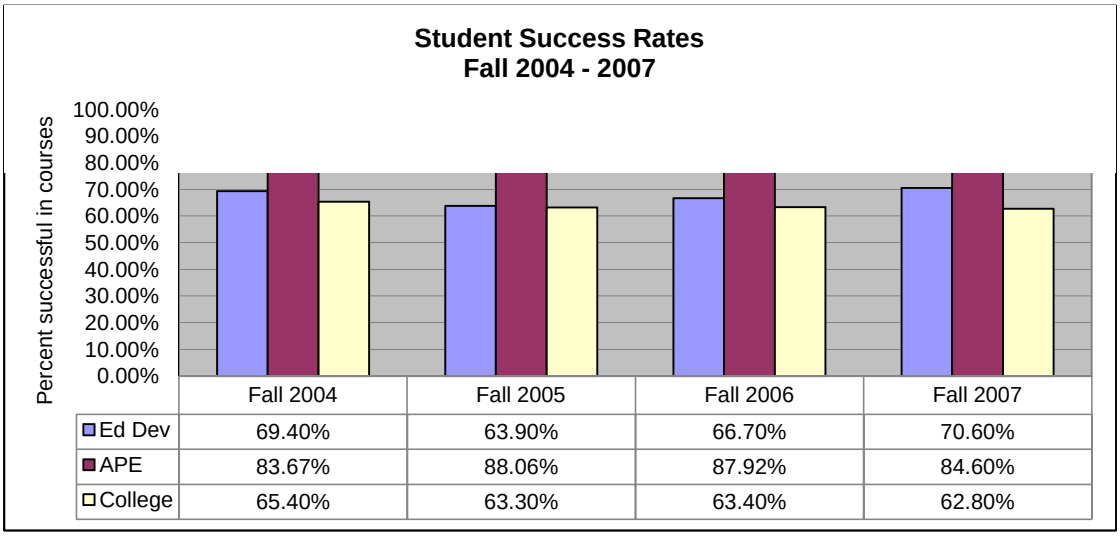
withdraw	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Ed Dev	16.60%	19.90%	14.70%	11.20%
APE	10.51%	10.41%	10.20%	16.80%
College	19.70%	22.30%	22.40%	19.50%

success ra	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Ed Dev	69.40%	63.90%	66.70%	70.60%
APE	83.67%	88.06%	87.92%	84.60%
College	65.40%	63.30%	63.40%	62.80%

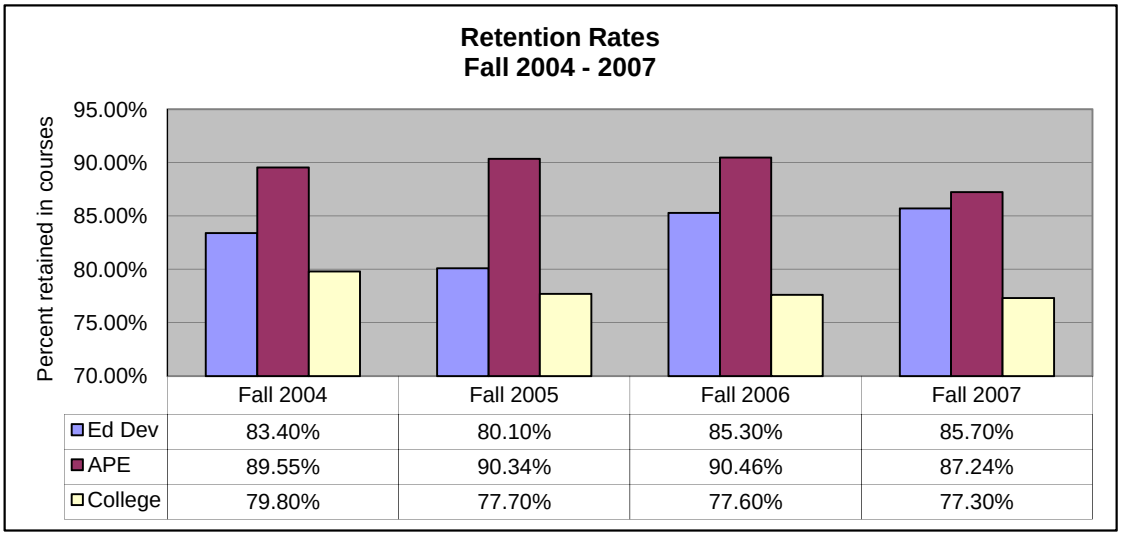
retention ra	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Ed Dev	83.40%	80.10%	85.30%	85.70%
APE	89.55%	90.34%	90.46%	87.24%
College	79.80%	77.70%	77.60%	77.30%



	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Ed Dev	16.60%	19.90%	14.70%	11.20%
APE	10.51%	10.41%	10.20%	16.80%
College	19.70%	22.30%	22.40%	19.50%



	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Ed Dev	69.40%	63.90%	66.70%	70.60%
APE	83.67%	88.06%	87.92%	84.60%
College	65.40%	63.30%	63.40%	62.80%



	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Ed Dev	83.40%	80.10%	85.30%	85.70%
APE	89.55%	90.34%	90.46%	87.24%
College	79.80%	77.70%	77.60%	77.30%

El Camino College
Comparison of Enrollment and Academic Performance
Reading and Writing Preparatory Courses
Five Year Trend

EDEV-35AB (Reading Skills)

Term	Course Grades *					Total	Success	Retention
	CR/P	NC/NP	I	DR	W			
FA03	21	2			5	28	75.0%	82.1%
SP04	23	3			2	28	82.1%	92.9%
FA04	19	2			5	26	73.1%	80.8%
SP05	17	2			4	23	73.9%	82.6%
FA05	26	3			7	36	72.2%	80.6%
SP06	18	7			5	30	60.0%	83.3%
FA06	20	6			5	31	64.5%	83.9%
SP07	21	3			7	31	67.7%	77.4%
FA07	19	3		1	5	28	67.9%	78.6%
SP08	17	3			9	29	58.6%	69.0%

EDEV-36AB (Writing Skills)

Term	Course Grades *					Total	Success	Retention
	CR/P	NC/NP	I	DR	W			
FA03	24	1			3	28	85.7%	89.3%
SP04	21	3			2	26	80.8%	92.3%
FA04	15	3			6	24	62.5%	75.0%
SP05	12	2			10	24	50.0%	58.3%
FA05	17	2			7	26	65.4%	73.1%
SP06	17	1			4	22	77.3%	81.8%
FA06	17	4			4	25	68.0%	84.0%
SP07	21	3			2	26	80.8%	92.3%
FA07	16	4			3	23	69.6%	87.0%
SP08	16	1			3	20	80.0%	85.0%

Reading and Writing Improvement Rate
EDEV-35ab (Reading) and EDEV-36 (Writing)
Fall 2002 - Spring 2006

Improvement rate is defined as the percentage of students who are successful (C/CR or better) in EDEV-35ab or EDEV-36ab who are also successful in a higher-level reading or writing course.

This study tracked students for 2 years after their successful EDEV course. Reading and writing courses taken before or after this 2-year window were excluded from this study. The total number
of students who are successful in both course levels will be slightly higher when more terms are included. However, the opportunity for cross-term comparison is lost.

Although improvement rates vary from term to term, the overall rate for both reading and writing courses is about one-third (31%, 36%). Subsequent success in English 1A is between 15%-18%.
However, this rate is low due to the short 2-year timeline. it is recommended that a longer timeline
be used to measure improvement through transfer-level English.

EDEV-35AB (Reading Skills)

Term	Successful in EDEV-35ab	Successful in Higher Class*			Total Successful		Successful in Engl-1A	
		Engl-80	Engl-82/R	Engl-84/2R	N	%	N	%
FA02	23		3	5	8	35%	4	17%
SP03	15		4	1	5	33%	4	27%
FA03	19		6	3	9	47%	4	21%
SP04	13		2	0	2	15%	2	15%
FA04	15		4	0	4	27%	1	7%
SP05	11		1	0	1	9%	2	18%
FA05	24		7	4	11	46%	7	29%
SP06	11	3	0	0	3	27%	0	0%
Total	131	3	27	13	43	33%	24	18%

EDEV-36AB (Writing Skills)

Term	Successful in EDEV-36ab	Successful in Higher Class*		Total Successful		Successful in Engl-1A	
		Engl-B	Engl-A	N	%	N	%
FA02	13	2	2	4	31%	1	8%
SP03	16	3	1	4	25%	1	6%
FA03	18	6	2	8	44%	2	11%
SP04	20	7	2	9	45%	6	30%
FA04	12	2	0	2	17%	2	17%
SP05	11	1	1	2	18%	0	0%
FA05	12	1	7	8	67%	5	42%
SP06	12	4	0	4	33%	0	0%
Total	114	26	15	41	36%	17	15%

* Only courses passed within 2 years after the successful EDEV class were included.

Program SLO and Assessment Timeline – Fall 2008 through Fall 2011

Program: Special Resource Center
Number of Fulltime Faculty: Number of Adjunct Faculty:

Semester	Course-Level SLO Activities			Program-Level SLO Activities			Overarching Due Dates
	In each column below and for each course, identify the course number, the month the task will be finished, and the name of the lead person (the person responsible for assuring that the tasks are completed by the due date).			In each column below, identify the program-level SLO, the month the task will be finished, and the name of the lead person (the person responsible for assuring that the tasks are completed by the due date).			
	Draft Course-Level SLO and Assessment Plans	**Assess Course-Level SLOs**	**Complete Course-Level SLO Reports**	**Draft Program-Level SLO and Assessment Plans**	**Assess Program-Level SLOs**	**Complete Program-Level SLO Reports**	
Fall 2008		ED 33 (Hoanzl/Holmes) Ed 8 (Lenham) Ed 9 (Lenham) Ed 11 (Collette)	Ed 29 (Holmes) Ed 36 (Land)	Effective Advocates – Alternate Media – process analysis and SLO draft	Effective Advocates - Testing Accommodations – Semester 1		

	Draft Course-Level SLO and Assessment Plans	Assess Course-Level SLOs	Complete Course-Level SLO Reports	Draft Program-Level SLO and Assessment Plans	Assess Program-Level SLOs	Complete Program-Level SLO Reports	
Spring 2009	Ed 41	Ed 10 (Collette) Ed 40 (P/T Castillo–Holmes)	Ed 8 (Lenham) Ed 9 (Lenham) Ed 11 (Collette)	Effective Advocates – Alternate Media – SLO and rubric	Effective Advocates - Testing Accommodations – Semester 2	Effective Advocates - Testing Accommodations – Semester 1 preliminary report	****Program-Level SLO Statements due in June 2009****
Fall 2009		Ed 22 (Lenham) Ed 29 (Holmes) Ed 36 (Land) Ed 35 (Hoanzl)	Ed 10 (Collette) ED 33 (Hoanzl/Holmes) Ed 40 (P/T Castillo–Holmes)	Service Delivery – Interpreting Services – process analysis and SLO draft	Effective Advocates - Testing Accommodations – Semester 3 Effective Advocates – Alternate Media – Semester 1	Effective Advocates - Testing Accommodations – Semester 2 preliminary report	****Course-Level SLOs and Assessment Proposals for all regularly offered courses due in December 2009**** ****Assessment Reports due in December 2009****

	Draft Course-Level SLO and Assessment Plans	Assess Course-Level SLOs	Complete Course-Level SLO Reports	Draft Program-Level SLO and Assessment Plans	Assess Program-Level SLOs	Complete Program-Level SLO Reports	
Spring 2010		Ed 14 (Lenham) Ed 21 (Lenham)	Ed 22 (Lenham) Ed 29 (Holmes) Ed 36 (Land) Ed 35 (Hoanzl)	Service Delivery – Interpreting Services – SLO and rubric	Effective Advocates – Alternate Media – Semester 2	Effective Advocates - Testing Accommodations – Final report – 3 semester compilation Effective Advocates – Alternate Media – Semester 1 – preliminary report	
Fall 2010		Ed 41 (Holmes / P/T)	Ed 22 (Hoanzl / Land with data from P/T Clark) Ed 14 (Lenham) ED 21 (Lenham)		Effective Advocates – Alternate Media – Semester 3 Service Delivery – Interpreting Services – Semester 1	Effective Advocates – Alternate Media – Semester 2 – preliminary report	****Course-Level Assessment Reports due in December 2010****

	Draft Course-Level SLO and Assessment Plans	Assess Course-Level SLOs	Complete Course-Level SLO Reports	Draft Program-Level SLO and Assessment Plans	Assess Program-Level SLOs	Complete Program-Level SLO Reports	
Spring 2011		Ed 31 – Writing (Land) Ed 31 – Math (Lenham) Ed 32 (Hoanzl)	Ed 10 (Collette) Ed 11 (Collette) Ed 41 (Holmes / P/T)		Service Delivery – Interpreting Services – Semester 2	Effective Advocates – Alternate Media – Final report – 3 semester compilation Service Delivery – Interpreting Services – Semester 1 – Preliminary report	
Fall 2011			Ed 31 – Writing (Land) Ed 31 – Math (Lenham) Ed 32 (Hoanzl)		Service Delivery – Interpreting Services – Semester 3	Service Delivery – Interpreting Services – Semester 2 – Preliminary report	****Course-Level Assessment Reports due in December 2011****