El Camino College Compton Center
2013 Student Services
Special Resource Center Program Review

I.   Program Description

1. Describe the program emphasizing the program's objectives and how the program supports the college's mission and vision statements, strategic initiatives, and core competencies.

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

The overall function of DSPS, in accordance with Title 5, is to provide legally mandated instruction and services to students with disabilities, promote appropriate utilization of resources/instructional delivery and equitable access to instructional medium, and to advocate universal design and educational access for all students with disabilities to promote maximum independence and integration.

Students with disabilities are an integral and vital part of the ECC-CC community. The SRC and HTC provide support services, adaptive equipment and computer technology to serve students with verified disabilities. Our primary goal is to provide the accommodations necessary to assist students in achieving their educational and vocational goals while promoting self-advocacy and independent learning. Our office promotes shared responsibility with the student, instructor and college staff for student success.

SRC Program Impact and Support:

Mission Statement: "El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community."

The Special Resource Center and High Tech Center assists in supporting the mission statement and vision of El Camino College by offering services for students in alignment with the Strategic Initiatives and Core Competencies noted in the following section:

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

- Direct Support Services for Disabled Students: Assistance is provided for both academic and extra-curricular campus related activities such as tutoring, registration and transportation assistance;
- Specialized Counseling: Counselors with specific training to assist students with disabilities are available to create educational plans based on medical verifications and approved accommodations;
- Workshops: Specialized training is provided on assistive software, strategies for success for students with disabilities, mental health topics and specific program information;
- In-class Assistance: Note takers, writers, and interpreters for the hearing impaired are provided to assist students in the classroom;
- Testing Accommodation: The High Tech Center provides a quiet, monitored area for students with disabilities who the SRC staff and instructors have agreed require extended time on tests outside of the classroom;
- Department of Rehabilitation, Mental Health and Regional Centers: Referrals are made on a regular basis for certificates and degrees where a portion of the student's educational expenses may be covered by the agency as well as job placement assistance;

Participation in the activities noted above fosters student professional and personal growth, and also experience with community and collaboration, through exposure to supportive services from campus and community programs linking education to the world of work (Core Competencies 4 and 5).

B. **Strategic Initiative F:** Support facility and technology improvements to meet the needs of students, employees, and the community.
- Assistive Technology, Adaptive Equipment and Computer Technology: Technical support services are provided for students with verified disabilities, in relation to their functional limitation(s), in a computer lab and via a dedicated server;
- In-class Assistance: Note takers, writers, and interpreters for the hearing impaired are provided as well as assistive technology such as tape recorders, daisy players and FM Loops; also wheel chairs and special furniture;
- Assistive Software: Training and access to assistive technology is provided in the High Tech Center lab, and for download on laptop computers and other personal electronic devices, to address student accommodation needs including Zoom Text, Dragon Naturally Speaking, Read, Write Gold, and Inspiration;
- Workshops: Specialized training is provided on assistive software, strategies for success for students with disabilities, mental health topics and specific program information;

Participation in the activities noted above fosters student content knowledge, and information and technology literacy, through training and workshops utilizing

educational software, adaptive equipment, and specific learning strategies to address student functional limitations (Core Competencies 1 and 6).

C. **Strategic Initiative A:** Enhance teaching to support student learning using a variety of instructional methods and services.
   - Provision of Special Courses: Efforts are underway to provide courses designed to meet the specific needs of the disabled student population including Educational Development 31 and 33;
   - Assistive Software: Training and access to assistive technology is provided in the High Tech Center lab, in classrooms and in campus labs, and for download on laptop computers and other personal electronic devices to address student accommodation needs including Zoom Text, Dragon Naturally Speaking, Read, Write Gold, and Inspiration;
   - Matching Disabled Student Need to Appropriate Support Staff: Trained staff facilitate comparable access in the classroom environment related to academic content and participation expected of college students and instructors;
   - Alternative Media Assistance: Student assistance is provided with text enlargement, alternative text for the blind and download of electronic textbooks.

Participation in the activities noted above fosters student critical, creative and analytical thinking; also communication and comprehension skills, as they complete their educational courses, practice learning strategies, strengthen advocacy skills and learn to access web information for educational purposes (Core Competencies 2 and 3).

D. **Strategic Initiative C:** Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.
   - Collaboration with Campus Instructors, Learning Resource Center and Counselors: High Tech Center and SRC staff work collaboratively to promote student success;
   - Weekly Student Services Manager Meetings: The CalWORKs/SRC Director attends weekly meetings, led by the Dean of Student Services, where issues pertinent to the Special Resource Center and High Tech Center are shared and discussed with managers representing Admissions, Assessment, Transfer Center, Student Life, Outreach and Recruitment, Financial Aid, Athletics, EOP&S/CARE, Upward Bound, and Counseling Services;
   - Monthly Student Services Division Meetings: The Dean of Student Services meets with managers and their direct reports once a month to share information and activities involving student support services providing an opportunity for the Director to give updates on SRC and HTC activities;

- <u>Monthly Operational Meetings & ECC Joint Management Meetings</u>: These are opportunities for the CalWORKs/SRC Director to share information and receive updates from managers at the ECC Torrance campus;
- <u>Collaboration with the ECC Torrance SRC and HTC</u>: Information on students enrolled at both campuses is shared as well as assistance with MIS data reconciliation, coordination of DHH Interpreter Services, and Learning Disability assessment;
- <u>Region 7 DSPS Directors Quarterly Meetings</u>: Local community college Directors from ten colleges meet to discuss state and local issues impacting provision of program services.

E. **Strategic Initiative E:** Improve processes, programs and services through the effective use of assessment, program review, planning, and resource allocation.
- <u>Matching Disabled Student Need to Appropriate Support Staff</u>: Strategic planning facilitates comparable access in the classroom environment related to academic content and participation expected of college students and instructors;
- <u>Staff meetings</u>: These meetings are used as staff development opportunities for periodic updates and review of Plan Builder goals and objectives, review of SLO assessment data, to report back information on practices to strengthen case management activities, and to brainstorm strategies to best utilize on and off campus resources;
- <u>SLO's</u>: One or two Student Learning Outcomes are assessed yearly based upon agreed program needs and identified areas needing improvement;
- <u>Student Satisfaction Surveys</u>: The Student Satisfaction/Customer Service Survey is revised and distributed annually for feedback;
- <u>Metrics</u>: Statistics on disabled students enrollment, verified disabilities, academic success, accommodations and persistence, retention and completion are reported three times a year for analysis and review;
- <u>SARS</u>: A process is in place for collecting and reporting student data related to student appointments and drop-ins, reason codes for office visits, and staff office schedules;
- <u>Monthly Budget Review Meetings</u>: Meetings with a representative from the Business Office occur a minimum of once monthly for budget review and reconciliation to comply with audit requirements.

2. **Describe the student population served by the program's activities.**

The Special Resource Center student population is composed primarily of economically and/or academically disadvantaged individuals with one or more disabilities interfering with their pursuit of post-secondary education. As shown in the chart below, the demographics confirm that the participants are primarily female, African-American and older than the typical students enrolled at the ECC Compton Center.

The five most common disabilities presented by SRC students, with number one being the most frequently verified, include:

1. Other Disability: The student does have impairment but none of the disability specific categories are appropriate. This includes: Autism, Aspergers Syndrome, Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Diabetes, Tuberculosis, Hemophilia, Environmental, Nephritis, Myelopathy, Tourette's Syndrome, Learning Disability (unverified) or History of Services;
2. Psychological Disability (mental health)
3. Mobility Impaired
4. Developmentally Delayed Learner (intellectual ability)
5. Learning Disabled (process or subject specific)

Students with disabilities may enroll at the campus on their own accord, matriculate from high school special education programs or be referred from various agencies including Vocational Rehabilitation, Regional Centers, Mental Health, Social Services or Veterans Administration.

The Special Resource Center student demographics for the past four years, by semester, are as follows:

Age	Fall 08	Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12
<18	4	4	4	7	3	1	2	2
18	11	9	18	14	21	14	14	8
19	25	15	18	17	25	28	23	19
20	13	15	15	18	16	19	25	22
21	2	10	16	14	15	12	17	14
22	6	1	7	10	16	16	17	12
23	4	10	6	4	6	9	13	13
24	5	8	9	8	7	6	4	11
25-29	31	34	30	36	39	34	33	37
30-39	39	42	54	55	55	52	65	61
40-49	51	59	53	61	59	58	71	64
50+	41	54	48	60	63	61	58	56
Grand Total	**232**	**261**	**278**	**304**	**325**	**310**	**342**	**319**

Gender	Fall 08	Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12
Female	151	171	182	202	209	200	214	205
Male	80	90	96	102	116	110	128	114
Grand Total	**232**	**261**	**278**	**304**	**325**	**310**	**342**	**319**

Ethnic Group	Fall 08	Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12
African American	164	189	190	211	221	212	228	216
American Indian/ Alaskan Native	3	4	4	3	3	0	0	0
Asian	10	10	10	9	10	7	11	8
Hispanic	41	40	53	59	66	69	75	70
Two or More Races	0	0	3	2	4	5	9	8
Unknown /Undeclared	7	12	13	11	9	8	8	7
White Non-Hispanic	7	6	5	9	12	9	11	10
Grand Total	**232**	**261**	**278**	**304**	**325**	**310**	**342**	**319**

3. **What happens after students participate in the program's activities? If applicable, address whether students are successful in meeting their educational goals.**

   After participation in Special Resource Center and High Tech Center activities, students with disabilities may complete basic skills or ESL coursework; receive a certificate, Associate in Science Degree, or an Associate in Arts Degree: transfer to a four year institution; or may return to the agency that referred them for additional services or assistance with employment.

   The addition of the Counselor/Learning Disabilities Specialist, to the Special Resource Center, will further assist students in meeting their educational goals by assessing students for learning disabilities and advising them on developmental or compensatory approaches needed to improve skills and manage their disability.

   As services for ECC Compton Center students with disabilities expand, and increase in effectiveness, it is anticipated that completion rates will continue to grow. This will be accomplished through the addition of staff with specialized skills to serve this population; the continued upgrading of assistive technology and software; instruction of English, math and classes on specific learning strategies to meet the needs of SRC students; universal access to these resources in the library and learning resource center to better assist students with disabilities, and training of students and faculty to maximize student success in the classroom.

The completion rate for SRC student graduates who earn certificates and degrees are noted below:

Compton Center SRC Students		
Completion Rate		
Academic Year	Degrees	Certificates
2007-2008	4	2
2008-2009	2	5
2009-2010	5	6
2010-2011	8	5
2011-2012	11	12

4. **List notable achievements that were linked to the College's Strategic Initiatives that have occurred since the last program review.**

Since the last Program Review in 2008 the following notable achievements have occurred:
- A Director (50%) was approved to assume responsibility for administration of the Special Resource Center and High Tech Center;
- A part-time adjunct counselor was hired (8 hours weekly) to assist with educational planning and approval of accommodations;
- A dedicated server was purchased to introduce assistive software to the library, learning resource center, and other labs on campus;
- A Galvin Group technical site visit occurred to identify areas of improvement in service delivery;
- Staff attended annual CAPED and CSUN conferences and High Tech Center Training Unit workshops at Foothill De Anza Community college with IT personnel;
- The Director began regular attendance at quarterly Region 7 DSPS Director meetings to discuss local provision of community college services for students with disabilities;
- A Mini-Grant was awarded, though the Compton Center Foundation, for development of a survey for CTE faculty to identify necessary requisite academic processes, and course career skill levels, so students with disabilities could receive appropriate services to ensure program completion;
- Compton Center SRC students participated in Disability Mentoring Days sponsored by the Disability Rights Legal Center for Los Angeles County;
- A free mental health awareness conference for faculty, staff and students, titled Building Bridges Through Education, was held on topics such as: Navigating the Mental Health System, Recognizing Mental Illness and How to Communicate Effectively, and Bringing Mental Health Services to Campus.

5. **What prior program review recommendations were not implemented, if any, and why? What was impact on the program and the students?**

The following 2008 Program Review recommendations were not implemented or were partially implemented:

Staffing:

- Maintain adequate support staff to meet and support accommodation and support service requests (classroom services) – This was partially met. Due to district budget cuts over the past few years funds to support classroom assistance, i.e. note takers, readers, writers and interpreters has been reduced.
  Student impact: It has been difficult for staff to forecast timeliness of provision of services or length of services for students when anticipating that additional funding may be necessary. Staff sometimes turns to other resources with mixed results.

Marketing materials/technology:

- Upgrade equipment / technology to accommodate students – This was partially met. Without salary savings from a vacant position current technology upgrades would be very limited. The SRC district budget predominantly covers staff salaries and benefits and the line item for equipment has been significantly reduced.
  Student impact: There have been some purchases of High Tech Center computers, assistive software, and equipment for loan in the classroom but more is needed including a networked printer to meet student needs.
- Develop and print student, faculty and HTC handbook – not implemented. An office/HTC procedures manual is underway and it is felt that it must be completed first before developing these other materials.
  Student impact: Student orientations continue as part of the counselor intake process but written materials to augment this information would be useful for students to refer to after the initial appointment.
- Develop and print program brochure – partially completed. The brochure has been completed but budget has not been available to continue printing.
  Student impact: The brochure has been helpful with student recruitment – copies have been made on paper but the impact on students to read and share the information is not as effective.
- Integrate access technology throughout campus labs – partially completed in that one assistive software program has been uploaded onto the dedicated SRC server. Anticipate new HTC staff will move this forward.
  Student impact: Students must continue coming to the HTC lab to use assistive technology, once trained, as opposed to it being available in other labs on campus.

II.   Student Learning Outcomes

1. **Describe how program personnel are engaged in the creation, discussion, and review of SLO - statements, assessment results, and reports.**

   The SRC program counselors collaborate to discuss areas of concern and improvement that might be instituted and measured for the upcoming academic year. These topics are sorted by which improvements would most benefit the program and students. Then one or two areas are chosen as the specific Student Learning Outcomes (SLO's) to draft for the coming year.

   Counselors from the SRC and CalWORKs programs meet to select and create one or two SLO's for each academic year. Once chosen, the counselors then help determine how the SLO will be measured and proceed to design a survey instrument, rubric or assessment instrument to gather data. Student Learning Outcomes are then written in a report format explaining what the counselors hope to achieve with the students, how they will impart the information to the students and how they will measure the results to determine if the students are learning the information included in the SLO. The proposed SLO's are then presented to the SRC/CalWORKs Director for approval.

   Once approved, the SLO's are put into practice for the current academic year. Periodic meetings are scheduled to review questions and concerns that arise during the current SLO period. Results of these meetings are communicated to the SRC/CalWORKs Director and further action is taken should there be a need to adjust or reassess the current SLO. Outcomes are also shared at staff meetings for further discussion and feedback.

   At the end of each semester, or academic year, the results are gathered and a measurement report is created. The report is then used to determine if the SLO was successful and if it should be continued for another year or if the program should consider another topic area.

2. **How does the program ensure that SLO's are assessed consistently?**

   Areas previously identified for program improvement and new areas of concern are examined to decide how they can be measured and assessed consistently. This measurement data can be collected through surveys, assessment instruments or metrics collected by institutional research. Each SLO determines how the information should best be collected. It can then be compiled to see if the SLO is effective in imparting the information each student should be learning. Periodic results are tabulated to determine if adjustments should be considered and modifications made.

   For example, the cycle of the current Special Resource Center Student Withdrawal SLO is as follows:
   - During winter/spring semester the assessment cycle occurs. However counseling directives on withdrawal processes and policies, negative effects of excessive withdrawals, and interventions strategies are provided on a

continuous basis throughout the academic year between the counselor and students.

- Towards the end of the spring semester, the student surveys are submitted to Institutional Research after the "Last Day to Drop with a "W" deadline.
- Prior to the summer session, after the results are returned from Institutional Research, the following is discussed in a SRC staff meeting: areas of improvement, improvement strategies, and the implementation process for recommended strategies.
- The SLO Assessment Report Part 2 is written based on the results and is submitted to the CalWORKs /SRC Director.

3. **Have the SLO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?**

Over time, some results have indicated the students are learning the required information as determined by the SLO. Some of the results have shown a need to modify or change the collection of information, or rubric, in order to more accurately assess the learning process. In each case, the counselors meet to determine if the SLO should be continued into the next academic year or, if the projected results are being met, to discontinue and choose a new SLO for the next academic year. Discontinuing an SLO means that it will no longer be measured but the instructional tool will still be incorporated into counseling sessions or program information.

Based on past SLO's, and the student's learning results, certain information has been permanently included in the counselor's orientation session or program information. Other information has been included on flyers and handouts to be given to the students. Posters have been created for the lobby and counselor's offices to impart additional information so students continue to learn and understand the policies of the SRC department.

During 2011-2012 SLO's were created to measure the student's awareness of testing accommodation policies, and ability to effectively advocate with their instructors, and another was to inform students of the new withdrawal policies enacted by the state legislature as a means to reduce unnecessary withdrawals from classes. Results from the measurement instruments confirmed that the students were learning, understanding and making a concerted effort to change patterns that were counterproductive in the past.

At the present time the Special Resource Center is educating students with disabilities on our No Show Policy and the importance of attending scheduled meetings. Informational handouts and posters have been created and computer appointment records are being used to determine the impact on our appointment "no show" rates. We are hoping to see a marked improvement in these rates by the end of the year.

III.   Program Improvement

1. **What activities has the program engaged in to improve services to students?**

    A. **Institutional Membership with Learning Ally (formerly RFB&D)**
       The membership provides Learning Ally books to students who meet the print disability requirements: all students who use Learning Ally's books have a learning disability, visual impairment or other physical disability which limits their ability to effectively read standard print. This disability has to be certified by a trained authority;

    B. **FREED Center for Independent Living, Nevada City, CA**
       Special Resource Center staff secures equipment for short term loan to students until provision can be completed through the Special Resource Center. There is no cost except for mailing the equipment back to the agency by the required deadline;

    C. **Institutional Academic Progress Report**
       The Special Resource Center adopted the policy of performing mid-semester progress reports. The Institutional Academic Progress Report is collected twice during the academic year. The student takes the form to the instructor who assigns a grade to the student depending on their progress at that point. Once completed it is returned to each Student Services Program where they receive services. If the student is not performing satisfactorily they are referred to the Learning Resource Center for tutoring or other assistance as needed. This intervention is then noted in the student's file.

    D. **Interpreter Services for the Deaf and Hard of Hearing**
       A contract with the ECC Special Resource Center now allows provision of interpreter services for Compton Center SRC students who are deaf or hearing impaired. Interpreters are scheduled through the Torrance campus dependent on the student's academic schedule. Any activities not directly related to classes, such as involvement in clubs or sports, cannot be paid through the SRC and are assumed by the District.   Coordination of these services will need to be performed by the Compton Center in preparation for accreditation.

    E. **Assistive Software Workshops**
       A series of short workshops have been offered, through the High Tech Center, on three types of assistive software: Zoom Text, Dragon Naturally Speaking and Read, Write, Gold for students and faculty.

    F. **MAA**
       The Special Resource Center began its involvement with the Medi-Cal Administrative Activities (MAA) Program in 2010 allowing the SRC to generate additional funds for services already rendered to students. During the course of

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the academic year the ECC Compton Center is surveyed four times to track staff time spent sharing information and making student referrals for Medi-Cal and Healthy Families and Children insurance for low-income families.

Funds generated through this program are unrestricted. The goal is for the Special Resource Center, and several other participating departments, to utilize these funds to provide additional services for students not covered by current funding. The CalWORKs/SRC Director coordinates the MAA Program for the campus assisted by the CalWORKs Program Technician.

1. **How have program personnel used metrics to improve program services? (Provide metrics from the last four years).**

Compton Center (SRC) Metric Students Report										
Primary Disability	**Fall 2007**	**Spring 2008**	**Fall 2008**	**Spring 2009**	**Fall 2009**	**Spring 2010**	**Fall 2010**	**Spring 2011**	**Fall 2011**	**Spring 2012**
Acquired Brain Injury	4	5	9	7	17	14	10	12	13	13
Developmentally Delayed Learner	21	22	21	20	21	22	29	26	24	24
Hearing Impaired	1	3	2	2	0	1	4	7	5	8
Learning Disabled	7	7	10	6	6	18	13	12	13	17
Mobility Impaired	13	19	26	25	19	29	33	41	51	46
Other Disability	22	22	37	48	64	69	80	72	90	88
Psychological Disability	28	30	33	36	34	55	63	60	65	71
Visually Impaired	0	1	2	4	3	6	4	4	6	4
Compton Total	96	109	*140*	148	164	*214*	236	234	*267*	271

Support Services										
Interpreting/RTC	0	0	0	0	0	0	3	2	2	2
Total Students w/Interpreter Services	**0**	**0**	**0**	**0**	**0**	**0**	**3**	**2**	**2**	**2**

Direct Support Services										
In Class Assistants /Note Takers	0	0	0	1	03	10	07	11	11	11

Testing Accommodations	0	0	46	41	44	47	67	80	94	96
Digital Recorders	0	0	0	0	0	2	2	4	3	3
FM Loops	0	0	0	0	0	0	0	1	1	2
Daisy Player	0	0	0	1	1	0	0	1	1	1
Furniture	0	0	0	0	0	0	0	1	2	0
Transportation	0	0	0	0	0	0	0	2	1	0
Total Students w/Direct Support Services	**0**	**0**	**46**	**42**	**47**	**59**	**76**	**100**	**113**	**113**

Pending Students					07/08	08/09	09/10	10/11	11/12	12/13
Awaiting Documentation	--	--	--	--	57	81	74	113	103	119
Total Pending Students	**--**	**--**	**--**	**--**	**57**	**81**	**74**	**113**	**103**	**119**

Persistence	Fa 07	Sp 08	Fa 08	Sp 09	Fa 09	Sp 10	Fa 10	Sp 11	Fa 11	Sp 12
Persistence		53.2	44.6	54.9	54.3	44.7	50.3	46.9	55.60	50.30

Retention	Fa 07	Sp 08	Fa 08	Sp 09	Fa 09	Sp 10	Fa 10	Sp 11	Fa 11	Sp 12
Retention		72.9	72.3	67.2	69.8	68.6	75.6	73.8	70.4	73.4

Outreach Activities										
Presentations	6	6	7	3	5	10	13	12	7	2
Information Table	8	3	2	2	2	2	10	5	4	2
Total Outreach Activities	**14**	**9**	**9**	**5**	**7**	**12**	**23**	**17**	**11**	**4**

Completion					07/08	08/09	09/10	10/11	11/12	12/13
Degrees	--	--	--	--	4	2	5	8	11	
Certificates	--	--	--	--	2	5	6	5	12	
Total Students Completed	**--**	**--**	**--**	**--**	**6**	**7**	**11**	**13**	**23**	

The SRC staff use metrics to improve program services in a variety of ways. An example is the creation of an SLO for excessive withdrawals. The data indicated that a significant number of students were dropping one or two classes and then enrolling the following semester without seeing a SRC counselor. It was important to bring this to the attention of students with disabilities so they would remember

to revise their educational plan as well as discuss the decision to withdraw with a counselor. This way all possible solutions could be considered as well as the potential consequences of the drops.

3. **If applicable, explain any patterns in student success, retention, and persistence in terms of student characteristics and program objectives and discuss planned responses or changes.**

Despite the many challenges faced by ECC Compton Center students with disabilities, Special Resource Center metrics indicate that the number of students completing a certificate or degree has continued to increase modestly over the last four years coinciding with a steady increase in program participation.   With the need for SRC services increasingly in demand, the challenge to support and improve academic success by disabled students can best be met through the staffing recommendations and program strategies listed below which are addressed in this Program Review document and in Plan Builder:

Personnel Type	Current Level		In 3 - 5 years		Retirement	
	# of Staffing	FTE	# of Staffing	FTE	# of Staffing	FTE
Full-time Faculty (Tenure Track)	2	2.0	3	3.0		
Full-time Faculty (Non-Tenure Track)						
Part-time Adjunct Faculty	1	0.5	1	0.5		
Full-time Classified Staff	2	2.0	3	3.0		
Part-time Classified Staff (Permanent)						
Part-time Classified (Temporary)						
Casual Employees	5	variable; as needed	7	variable; as needed		
Student Employees						
Manager	1	0.5	1	1.0		
Supervisor						
Temporary Project Administrator						
Faculty Coordinator						

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

- Improve staff work flow, functionality of office and High Tech Center program resources to provide a more welcoming environment and more efficient and effective services to students and the campus community.

- Increase educational course offerings, training and outreach efforts with on campus customers encouraging more integrated referral/use of services to support student retention, persistence and completion of certificates and degrees.

- Expand training, implementation and utilization of universal design for accessibility at a systemic level.

- Explore opportunities and alternative approaches to train faculty on disabilities.

- Expand activities to inform and encourage students to use priority registration each semester.

IV. Program Environment

1. **Discuss the program environment including the relationship among program staff and students and involvement with other programs or support areas.**

The Special Resource Center and High Tech Center, located in F-10 and F-19 respectively (moving in early 2013 to the Vocational Technology Building), strive to offer comprehensive and coordinated support services to students with disabilities who have verified medical needs and who are enrolled at the El Camino College Compton Center. Both Centers focus on empowering each individual to attain personal and academic excellence, meaningful employment, and long term stability by accessing all available resources to optimize success.

Special Resource Center staff is committed to promoting an environment of mutual respect and understanding. The staff work together as a team during the student intake process through making the initial appointment and receipt of medical verification (Administrative Assistant); educational planning and determination of accommodations (Counselors); provision of assistive technology and/or testing accommodation (Adapted Computer Technology Specialist) and the Director's advocacy to provide the necessary resources to maintain program effectiveness and guide staff and students through the ever-changing landscape of federal, state, and local policies pertaining to disabled student access to education and information.

The Special Resource and High Tech Center personnel, soon to add an additional full-time Counselor/Learning Disabilities Specialist, maintain effective and collaborative relationships with all ECC Compton Center departments and support service areas. One area where more collaboration will occur in the future is with Academic Affairs to begin offering specific classes for students with disabilities to provide learning strategies and support in English and math.

The program works very closely with the Learning Resource Center for tutorial support; CalWORKs regarding CalWORKs student referrals and information sharing for this population; Financial Aid regarding disabled student eligibility for fee waivers, federal work study placements, and completion of financial aid applications; Business Office for processing invoices pertaining to DHH interpreter reimbursements, payments to note takers, writers and readers in the classroom and purchases of equipment and assistive software for student use; Admissions and Records for registration and referrals; and General Counseling for referrals.
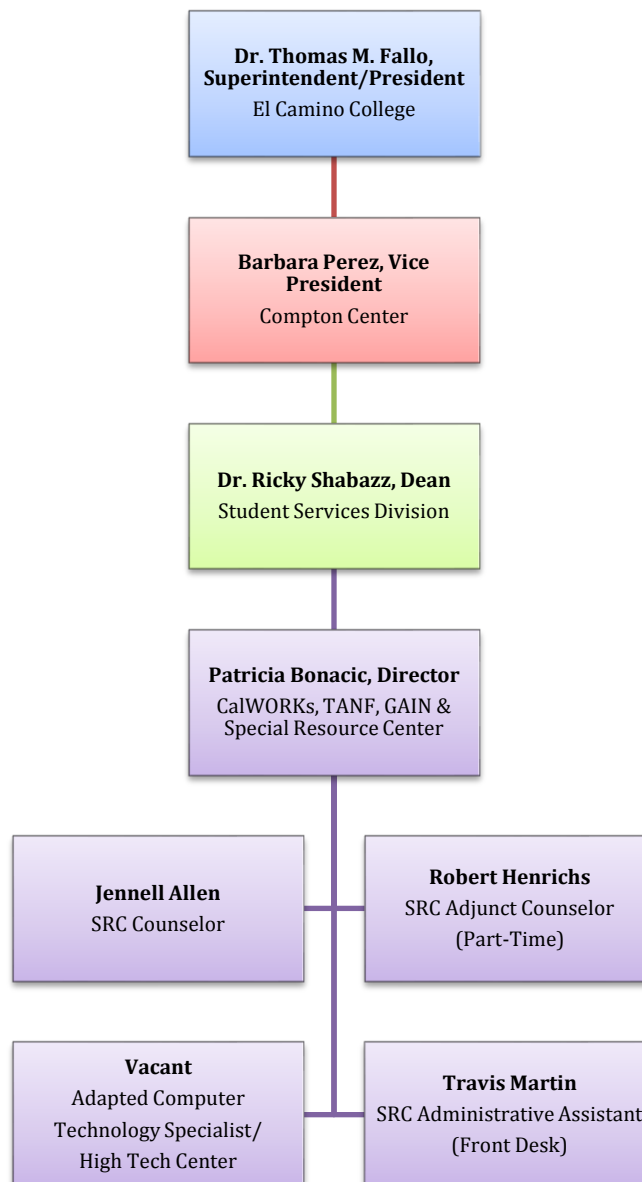
2. **Describe the number and type of staff and faculty (include current organizational chart).**

The Special Resource Center and High Tech Center currently consists of two full time classified staff, one full-time counselor, one part time counselor and one part-time Director (50%). All SRC and HTC staff works directly with students:

- [1] Director (50%) (staff and budget oversight/program planning/reporting)
- [1] Full Time Counselor (educational plans/sign off on accommodations)
- [1] Adjunct Counselor (educational plans/sign off on accommodations)
- [1] HTC Specialist (assistive technology/testing accommodations)
- [1] Administrative Assistant (front desk/MIS data entry/office support)

SRC Organizational Chart

Dr. Thomas M. Fallo, Superintendent/President
El Camino College

Barbara Perez, Vice President
Compton Center

Dr. Ricky Shabazz, Dean
Student Services Division

Patricia Bonacic, Director
CalWORKs, TANF, GAIN & Special Resource Center

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Vacant
Adapted Computer Technology Specialist/ High Tech Center

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SRC Administrative Assistant (Front Desk)

3. **Describe facilities or equipment needs for the next four years.**

With the pending move of the Special Resource Center and High Tech Center from the F Row to the Vocational Technology (VT) Building will be corresponding facility and equipment needs. One new need is an office location for the new Counselor/Learning Disabilities Specialist. A proposed location is the office space adjacent to the new HTC lab, on the second floor of the VT building, if available.

The move of the SRC office general staff (Administrative Assistant/Counselors) to the first floor VT offices will be least impactful. Facilities requests have been submitted for the move including diagrams for placement of furniture and equipment which have been discussed with the Interim Facilities and Maintenance Director. This also includes the move of one CalWORKs staff to the CalWORKs main office. There may be a need for new, secure, locking file cabinets for the SRC main office. Additionally upgraded computer equipment is needed for all staff.

The High Tech Center move to the second floor lab will require some facility changes, i.e. modifications to the reception counter to make it suitable for wheel chairs and lab supervision; repair of furniture trim, countertops and ceiling panels; purchase of divider panels to separate the main lab from the area designated for testing accommodations; etc. Equipment needs will include twelve student computers and a network printer. Information Technology will advise on the equipment to be purchased and the specifications related to future Windows capability, the option of virtual computers, and potential sharing of technology with the Torrance campus. Additional purchases or upgrading of assistive software will be best determined by the Adapted Computer Technology Specialist. Other recommended purchases are specified in Plan Builder as submitted by the previous specialist.

A proposed diagram of the new High Tech Center layout was recently completed and will be submitted with the High Tech Center proposal to the Dean of Student Services and Vice President of the Compton Center. As the old HTC lab was a mix of equipment purchased over many years just a few items will be moved to the new location in addition to equipment loaned to students.

4. **Describe how well the scheduled hours of availability meet student demand and indicate the specific hours the program operates.**

At the El Camino College Compton Center the majority of Special Resource Center and High Tech Center students come to the office during the hours of 8:30 a.m. to 4:00 p.m. primarily due to a preference for morning classes and transportation needs where students rely on special transportation for the disabled or other drivers such as family and friends.

SRC Office Hours

Day	Time

Sunday	Closed
Monday	8:00 a.m. – 04:30 p.m.
Tuesday	8:00 a.m. – 04:30 p.m.
Wednesday	8:00 a.m. – 04:30 p.m.
Thursday	8:00 a.m. – 04:30 p.m.
Friday	8:00 a.m. – 12:00 p.m.
Saturday	Closed

5. **Describe the influences that external factors such as state laws, changing demographics, and the characteristics of the students served have on the program and services and how the program addresses these factors.**

Disability categories have expanded to include Autism and Asperger's Syndrome, Attention Deficit and Hyperactivity Disorder, and Acquired or Traumatic Brain Injuries. Disability funding for higher education is limited and it is challenging to provide services to broader categories of students requesting support as well as meeting changing Americans with Disabilities Act (ADA) compliance requirements stressing greater accountability by institutions.

Increasingly more students are being diagnosed with psychological or psychiatric disabilities as noted in the numbers of students served at the ECC Compton Center. These "invisible" psychological or psychiatric disabilities require a wider range of resources and services which, in turn, requires more staff time. Additionally, many veterans with disabilities do not initially self-identify as being disabled. Other students do not understand they struggle with a disability that qualifies them for services. Training and educating faculty and staff will further increase referrals to the Special Resource Center.

Since student needs can vary greatly from semester to semester, it is currently difficult to anticipate and meet increases for certain services – this would change with the proposed Student Services Technician. With this support in tracking student status the SRC would be better prepared to adjust services to support students with varying types of disabilities. Students have a responsibility to request services in advance and provide information about their needs. The ECC Compton Center must then be prepared to provide them supportive services in a timely manner. It is also our goal to better assist students by helping faculty learn to collaborate more effectively with SRC staff.

To this end, a new Counselor/Learning Disabilities Specialist will assist greatly with both general counseling needs for SRC students as well as providing direct services for learning disabled students in partnership with faculty. An additional faculty position is also needed in the High Tech Center to provide learning strategies, direction and support to the Adapted Computer Technology Specialist and student workers; instruct classes, assist with student training needs, help monitor daily testing accommodation, assume responsibility for coordination of interpreter

services, and provide needed lab supervision in the absence of the one lab employee: the Adapted Computer Technology Specialist.

A new location for the Special Resource Center and High Tech Center promises greater visibility, a more welcoming environment for students and increased supervision in the Vocational Technology Building. There will be a work station in the main office, behind the front desk, for the requested SRC Student Services Technician. The student workers would then move upstairs to the High Tech Center and be trained to provide much needed support for the Adapted Computer Technology Specialist. An Open House will be scheduled to share information on services and plans for improving disabled student outcomes on campus.

V.   Customer Service

1. **Administer a customer service survey and list the major findings. Describe exemplary services that should be expanded or shared with other programs.**

   Below are the results of the most recent SRC Program Survey to students. The survey is normally conducted annually and sometimes twice per academic year: once during the fall semester and once during the spring. The student survey is used to measure the following customer service areas and services to students:

   - Hours of operation
   - Office facilities
   - Timelines of response to requests
   - Procedures clear and easy to follow
   - Quality of materials or equipment received
   - Knowledge & Helpfulness of Front Desk
   - Helpfulness and Knowledge of Counselors
   - Knowledge & Helpfulness of High Tech Center Specialist
   - Helpfulness and Knowledge of Student Workers
   - Confidentiality of private information maintained
   - Overall quality of service

   The majoring findings include the following:

   ### SRC Program Survey Results:

   A. **Hours of Operation:**
   The hours of office operation generally met the needs of students.

   B. **Office facilities (appearance-comfort):**
   The office generally meets the needs of students.

   C. **Timeliness of response of your requests:**

Timelines of request are adequately met and the office is excellent in completing requests.

D. **Procedures clear and easy to follow:**
The procedures required of students are generally clear and easy to complete.

E. **Quality of Materials or equipment received**:
Meets or exceeds the needs of students.

F. **The Knowledge of & Helpfulness of Front Desk Staff:**
The front office staff adequately meets the needs of students.

G. **Helpfulness & Knowledge of Counselors:**
The counselors are knowledgeable and adequately meet the needs of students.

H. **Knowledge and Helpfulness of High Tech Center:**
Adequately meets the needs of students.

I. **Helpfulness & Knowledge of Student Workers:**
Generally meets the needs of students.

J. **Confidentiality of private information maintained:**
Meets or exceeds the needs of students.

K. **Overall quality of Service:**
The SRC provides excellent services to its program participants and adequately meets their needs.

M. **When talking to staff at the SRC office I feel I have enough privacy to discuss my concerns:**
Students strongly agree that privacy is provided when discussing his/her needs.

N. **I would be very likely to use the SRC office during the evening hour (after 5:00pm):**
Students were divided almost in half between agreeing and disagreeing with this statement.

O. **I received or was referred to for academic counseling to explore my career interest, develop an educational plan and plan the best program of study at the El Camino College Compton Center**:
Students strongly agree with completing their educational plans or discussing their career interest at the Compton Center.

P. **How did you hear about SRC?**
Students were generally referred to the SRC office through family, friends or other sources outside of the Compton Center.

Q. How often do you check your e-mail:
The majority of the participants check their email daily or weekly.

Exemplary services:
- Special Resource Center staff has exemplary relationships with community agencies vital to the persistence and retention of Compton Center students with disabilities.
- Compton Center and ECC Torrance SRC personnel communicate effectively to address the needs of students enrolled at both campuses.

2. **What aspect of the program's service needs improvement? Explain how the program will address service improvements.**

Once staffing goals have been met, and classes for students with disabilities have begun, it will be beneficial for the department to have the Director transition from part-time to full-time status.

However, the most critical need for improvement lies in the request for a Special Resource Center Student Services Technician (a non-certificated position previously included in Plan Builder and called Records Specialist) to improve and maintain DSPS compliance, accountability and accuracy regarding service delivery, tracking and reporting to the State.

Recent incidences of compliance failure have been identified as follows:
- Lack of four contacts for funding: not all students who have a verified disability are making the required number of annual contacts needed to be counted for funding purposes, are not being entered for MIS reporting or do not recertify annually with the program as required;
- Medical disabilities not verified: many students do not have their medical disability verified in a timely manner and therefore may not receive services for legitimate needs or, if they do, receive only temporary, provisional services. This impacts student success and audit compliance so they cannot be counted for funding purposes and creates a potential liability to the District;
- Secondary disabilities not reported: secondary disabilities that may be eligible for funding, or that may need accommodation in addition to the primary disability, are not always brought to the counselor's attention if unidentified creating an unnecessary, potential liability or potential audit finding;
- Priority registration unused: not all students are being entered into the system in a timely manner for priority registration;
- Poor tracking of student progress: tracking, follow-up and intervention with those students at risk of failing or withdrawing from classes is inconsistent;

- Infrequent internal student file reviews: due to time constraints, file reviews are not occurring in a consistent manner risking audit findings subject to financial penalties;
- Student privacy concerns: the privacy of students with disabilities is at risk at the ECC Compton Center.

Shortly after the beginning of the partnership with El Camino College, in 2006, an Administrative Assistant was hired and was the only support staff available at that time to take on these specialized technical support functions in addition to typical office support duties. Meanwhile the number of disabled students served more than quadrupled, not including over one hundred students served annually but not counted for funding purposes, along with increases in categories of disabilities to be tracked and demands for greater accountability.

It is proposed that these technical duties be assigned to a Student Services Technician position. This would be separate from the Administrative Assistant who already juggles general day to day office functions and a variety of office support duties vital to the functioning of the department. This includes front desk support for student appointments and direct services to students many of whom are developmentally delayed or have psychological disabilities.

In the near future the additional support provided by ECC Torrance staff for corrections and reconciliation of MIS data submitted to the State Chancellor's Office will end. There is also a need to address the current level of intervention by the Compton Center SRC Director regarding student complaints and problems with provision of accommodations, file updates and the over-reliance on student office workers. Student workers are a practice at odds with FERPA and not supported at most institutions due to privacy issues particular to disabled students. A technical support position is required to address these concerns, maintain mandated DSPS compliance for the new yearly audits; avoid District liability, draw down maximum State funding, and demonstrate readiness for accreditation.

VI.   Conclusions and Recommendations

Present a brief summary of the program's strengths and areas for improvement. List all recommendations in a prioritized manner for subsequent placement into the program's annual plan.

1. **Summarize the program's strength and areas that need improvement.**

    A. Strengths:
    - The metrics analysis and planning process outcomes in the SRC Program have successfully guided changes and improvements tailored to the needs of students with disabilities.

- Numbers of students with disabilities served and contacts made are increasing drawing down some additional state funding.
- Positive collaboration with ECC Torrance campus SRC and HTC staff continues.
- Equipment and software upgrades in the High Tech Center continue.
- The SRC Office and Procedure Manual are in progress.
- SRC staff has exemplary relationships with community agencies vital to the educational success of their students.
- Collaboration with other student services on campus such as Admissions and Records, Learning Resource Center, and Financial Aid are positive and continue to grow and evolve.
- District support of SRC functions continues.
- A Counselor/Learning Disabilities Specialist for the Special Resource Center is currently on a list of eight faculty positions approved for hire in 2013.
- The SRC office and High Tech Center are being relocated to the Vocational Technology Building allowing closer proximity to the Director.

B. Areas in Need of Improvement:
- The Torrance campus SRC continues to reconcile and report MIS data from the Compton Center, assist with coordination and billing of DHH interpreters, and provide learning disability assessment.
- A Student Services Technician is needed to ensure the timely, accurate and complete submission of MIS data critical to program funding. From 2008-2012 it is estimated that a minimum of 371 students were served but could not be counted for funding purposes as they did not: 1) return the required medical verification in a timely manner or at all; 2) did not make the required four contacts for funding purposes; or 3) were not successfully entered into the MIS reporting system to be counted.
- A faculty position in the High Tech Center is needed to provide learning strategies, direction and support to the Adapted Computer Technology Specialist and student workers; instruct classes, assist with student training needs, help monitor daily testing accommodation, assume responsibility for coordination of interpreter services, and provide needed lab supervision in the absence of the one lab employee: the Adapted Computer Technology Specialist.
- File cabinets for secure storage of student files and LD testing materials and records are needed.
- There is a need to purchase new, updated equipment for all five staff including computers, monitors and desk top printers.
- Increase integration and access to adaptive technology throughout the campus.
- Activities to inform and encourage students to use priority registration each semester needs to increase.

- Once staffing goals have been met, and classes for students with disabilities have begun, it will be beneficial for the department to have the Director transition from part-time to full-time status.

2. **List prioritized recommendations**

A. There is an urgent need to hire a Student Services Technician to assist students regarding application requirements and restrictions, tracking student retention, persistence and completion of certificates and degrees; MIS data entry and collection of metrics data; file maintenance and processing of confidential student documents, and to assist with program compliance and accountability for new yearly DSPS program audits.
B. There is need to update equipment and technology, in the High Tech Center, to accommodate student and faculty requests.
C. There is a need to hire a faculty position in the High Tech Center to provide learning strategies, direction and support to the Adapted Computer Technology Specialist and student workers; instruct classes, help meet student training needs, assume responsibility for coordination of interpreter services, and provide needed lab supervision of students and student workers in the absence of the Adapted Computer Technology Specialist.
D. Offer sections of Educational Development 31 and 33 to support specialized instruction in English, math and specific learning strategies to address the needs of SRC students.
E. Purchase office equipment and supplies to properly support day to day staff and office functions necessary for the provision of program services and outreach to students and maintenance of required file documents for student tracking and program accountability.
F. Maintain adequate support staff to provide and meet accommodation and support service requests including note takers, writers, interpreters, and other mandated services.
G. Develop and print student and faculty handbooks to facilitate use of services.
H. Once staffing goals have been met, and classes for students with disabilities have begun, it will be beneficial for the department to have the Director transition from part-time to full-time status.

3. ✔ **Continue Program**
___ Discontinue Program