

**El Camino College**  
**STUDENT SERVICES**  
**Program Review Template**

**Program Overview**

- a) Describe the program. How does the program link to the College's mission statement, or statement of values, and local vision goals? Include program mission if appropriate.

THE MISSION OF THE EL CAMINO COLLEGE SPECIAL RESOURCE CENTER(SRC) IS TO facilitate academic success for students with disabilities by providing equal access to educational opportunities in an integrated campus setting. To meet the SRC's mission, appropriate accommodations are provided to assist students with achieving their educational and vocational goals, while promoting self-advocacy and independent learning. The SRC office promotes shared responsibility with the student, professor, and college staff for student success.

SCOPE OF PROGRAM The Special Resource Center provides support services, adaptive equipment and computer technology, assistive technology training, and specialized instruction to serve students with verified disabilities. The assistance provided by the SRC is in addition to services and instruction otherwise available to all students; directly related to the educational limitations of the verified disabilities of the students to be served, directly related to the students' participation in the educational process, designed to promote the maximum independence and integration of students with disabilities, and to support participation of students with disabilities in educational activities consistent with the mission of El Camino College, and in compliance with Title 5 of the California Code of Regulations, Americans with Disabilities Act (ADA), and Sections 504 and 508 of the Rehabilitation Act of 1973..

The SRC Mission links directly to El Camino College's Mission Statement in that the SRC strives to make a positive difference in people's lives. The SRC achieves this by facilitating academic adjustments and supports for students with disabilities with the goal of providing equitable and inclusive experiences for this diverse student population attending El Camino College. Together with El Camino College's Mission, the SRC transforms, strengthens and inspires students with disabilities to not only excel through learning, but to become agents of change as it relates to equity and inclusion in their future careers and/or place of employment. The SRC strives to link with the state of values for the following;

**People-** With striving to inspire our diverse students, employees, and community with purpose, passion and pride, the SRC promotes a positive and nurturing environment where students with disabilities have a place to feel welcomed and supported, and leave the SRC and ECC with the confidence that they can achieve and succeed in anything they wish to.

**Respect-** One of the main components of the SRC is to work in the spirit of civility, cooperation and collaboration. It is an essential function of the SRC to work in collaboration with students registered with the SRC and Faculty in ensuring academic adjustments are met and provided for. The SRC serves as support for Faculty in the event consultation and support is needed as well.

**Integrity-** The SRC maintains integrity by aligning itself with the college by working and upholding appropriate and professional ethics when serving students with disabilities. The SRC maintains honesty and works to foster transparency in communication with students, colleagues as well as with

our Community Stakeholders.

**Diversity-** The SRC has always embraced diversity as this speaks to the students in which the SRC serves. The SRC strives to promote sensitivity and awareness especially to students with disabilities and continues to advocate for Universal Design for Learning in all educational activities on campus.

**Excellence-** In addition to the college delivering quality, innovation and excellence, the SRC provides high quality services and accommodations to our students with disabilities in a variety of areas, with the goal of having satisfied students wanting to return.

To advance the mission, vision and values, El Camino College develops strategic initiatives and action items for institutional improvement as part of long-range master planning. A set of aspirational goals on selected student achievement measures informs institutional progress.

The College uses evidence and the collegial consultation process to evaluate the mission, vision, and values, and revises them on a regular basis.

- b) What students does the program serve (include demographics such as: age, gender, race/ethnicity, financial aid eligibility, class load).

The SRC serves a wide range of students with disabilities, of all ages, gender, race/ethnicity. Many of the students served are students of all socioeconomic backgrounds who have a documented disability. The students with documented disabilities include the following;

- a. Deaf/Hard of Hearing
- b. Blind/Visually Impaired/Low Vision
- c. Mental Health
- d. Physical Disability
- e. Learning Disability
- f. Attention Deficit Hyperactivity Disorder
- g. Autism Spectrum
- h. Acquired Brain Injury
- i. Intellectual Disability
- j. Speech/Language Impaired
- k. Other Health Conditions and Disabilities

The above list are the students who have been served with a documented disability, in addition to the socioeconomic backgrounds, ages, gender, race and ethnicity This is proportionate to the student demographic attending El Camino College.

- c) What groups of students has the program served particularly well during the last four years?

During the past four years, there have been more efforts being made with serving our students on the Autism Spectrum. The SRC has seen an increase of students with this diagnosis, and the SRC has partnered with, and collaborated with Community Agencies in providing more individualized supports for students on the Spectrum. Additionally, the SRC has provided Success Strategy Coaching where a majority of the students requesting and/or needing this service have been students on the Spectrum.

- d) What are notable achievements of the program during the last four years?

Notable achievements that have happened for the SRC have been the upgrading of pay grade for our Part Time Sign Language Interpreters. This upgrade was long overdue and we were faced with being more competitive with our salary range. We have also worked hard in recruiting more Part Time Interpreters in mitigating the cost of having to use agency Interpreters in Interpreting for Deaf and Hard of Hearing Students.

The SRC has provided specific training opportunities to campus police as it relates to improving communication when interacting with a student on the Spectrum. Additional resources were also provided.

The SRC has moved to a much larger bigger office that also houses an Educational Development Lab Classroom. Additionally, there are now 5 individual test accommodation rooms for those students with disabilities that require individualized testing spaces. The SRC has been advocating for individual testing rooms for many years.

The SRC has also provided training to all of the Academic Divisions as it relates to faculty and students working together in the provision of accommodations and academic adjustments for their students with disabilities.

The SRC has incorporated more notetaking technology and training for our students with disabilities notably; Audio Sonocent Notetaker, Otter.ai, and Notetaking Express. The SRC has discovered assistive technology software to be much more reliable and cost effective as opposed live note takers. Students can take their own notes according to their learning preference.

The SRC was instrumental in the creation/consultation and successful hiring of El Camino College's first ADA Compliance Officer.

The SRC moved to an online case management system called Accessible Information Management (AIM). All student files have been scanned into the system and initial launch of the first core phase took place Fall of '22. By Summer 2023, full implementation is expected.

The SRC has participated in Professional Development in advocating and promoting the concept of Universal Design for Learning, along with providing breakout activities. Such activities have included how to best educate Deaf and Hard of Hearing Students. The SRC has also provided training on Invisible Disabilities and how best to provide support for students with invisible disabilities during the Pandemic.

The SRC has successfully completed annual audits as required by the Chancellor's office.

- e) What major challenges did the program confront in the last four years? What groups of students need to be a priority during the next four years?

The other major challenge that the SRC had confronted within the last four years is the lack of an automated, online Case Management System. The SRC was still using paper files and forms, and this proved to be inconsistent in that cases could be lost and/or misplaced, or information was not included into the cases. The SRC has since moved to an online case management system.

Other issues that were challenges was the space that the SRC had to work in within the old student services building. The large Test Accommodation room was small, and located near large traffic areas where there was noise. Additionally, there was only one individualized test accommodation room. Since moving to the new student services building, the SRC has a larger Test Accommodation room set in the back of the office where it is much quieter, and, there are 5 individual Test Accommodations rooms.

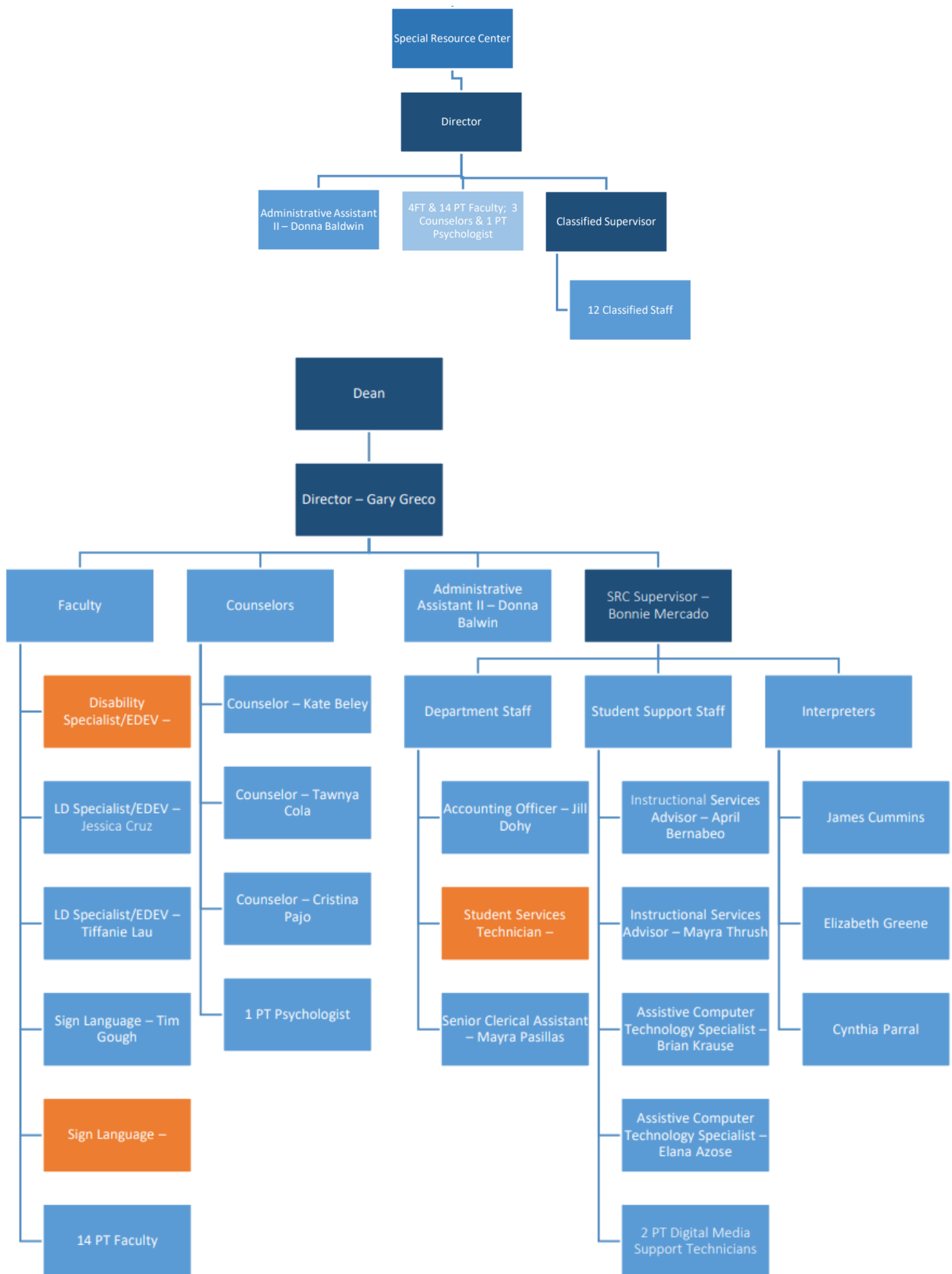
f) How does the program interact with other on-campus programs or with off-campus entities?

The SRC interacts with other on-campus programs by the very nature of how the SRC authorizes academic adjustments/accommodations for students with disabilities. The SRC communicates with all academic programs and entities on campus by advocating and providing accommodations for students registered with the SRC. The SRC also participates on various committees on campus. Additionally, our Educational Development Program Curriculum collaborates and works with the other on campus academic programs in that our Educational Development Lab Classes interact with our English and Math divisions in providing additional lab supports for students with Disabilities. The students being served by the SRC also participate with other on campus activities in which the SRC has been consulted for accommodations. This has been with other on campus programs such as Student Development, EOP&S, Outreach, International Students, First Year Experience, and South Bay Promise.

In terms of off campus entities, the SRC interacts with the Department of Rehabilitation Services, as well as the Regional Centers. There are agencies that are funded by the Regional Centers which also provide additional support services above and beyond what the SRC provides. Since moving to the new Student Services Building, the SRC has established designated office space for which other agencies can use in meeting with students who are their consumers/clients. Additionally, these agencies are also stakeholders on the SRC Advisory Board. The SRC has also been invited to present and speak at various local schools with Special Educational Programs as well as attending Educational/Career College Fairs. El Camino College had participated in several College Fair Presentations as well as in Los Angeles Deaf Festival, Greater Los Angeles Agency on Deafness, (GLAD), Harbor Regional Center, Harbor Regional Center Long Beach Office, Centinela Valley Transitional Fair. South Central Los Angeles Regional Center, West LA Regional Center. The SRC has also hosted several high schools for tours of the campus and of the SRC as well as having a presence during College Night in which presentations about SRC services was discussed as well as providing tours of the SRC.

The SRC is a key player in the Assessment Intervention and Management Team, (AIMS) in which the SRC assists with the assessment and intervention process. The SRC Collaborates and has partnered with the Student Development Office in student discipline and have discussed/advocated issues as it relates to the student's disability and these cases have been handled individually and uniquely. The SRC has participated in Target Training from the FBI in ensuring safety protocols for students attending ECC.

g) Special Resource Center, Organizational Chart 2022-2023.



## **Program Assessment**

### **1. Program Improvement Assessment**

- a) Review the last program review and explain in what way the program has improved its services to students in the last four years. Where applicable, include qualitative and quantitative data and cite sources of the data. Areas to consider for writing about program improvement may include: Student Services Metrics Tool, data that aligns with ECC Institutional Goals, customer service survey findings, and business practices and processes.

Over the last four years, the SRC has been working to streamline and improve services and accessibility for students with disabilities attending El Camino College. One of the biggest changes the SRC saw was the separation of the Compton Center, back to Compton College. Prior to this, the SRC at El Camino College and the SRC Office at what was known as “The Compton Center” worked together. The Compton Center officially became Compton College in 2018 and Compton College’s SRC became a part of Compton College once again as it was years before El Camino College took over.

- Provide increased training to Faculty - There have been meetings with each of the 9 Academic Divisions on student and faculty rights and responsibilities, along with a Keenan Training video done by the Director of the SRC, Gary Greco, and the Director of Staff and Student Diversity, Jaynie Ishikawa.
- Create a more active presence on campus - The SRC has worked harder to establish more of a presence on campus. El Camino College hosts College Night and the SRC not only participate in College Night, but the SRC opens its doors to prospective students and families to see the SRC, get to know the services that are being provided, and assist prospective students with identifying where the SRC was located so that when they knew where to go to obtain services.
- Participation in Assessment, Intervention Management Committee - The SRC has also played an active role in the Assessment, Intervention Management Committee, and has advocated for students with disabilities as it relates to conduct issues.
- Provide training to Campus Police - The SRC has provided an In-Service Workshop to Campus Police on how to work with a Student on the Autism Spectrum, and provided resource information so that Campus Police will have information on how to best communicate with students on the Spectrum.
- Work with Outreach to bring new students to campus - The SRC also hosted local area High Schools to come for a tour of the campus and SRC, as well as visited High Schools. This enabled new students the familiarity they needed in registering for services. Additionally, the SRC had participated in Transitional Fairs in the local area by hosting a booth at Centinela Valley Transition Fairs, and had participated in transitional fairs hosted by Harbor Regional Center, South West Regional Center, and South Central Los Angeles Regional Center.
- Worked with community partners - The SRC also collaborated with agencies such as Family Adult Child Therapies in providing more individualized supports above and beyond what the SRC provides for its students on the Spectrum. The SRC participated in hosting a booth at Greater Los Angeles Agency on Deafness, as well as having a booth at the annual LA Deaf Fest that was held every year on the last weekend of September and October 1<sup>st</sup>. The SRC has also become more accessible in that the DSPS Surveys, specific scholarship applications for SRC students, AB-705 Student Survey for Math and English are now interpreted for the Deaf and Hard of Hearing so these students have access to apply for scholarships, and take and understand

survey information. Over the past year, the SRC's Educational Development Program is working with local High Schools to offer Educational Development for High School students. The SRC is in the process of piloting Educational Development Classes for the Deaf and Hard of Hearing to be taught at the Marlton School for the Deaf, and at Mira Costa High School with their Deaf and Hard of Hearing High School Students.

- Increased Staffing – A Learning Disability Specialist was hired Full Time and the job description was updated and changed to reflect required qualifications. Additionally, a job audit was conducted with HR and the Program Coordinator, and Assistive Computer Technology Specialist was combined into one position to better serve students. A second Assistive Computer Technology Specialist was added. Also two supervisor positions were combined into one position, and that position was recently hired.
- Updated procedures - We have updated and made changes in our Test Accommodations Procedures, and have also updated our SRC Student Handbook.
- Increased training for SRC personnel - Several of the SRC personnel also participated in El Camino College's PRIDE Cohort in which personnel participated in leadership skills training.

Every two years, the Chancellor's office conducts a survey of the Disabled Students Programs & Services. This survey is provided to students and staff who work/teach within DSPS. The following information and survey was conducted in 2018;

<https://elcamino.col.qualtrics.com>

(See SRC Faculty Survey\_2018 PDF)

(See SRC Student Survey\_2018 PDF)

This Survey, provided by the Chancellor's Office, was not accessible to all students with Disabilities. This Director worked with the DHH Department in providing a video with all of the survey questions and answers were interpreted into ASL for access.

For the 2021 DSPS Faculty/Student Survey, and prior to the DSPS Surveys being disseminated, the same survey questions were going to be utilized from the Chancellor's Office. This Director, along with a few other DSPS Directors wanted the 2021 DSPS Surveys to be more applicable, as the entire state and country were in the midst of a Pandemic, and some of the standard questions in the survey presented logistical issues since most of the Community Colleges across the system were working and providing services remotely. Therefore, this Director and others proposed questions to be added/modified with this survey to accurately reflect the data. After a few weeks of review and meetings with designated representatives from the DSPS Office of the Chancellor's Office, the DSPS Faculty/Student Survey was modified/changed. Below are the results of the survey for 2021:

#### Student Results

<https://forms.office.com/Pages/AnalysisPage.aspx?id=E6yiFr2ZXUCatrH-a41bpleq4kzYEypDsCD1FPpYaeNUNEVJNkE1MjEzWFILRFBPQUIZWVHVHFFQRS4u&AnalyzerToken=E0UieVXrmC9Ghs7ZyBx0QTlbfWUCNRqJ>

#### Staff Results

<https://forms.office.com/Pages/AnalysisPage.aspx?id=E6yiFr2ZXUCatrH-a41bpleq4kzYEypDsCD1FPpYaeNUMzczRENXUIJLQ1pNWIE0M0I0V1pTNEpNVi4u&AnalyzerToken=uupLEzirHA8WyHQVxjcgzrnH5k4QMOKg>

This Survey, provided by the Chancellor's Office, was not accessible to all students with Disabilities. The Director worked with the DHH Department in providing a video with all of the survey questions and answers were interpreted into ASL for access.

(See 2021 Student Special Resource Center Survey results PDF)

(See 2021 Faculty/Staff Special Resource Center Survey results PDF)

#### Summary, Student Survey Results for 2018/2021:

Overall, implemented services that the SRC has provided to registered students needing accommodations were met with high results scoring between 85 to 100%. Most students who took the survey were satisfied with the services provided. In March of 2020, the campus closed and the SRC had to make quick and sudden changes to its delivery of services to a completely online format. Services continued online and communication increased in this capacity. A Google Voice number was added with the ability to also send/receive text messages and this quickly became a preferred method of communication throughout the pandemic. There was implementation of a "New Student Orientation" video that was accessed online along with a video orientation to the High-Tech Center. This became a useful tool for many of the local High Schools to use in their transition programs, and streamlined the way the SRC provided information at this level.

The SRC also moved to its new location in a much bigger space in the new Student Services Building. This allowed for better service delivery in accommodating students with disabilities. The SRC has made changes in ensuring that all students registered with the SRC understand the process of filing complaints. The process of filing complaints have been added to the student handbook, and the student handbook is also on the SRC website. We will continue to look at ways in providing this information in additional formats that is accessible to all students registered with the SRC.

It was noted that disability-related complaints had increased somewhat during the pandemic and when the campus had closed. This was a main factor in why this Director provided a workshop on intervening and promoting accessibility, and success to students with invisible disabilities in an online environment. There were many factors to consider here in that all personnel were not trained or skilled in teaching in an online environment, and had to train themselves in working in this environment. Other personnel had not gone through online Instructional Training in becoming certified. Lastly, several faculty had not utilized Canvas, and had to learn the Canvas environment in working with all students. The combination of all of these factors, plus having to cope with the Pandemic led to an increase in disability-related complaints.

#### Summary, Staff Survey Results for 2018/2021:

The results of the surveys indicate that of the staff who participated in the survey, 100% of them reported that their interactions/contacts with the students registered within the SRC have been at least 7 or more times.

This shows the level of commitment and dedication of the staff to students registered in the SRC in ensuring their success here at El Camino College.



The SRC has worked hard to establish itself as a collegial, and supportive presence to the El Camino Staff, Faculty and students at El Camino College. From Commencement Ceremony participation, to Flex Day presentations and trainings, the SRC makes every effort to build a positive and effective office in the provision of accommodations for student success, as well as providing the supports Faculty and Staff need.

The SRC Department personnel continues to avails themselves to Faculty and Staff to provide consultation and feedback in terms of verbiage and sample statements that the campus needs.

El Camino College experienced a reduction in enrollment during the Pandemic. FTES dropped and there was approximately a 14-20% drop in FTES during this time. Students registered with DSPS, (SRC) were not excluded. The SRC also experienced a drop in students enrolled/registered with the SRC for supports due to the modality of instruction. Students with various disabilities were not able to participate in successful learning outcomes with the online modality format, or, students ended up dropping. One thing to note here is that the SRC experienced an unprecedented enrollment in our EDEV-41 class during the pandemic. Several students registered with the SRC ended up taking this class, whereas in the past, this class would never max out with total enrollment and a waiting list. This was due in part to students having to become trained in technology and computer use in order to take classes on line.

- b) Using the data sources selected above, review and list equity gaps within the program's data. Focus on examining student data by race/ethnicity in order to dismantle racism on campus.

In reviewing the data results from the 2018 Student Survey, as well as the 2021 Student Survey, the surveys are focused on services for all students registered with the SRC. There is no break down or data that is disaggregated to reflect race/ethnicity of students with disabilities with these surveys. The survey is utilized to assess the Special Resource Center's effectiveness with providing academic adjustments to all students with disabilities, and the data is used to identify gaps in services that will need improvement upon.

## **2. Service Area Outcomes Assessment**

Based on the program's work during the past four years, review the program's SAOs and respond the following questions:

- a) To what extent were they achieved? (fully, partially, not achieved)

In terms of Service Area Outcome Assessment PLO #1:

Students completing one or more of our Educational Development Courses, and/or who have utilized our services within the SRC have been able to demonstrate competency to apply requisite student skills in the integrated campus community.

In terms of this outcome, students who have utilized the SRC for services have been able to demonstrate competency to apply requisite student skills in the integrated campus community. This goal has been met. In 2019, the Special Resource Center has moved to the new Student Services Building. The SRC is the largest office in this building to better serve students with disabilities which assists them with full integration into the campus community. This location of this office is

better situated whereby it is in closer proximity to the other student services offices, i.e. Financial Aid, Counseling, Career Transfers, Admissions and Records, and EOPS. Previously, the SRC, while located in the same student services building, was situated separately from the other offices. This move to the new Student Services Building serves to further reinforces and encourage a more successful integration into the campus community. Additionally, in the old Student Services Building, the SRC had a central area where students would come to meet and socialize just prior to either meeting with a Counselor or Specialist. This area was a common area in which students tended to gather. Since moving to the new Student Services Building, the new SRC does not have a common gathering area, and students tend to gather in the main lobby of the building where other students also gather. This arrangement encourages further inclusion and integration with the rest of the student body on campus. Also, because of this arrangement, other students not registered the SRC but who are taking classes in American Sign Language and Interpreting, are now seeing Deaf and Hard of Hearing students gathering/socializing in the lobby area to which they are able to interact and practice their signing skills both expressively and receptively with these students. This type of interaction and exposure was very limited in the past because of how the SRC was situated.

In terms of Service Area Outcome Assessment PLO #4:

By participating in the Special Resource Center, students will development the skills to request and use Deaf or Hard-Of-Hearing Services, (ASL Interpreting, Real-time captioning, Assistive Listening Devices) in a timely effective and accountable manner.

This SAO has been achieved. There have been several meetings between DHH and Counselors/Specialists within the SRC in educating Deaf and Hard of Hearing students in developing the skills necessary in requesting services within DHH. This involves requesting Interpreters, Real-time captioning, and Assistive Listening Devices all within a timely manner. Specific forms were developed and placed in areas outside of the DHH office whereby students could pick up a form and put in a request for services. Students have also used email to request services with DHH as well.

b) What evidence supports that SAOs were partially or fully achieved?

In May of 2015, DHH established a specific form that DHH students would complete for requesting the wide range of services that the Deaf and Hard of Hearing area with the SRC would provide. This form enabled students to empower themselves in initiating the request in advance so that they developed skills sets in requesting their academic adjustments in a timely and concise manner. This not only taught our DHH students to request services for their classes in advance, but also provided them with the skills they need to request accommodations for these types of services after graduation and beyond within the community and world of work.

c) To what extent SAOs were designed to focus on students in the program with the greatest needs?

The Service Area Outcome Assessments were designed with a specific student centered approach in that students with disabilities have a far greater need for academic adjustments and accommodations, and it is the mission and goal of the Special Resource Center to provide these services as mandated by Title V of the California Education Code, and Title II of the ADA. The Special Resource Center, (Disabled Students Programs and Services) is specifically designed to serve this population of students with the greatest need.

- d) To what extent SAOs were designed to respond to students with diverse learning needs, and to prepare them to actively engage in a diverse society?

The Special Resource Center's SAO were designed to respond to students with diverse learning needs/disabilities in that special consideration was given with the focus of students with disabilities becoming independent and empowered to be able to successfully navigate student services as needed. The design of SAOs consist of staff/faculty resources from the SRC and the focus is students with disabilities and how they can be empowered to succeed and complete their educational journey here at El Camino College.

## **Program Vision and Future Planning**

### **1. Program Vision**

- a) Describe the vision of the program for the next four years considering the assessment reported in the previous section. A vision statement describes the desired future state of the program.

The Vision of the program for the next 4 years is to have a streamlined, automated process in service delivery for our students, which will ensure the timely and consistent delivery of services to students; as well as to ensure that the SRC creates a welcoming environment that supports students as they develop self-advocacy and meet their educational goals. With the purchase and launch of Accessible Information Management, (AIM), this will revolutionize the way the SRC will conduct and perform case management duties. AIM has 3 portals: one for the SRC staff and faculty to manage the student's case; one for the student to access their information and make appoints; and one for instructional faculty to receive accommodation information for students in their classes. Once all 3 portals are up and running, this will better streamline how we provide accommodations and services.

### **2. Future Planning**

Based on the assessment reported in the previous section and considering the Guided Pathways framework:

- Advance towards a more equitable program to close equity gaps among groups of students
  - One of the main efforts of the SRC has always been for a more equitable campus and to be more inclusive of students with disabilities. The SRC will be working more closely with Institutional Research in looking at equity gaps of students with disabilities among groups of ethnic and socio-economic backgrounds, and will disaggregate and identify those students needing supports. Additionally, further analysis is needed of the equity gaps created as a result of AB-705, and the elimination of developmental coursework that had previously been a benefit to this population. We will be looking into AB-1705 as well, and how this impacts equity with our student population.
- Clarify students' paths to completion, further education and employment
  - In the process of clarifying students' paths to completion whether it be to further their education for transfer, or for employment, more vocational exploration needs to be included in this process.
- Help students stay on the path

- With the new implementation of ECC Connect, and early alerts, the SRC will be better able to work with students closely in assisting them with either remaining on the path, or assisting them with choosing another path. This is why the vocational exploration and guidance and counseling is crucial at the beginning stages of Ed Planning so that focus can remain on the path, and successful completion can occur. Additionally, the SRC will be providing training for students to use Accessible Information Systems, (AIM) as it relates to making accommodation requests in a more streamlined, efficient process.
- a) Develop program goals to be completed during the next four years.
  - a. Ensure AIM is working effectively across all areas of services for disabled students, and to develop a budgetary plan with the College to cover the cost of maintaining this DSPS case management system.
  - b. Hiring full time staff that were historically filled with temporary non-classified, or classified positions for the provision of continued seamless services in areas of need.
  - c. Continue to investigate current new assistive technology to be utilized for students with disabilities and analyze the effectiveness of each.
  - d. Expand the Educational Assistance Program into the Dual Enrollment Program.
- b) Develop/adjust the program's Service Area Outcomes (SAOs).
  - a. SAOs for the next review:
    - i. Test Accommodation Process:  
Analyze current practices and implementation of services and obtain/evaluate student feedback in improving services
    - ii. Alternate Media Process:  
Analyze current practices and implementation of services and obtain/evaluate student feedback in improving services while maintaining compliance with Section 508 of the ADA.
    - iii. Assistive Technology Training:  
Analyze current procedures, and implementation of training services and obtain/evaluate student feedback in improving training in a more timely and efficient manner.
- c) What projects will the program complete to achieve the desired goals and SAOs? Please specify at least two for each goal and SAO.
  - a. For Test Accommodations, we will look at the process from request to completion of services and how better to streamline this service. This system is dated and needs to be upgraded. Meetings with this department to identify goals and new procedures, will be discussed and set forth, along with student surveys to be implemented. The data will be collected and analyzed to ensure the SAO has been met.
  - b. For Alternate Media, we will look at this process from request to completion of services and how best to streamline this service, along with assessing the institution's obligation and commitment in guaranteeing that all classes are taught with the Universal Design for Learning and that materials are accessible. A survey regarding accessible technology in the classroom can be disseminated throughout the divisions to see if faculty are making their classes accessible within Canvas. Alternate Media will also implement a student survey to look at being more efficient and responsive to requests. Meetings with this department to identify goals will be discussed and set forth to ensure the SAO has been met.

- c. For Assistive Technology Training, we will need to look at this process from request, to implementation of services. Meetings with this department to identify goals will be discussed and set forth, along with a satisfaction survey to determine whether or not the SAO has been met.
- d) When the next program review is due, how will the program determine if the goals and SAOs have been met? Please specify at least one quantitative target or qualitative accomplishment for each goal and SAO.
  - a. We will be at developing a survey for each of these areas, and will be looking at the data/results. Based on these results, we can shift and adjust how we implement services and make the necessary changes to the program. This will help us in determining whether or not SAO goals have been met.

### 3. Program Resources

In the following areas, what are the resources needed by the program to meet the goals and SAOs for the next four years?

- List resources in order of priority. You might want to prioritize them within each category and/or develop an overall prioritized list of resources.
  - Explain how these resources contribute to achieving the program's goals and SAOs.
  - Explain how these resources contribute to the ECC Institutional Goals.
- a) Staffing:
- For staffing, we are looking at changing some staffing from temporary non-classified, temporary classified to permanent and full time positions. There is a need for full time staffing to be covered in Test Accommodations, and Alternative Media. An additional full time clerical position will also be needed to handle the flow of demand of students coming in for services. We are also looking at expanding our Counseling and Disability Specialist staffing as well. It has been discovered that demand for services, especially during the Winter Intersession and Summer is when staffing is short due to folks being off contract, and demand is still high:
- Test Accommodations-Full Time
  - Alternate Media- Full Time
  - Counseling-Full Time
  - Disability/LD Specialist/Success Strategy Coach-Full Time
  - DHH Full Time-Interpreter
  - Hiring Staff Interpreter positions into full time 12 month positions, as opposed to having a 10 month position, will assist in meeting the program goals outlined with the SAOs in improving upon and streamlining services.
  - Most all these positions will need to be looked at and taken into consideration with available, allocated Categorical Funds (Fund 12), along with District support.
- b) Facilities and Equipment:
- Updates to office infrastructure so that it's accessible for students and staff.
- c) We have started working with ITS in terms of obtaining new Computers for the HTC, Assistive Technology Training areas, and the EDEV Lab Classroom. While this is a big help from the district, we are still in need of additional computer equipment for these areas.
- d) Technology/Software:
- We have existing technology and software that the SRC is using;

- Kurweil 3000
- Audio Sonocent Notetaker
- Otter A.I.
- Notetaking Express
- Equatio
- Duxbury
- Fusion, (District paid for this while, the SRC paid for the Service Maintenance Agreement).
- The SRC continues to look for improving upon and obtaining better software to assist students registered with the SRC. We have purchased the software through Categorical (Fund 12) funds, and have asked for District to assist in the purchase of additional software.

e) Contracts/Services:

SRC has purchased a new Case Management software called AIM, (Accessible Information Management). This new case management system was sorely needed in updating and improving timely delivery of services for students with disabilities registered with the SRC, and was also the result of an Office of Civil Rights Complaint and resolution that was filed in 2018. Now that the SRC is in the process of transitioning over to Accessible Information Management Systems, budgetary commitment from the District will need to be established as the contract is renewed every 3 years. The District paid for AIM 3 years ago, and for the renewal, the SRC had the funds necessary to cover the cost for the next 3 years. There needs to be a funding mechanism in place from the District, so that when the contract comes due, then funding can be provided seamlessly. While there were funds now in Categorical funding to cover this, this will not always be the case in the near future.