2014-15
Annual
Unit Plan

Name of Unit: Special Resource Center
Name of Area: Student Services
Date Completed: 11/15/2013

Unit's Mission Statement

The mission of the Disabled Students Program and Services (DSPS) program, known as the Special Resource Center (SRC) 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 provides support services, adaptive equipment and computer technology to serve students with verified disabilities. Our primary goal is to provide the accommodations necessary to assist students 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.

***Please see: Appendix A: ECC Compton Center Special Resource Center White Paper
                Appendix B: California Postsecondary Education Commission Policy
                  Recommendations for Disabled Student Services June 2009).

The following is the SRC overarching program level Student Area Outcome: "Students will develop skills to effectively advocate for educational services, to meet their specific needs, by participating in the Special Resource Center." (SAO)

Overarching Outcomes

To serve our SRC population with academic access through the most efficient, effective and

highest quality products, services and accommodations during their educational experience at the ECC Compton Center.

To develop student's skills and self-advocacy, through participation in ECC Compton Center Special Resource Center services and accommodations, to better access educational services that meet their specific needs.

Unit's Characteristics, Performance and Trends

Characteristics

The Special Resource Center is comprised of four full-time staff: one general DSPS Counselor, one Counselor/Learning Disabilities Specialist, an Adaptive Computer Technology Specialist and an Administrative Assistant. The ECC Compton Center CalWORKs and Special Resource Center Director manages the program and provides administrative support with 50 percent of her time charged to the District. The ECC Torrance campus SRC Program provides assistance with MIS reports and a contract for provision of DHH interpreters.

The disabled student population served at the ECC Compton Center SRC is predominantly African-American, female and typically older than the general student population. Please see Appendix H for a breakout of demographics regarding students served with disabilities from 2008-2012.

The Compton Center SRC office is housed in room VT 109 and the High Tech Center is housed upstairs in a student computer lab VT 226-B. The program is partially funded via categorical funding from the State Chancellor's Office. Primary fiscal support is from the Compton Community College District funding program services including administrative support (50%), partial certificated counseling support, student workers, partial support for interpreters for Deaf and Hard of Hearing students (DHH) and partial support for technology purchases for the High Tech Center.

The following activities comprise the level one support services currently provided or in progress:

- Provision of accommodations, support services, adaptive equipment and computer technology in relation to students' functional limitations.

- Provision of DSPS direct support services for both academic and extra-curricular campus related activities including registration assistance.

- Matching student need to appropriate support staff to facilitate comparable access in the classroom environment related to academic content and participation expected of college students and instructors.

- Collaboration with campus instructors and counselors and High Tech Center and DSPS staff to promote academic success.

- Planning toward provision of courses designed to meet the specific needs of the SRC population including Educational Development 31 and 33.

Performance

The Torrance campus SRC continues to reconcile and report the final MIS data from the Compton Center and assist with the provision of DHH interpreters. All other services originate independently and are customized to meet the needs of Compton Center students and faculty under the administration of the Compton Center SRC Director. The two campuses work in partnership to address the needs of co-enrolled students and share a common Advisory Committee.

Funding for a Special Resource Center Student Services Technician position has been requested to input MIS report data, track metrics to assist with student retention, persistence and completion of certificates and degrees, and to monitor the provision of primary and secondary accommodations to verified students. 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 entered into the MIS reporting system to be counted. This additional support staff position would assume the tracking of all medical verification and required contacts to ensure compliance and maximum funding from the State among other duties. Please see Appendix C for program enrollment data and Goal 1/Objective 1 for the position description as prioritized in the 2013 Program Review.

Additionally there is a need to hire a faculty position in the High Tech Center to provide hands on assistance in the High Tech Center computer lab regarding learning strategies, direction and support to students and interns; instruct classes, help meet student training needs, assume responsibility for coordination of interpreter services, and provide needed lab coordination of students and student workers in the absence of the Adapted Computer Technology Specialist. Please see Goal 1/Objective 3 for the position description as prioritized in the 2013 Program Review. Currently the lab closes when the Adapted Computer Technology Specialist attends outside meetings or trainings or takes lunch.

There is also need for an additional staff support position in the main office, currently filled by student workers, as coverage is currently provided by one Administrative Assistant. Having a student worker assist at the front desk presents several problems including lack of access to Datatel, lack of supervision in the absence of the one Administrative Assistant, and challenges reassuring disabled students regarding confidentiality of their confidential student information and medical records when a peer is assisting in making appointments, troubleshooting or trying to determine appropriate referrals.

Trends

The enrollment of disabled students at the Special Resource Center, as reported by MIS to the State Chancellor's Office, has grown consistently over the past five years. Enrollment has more than quadrupled from 96 students served in 2007-2008 to 415 students served in 2012-

13:

DSPS Annual Unduplicated Headcount 2009-2013 --See Appendix C.

With the steady increase in enrollment the following trends are in evidence:

- Increase in requests for specialized counseling support.

- Increase in requests for direct support services such as testing accommodation, LD assessment and DHH interpreters.

- Increase in use of alternative technology in the High Tech Center and broader needs across campus.

 - Change in student demographics due to increase in Hispanic population; requiring bilingual support and access to program materials in Spanish.

- Increase of under prepared students resulting in limited choices for services matching.

- Increase in level of awareness of disability rights, especially among students transferring from other institutions, requiring publication of student and faculty handbooks and need for orientations and workshops.

Unit's Strengths and Weaknesses

Based on the SRC 2013 Program Review the following strengths and weaknesses were identified:

A.   Strengths:
•   The metrics analysis, SLO assessments 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 additional state funding.
•   Positive collaboration with ECC Torrance campus SRC staff continues.
•   Equipment and software upgrades in the High Tech Center continues.
•   The SRC Office and Procedures Manual is 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, Enrollment Services 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 was hired in 2013.
•   The SRC office and High Tech Center have been relocated to the Voc-Tech Building

allowing closer proximity to the Director. This more centralized
location has fostered increased supervision and collaboration with the campus
community as well as providing a permanent location for disabled student services during new
construction on the campus which is slated over the next several years. The High Tech
Center has moved to a large computer lab on the second floor - a big improvement over
the old facility.

B.   Weaknesses:
•   The Torrance campus SRC continues to reconcile and report MIS data from the
Compton Center and assist with scheduling DHH interpreters.
•   Lack of sufficient staff support 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 entered
into the MIS reporting system to be counted.
•   A faculty position in the High Tech Center is needed to provide hands on learning
strategies and support to the Adapted Computer Technology Specialist and interns; 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.
•   Lack of integration and access to adaptive technology throughout the campus -- being
addressed.
•   An additional support staff position is needed in the main office currently filled by
student workers. Having a student worker assist at the front desk presents several problems
including lack of access to Datatel, lack of supervision in the absence of the one
Administrative Assistant, and challenges reassuring disabled students regarding
confidentiality of
their confidential student information and medical records.
•   Activities to inform and encourage students to use priority registration each semester
needs to increase.

Unit's Opportunities and Challenges

OPPORTUNITIES

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

- Explore ways to improve student orientation and intake prior to the start of the semester so support services are assessed and in place when classes begin.

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

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

- Host Advisory Committee meetings annually to strengthen community and campus participation and collaboration.

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

- Continue to explore opportunities and alternative approaches to train faculty on disabilities and resources.

CHALLENGES

Below are the prioritized recommendations based on the SRC 2013 Program Review:

A.   There is a 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 assist with program compliance and accountability for new yearly DSPS program audits.
B.   There is a 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 hands on learning strategies and support to the Adapted Computer Technology Specialist and interns; instruct classes, help meet student training needs, assume responsibility for coordination of interpreter services, and provide needed lab supervision of students and interns in the absence of the Adapted Computer Technology Specialist.
D.   Offer sections of Educational Development 31 and 33 to support specialized instruction of 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 accommodations 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.

Evaluation of Unit's Performance

Goal 1- Strategic Initiative B:

1. A Student Services Technician will be proposed for hire to improve tracking of SRC student
eligibility and academic progress leading to greater retention, persistence and completion of
certificates and degrees; compilation of metrics for planning and reporting purposes,
submission of MIS data for the State Chancellor's Office and monitoring of provision of
primary and secondary accommodations to verified students to support the effective operation
of SRC Program services by January 3, 2015.

2. Continue to develop projected staffing needs for the HTC, to include class offerings and
recommendation of a faculty position to assist with HTC services, contingent on available
funding and include in annual staffing plan by October 1, 2014.

3. Have faculty and student handbooks ready to print by October 15, 2014 to facilitate
information on disabled student services and use of the High Tech Center.

4. Board approve a minimum of six students or other individuals by September 1st, 2014 to
serve as notetakers, test proctors or readers in the classroom for students with disabilities as
needed.

5. Begin the planning process for discussion of the transistion of the SRC Director, from part-
time to full-time status, with an updated tentative time line to be completed by June 30,
2015.

Goal 2 - Strategic Initiative F:

1. Maintain an inventory of adaptive technology software, hardware and equipment to serve
the needs of DSPS students, including the condition of the technology, and purchase needed
and missing equipment and software so the High Tech Center is adequately equipped by
February 30, 2015 -- see Appendix D for HTC Inventory List.

2. Secure district funds to purchase sufficient office equipment to maintain day to day services
to students in the Special Resource Center and High Tech Center by March 1, 2015.

3. Work with ITS to deploy HTC assistive software to the Learning Resource Center, and other
campus labs, by June 30, 2015 to promote student success for all students in addition to
enhancing accessibility for students with disabilities.

4. Research and seek approval by IT to purchase AMAC SAM - Student Accommodation Manager, or similar Student Management System for students with disabilities, to help track and improve student data management by January 3, 2015

Goal 3 - Strategic Initiative A:

1. Propose to offer one section of Educational Development 31 and 33 for SRC students by the Spring semester in Febuary 2015 in the High Tech Center. See Appendix E and G for SRC student Persistence/Retention and Completion rates for 2009-2013.

2. Enhance teaching and universal access to support student learning by working collaboratively with the Learning Resource Center, Basic Skills and Dean of Student Success, to train faculty on deployed assistive technology on campus, used in the High Tech Center, by June 30, 2015.

Goal 4 - Strategic Initiative C:

1. Increase student and faculty outreach by 10% in 2014-15 compared to the previous academic year 2013-14.

2. By June 30, 2015 increase use of priority registration by 5 percent.

3. An annual Advisory Committee meeting will be held prior to June 30, 2015 to provide SRC program information to campus programs, Department of Rehabilitation and community organizations to strengthen referrals and services to students.

4. Collaborate with feeder high schools to increase the completion of educational plans, and approved accommodations prior to the start of the semester, by providing student orientations three times a year for group intakes.

Goal 5 - Strategic Initiative E:

1. Annual Special Resource Center Student Satisfaction surveys, SAO's and metrics reports will be completed as required by June 30, 2015 to better meet Program Review recommendations and improve resource allocation and planning.

Unit's 3-5 Year Strategic Directions

To best continue self-assessment, renewal and innovation, in providing excellent educational and student support services for disabled students, the following recommendations provide strategic direction over the next 3 -5 years:

- Develop and increase course offerings to meet student and campus needs.

- Evaluate personnel needs to project additional positions needed to meet legally mandated service requirements and changes in the field.

- Participate in opportunities for skill development, and collegial and professional consultation, to better serve the needs of students and stay abreast of legally mandated services and
    changes in the field.

- Analyze processes and effectiveness of program marketing, outreach efforts, information dissemination and satisfaction of all stakeholders.

- Continue to promote universal design when training, implementing and utilizing principles of accessibility at a systemic/institutional level.

- Recruit part-time certificated and hourly support staff for specialized support.

- Ensure continued upgrading of High Tech Center technology as required.

Goal #1   Long term (2-5 years)   Status: in progress

Strategic Initiative B:

Strengthen quality educational and support services to promote student success.

Evaluation of Goal

1. A Student Services Technician will be proposed for hire to improve tracking of SRC student eligibility and academic progress leading to greater retention, persistence and completion of
    certificates and degrees; compilation of metrics for planning and reporting purposes, submission of MIS data for the State Chancellor's Office and monitoring of provision of primary
    and secondary accommodations to verified students to support the effective operation of SRC Program services by January 3, 2015.

2. Continue to develop projected staffing needs for the HTC, to include class offerings and recommendation of a faculty position to assist with HTC services, contingent on available
    funding and include in annual staffing plan by October 1, 2014.

3. Have faculty and student handbooks ready to print by October 15, 2014 to facilitate information on disabled student services and use of the High Tech Center.

4. Board approve a minimum of six students or other individuals by September 1st, 2013 to serve as notetakers, test proctors or readers in the classroom for students with disabilities as needed.

5. Begin the planning process for discussion of the transistion of the SRC Director, from part-time to full-time status, with an updated tentative time line to be completed by June 30, 2015.

Objective #1.1   Status: in progress

A CFP Technician is needed for monitoring and meeting with students with disabilities regarding application requirements and eligibility; tracking student success; entering MIS data for State funding; and assisting with program compliance for new yearly DSPS program audits.

This position would be housed in the SRC Main Office (VT 109)

2013 - Program Review Recommendation #1

Impact of Objective on Other Programs, Units,and/or Areas

Impact on the Area: Academic Affairs

All Academic Affairs Division faculty work closely with the Special Resource Center Office to accommodate disabled students in the classroom as well as promote access and academic success including assistive technology support, access to electronic textbooks, extended time testing and assessment of learning disabilities.

Impact on the Area: Student Services

All Student Services departments work closely with the Special Resource Center Office to help facilitate successful matriculation and access for students with disabilities including registration, orientation, assessment, educational planning, financial aid, student clubs and activities, and athletics and team sports.

Existing Resources

Currently one full -time administrative assistant is responsible for all of the duties and responsibilities outlined below in addition to important clerical/office support functions typically performed by this position including making student appointments, answering the phone, assisting the counselors with their appointments and drop-ins, entering and monitoring COM screen codes for submission regarding SB1456; file maintenance; and scheduling interpreters and processing timesheets. This contributes to the SRC Program at the ECC Compton Center not meeting critical tracking, reporting and compliance mandates impacting the success of students with disabilities as well as much needed categorical funding for the program.

Resources Needed: Additional Personnel

Position Classification: Classified Staff

Required for How Long: Ongoing
Position Description:

COMPTON COMMUNITY COLLEGE DISTRICT
EL CAMINO COLLEGE COMPTON COMMUNITY EDUCATIONAL CENTER

SPECIAL RESOURCE CENTER CFP TECHNICIAN

Classified Technical Related Staff: Range 24 Step A $2,957.00 mo.

POSITION DESCRIPTION: Under the direction of the Director, or an assigned supervisor, performs a variety of specialized technical duties in the Special Resource Center/High Tech Center for maintaining accurate and current records of DSPS student eligibility, required medical verification related to the disability and daily staff contacts; reviews, inputs and corrects MIS data for accuracy and compliance tied to categorical funding and audit requirements; and performs other related work as necessary.

EXAMPLE OF DUTIES:

• 	Maintain and apply current knowledge of rules, regulations, policies and legislation pertaining to students with disabilities in the California Community College System.
• 	Review and process a wide variety of forms, applications and other documents related to Special Resource Center admissions, eligibility and compliance according to established State DSPS Program requirements and College policies.
• 	Operate a computer to update records, enter MIS data for funding purposes; assist in compiling metrics and information for reports.
• 	Meets with students regarding eligibility documentation, use of priority registration, payment of fees and services to improve academic success.
• 	Direct students to High Tech Center Lab resources for approved accomodations.
• 	Apply and explain complex rules, regulations, requirements and restrictions related to DSPS student services to students and faculty; advocate for students with other student

services areas as appropriate; recommend action regarding incomplete or noncompliant student medical verifications.
* Communicate as needed with other educational institutions, community organizations and medical/health agencies to update student information.
* Analyze disabled student status; refer problems to the Director or counselors for assistance and resolution; notify students of determination for additional information as needed.
* Prepare and transmit correspondence for students verifying student status and other information; respond to requests from other educational institutions and agencies.
* Perform related duties as assigned.

Estimated Cost: $ 53252.16

Supporting Rationale:

A CFP 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.

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 the over-reliance on student workers 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.

Objective #1.2   Status: in progress

Continue sharing of one or more staff from the CalWORKs Program; i.e. Program Technician or Program Assistant as needed, to strengthen SRC and HTC services and office support thereby increasing program effectiveness, accountability and consistent hours of operations.

Impact of Objective on Other Programs, Units,and/or Areas

Impact on the Area: Student Services

All Student Services departments work closely with the Special Resource Center Office to help facilitate successful matriculation and access for students with disabilities including registration, orientation, assessment, educational planning, financial aid, student clubs and activities, and athletics and team sports.

Impact on the Area: Academic Affairs

All Academic Affairs Division faculty work closely with the Special Resource Center Office to accommodate disabled students in the classroom as well as promote access and academic success including assistive technology support, access to electronic textbooks, extended time testing and assessment of learning disabilities.

Existing Resources

Currently the CalWORKs categorically funded Program Assistant and Program Technician are assisting part-time in the SRC main office and HTC lab. Both have experience with special and underserved populations and have other specialized skills.

Resources Needed: Additional Personnel

Position Classification: Classified Staff

Required for How Long: Ongoing
Position Description:

Additional support is needed in the main office, as described in 1.1 previously, but also in the High Tech Center for making appointments, scheduling and supervision of testing accommodations, monitoring student equipment loans, tracking student use of the lab and helping arrange workshops and training.

Estimated Cost: $ 37911

Supporting Rationale:

As explained in 1.1 and above there is need for additional staffing in both the SRC Main Office and HTC lab to meet student and program needs. With the hire of a full-time CFP Technician, as proposed in 1.1, there would still be a need for staff support in the HTC to assist with making appointments, scheduling and supervision of testing accommodations, monitoring student equipment loans, tracking student use of the lab and helping arrange workshops and training thereby freeing the Specialist to assist students in the lab, conduct training on software and equipments for faculty and students, conduct workshops and attend meetings as needed.

Objective #1.3   Status: in progress

There is a need to hire an additional position in the High Tech Center to provide hands on learning strategies and support to the Adapted Computer Technology Specialist and student interns; instruct classes, help meet student training needs, and provide needed lab supervision of students and interns in the absence of the Adapted Computer Technology

Specialist.

2013 - Program Review Recommendation #3

Impact of Objective on Other Programs, Units,and/or Areas

Impact on the Academic Programs Program: Learning Resource Center

Close collaboration will occur between the High Tech Center and Learning Resource Center faculty and staff regarding student referrals and learning strategy interventions involving assistive technology and assisting students with disabilities.

Resources Needed: Additional Personnel

Position Classification: Faculty (contract)

Required for How Long: Ongoing
Position Description:

A faculty contract position with hands on experience working with disabled adults in the areas of adult basic skills, learning strategies, assistive software and technology, and ED DEV classes geared towards students with disabilities.

Estimated Cost: $ 74205

Supporting Rationale:

There is a need to hire a faculty position in the High Tech Center to provide hands on learning strategies and support to the Adapted Computer Technology Specialist and student workers; instruct classes, help meet student training needs, and provide needed lab supervision of students and student workers in the absence of the Adapted Computer Technology Specialist.

Objective #1.4   Status: in progress

Maintain adequate support staff to provide and meet accommodations and support service requests including note takers, writers, interpreters and other mandated services.

2013 - Program Review Recommendation #6

Impact of Objective on Other Programs, Units,and/or Areas

Impact on the Unit: Academic Programs

Student accomodation in the classroom impacts all academic programs. A contract currently exists with the Special Resource Center at the ECC Torrance campus to provide interpreters for Deaf and Hard of Hearing (DHH) students for activities related to academic programs and campus activities such as athletic competition.

Existing Resources

The ECC Compton Center SRC and High Tech Center currently employs two student workers who are available to assist in the classroom as their schedules permit. A small pool of students is also identified and board approved twice yearly to also provide paid assistance as notetakers, readers, etc. The SRC also receives funding from the State specifically designated to pay for services for deaf and hard of hearing students.

Resources Needed: Additional Personnel

Position Classification: Casual Worker

Required for How Long: Ongoing
Position Description:

Deaf and Hard of Hearing (DHH) Interpreters are currently employed through the ECC Torrance campus SRC to accommodate hearing impaired students at the ECC Compton Center campus.

Estimated Cost: $ 40000

Supporting Rationale:

These specially trained contract employees require District match in order to pull down State funding that can only be used for this purpose to serve students in the future.

Position Classification: Student Worker

Required for How Long: Ongoing
Position Description:

Note-takers and readers, at the ECC Compton Center, are needed to assist students in the classroom who are visually impaired or unable to write.

Estimated Cost: $ 2000

Supporting Rationale:

Some disabled students are not able to make due with in-class assistance identified by themselves, or through an instructor, utilizing note taking paper or may need assistance in addition to a tape recorder or daisy player. Student note takers and readers recruited for this

purpose are on standby unless other work duties make this employment consistent and worthwhile as the requests vary each semester. At this time two students are employed in the SRC main office, and High Tech Center, to assist staff with office functions to meet their monthly hours as needed.

Objective #1.5   Status: in progress

Develop and print student and faculty handbooks to facilitate use of services.

2013 - Program Review Recommendation #7

Impact of Objective on Other Programs, Units,and/or Areas

Impact on the Area: Academic Affairs

The SRC faculty handbooks will be shared with all faculty in all academic departments and on-line. Student handbooks will be posted on-line and distributed to new students.

Existing Resources

ECC Compton Center SRC staff will compile the faculty and student handbooks based on the office procedures manual that is currently in progress.

Objective #1.6   Status: in progress

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.

2013 - Program Review Recommendation #8

Impact of Objective on Other Programs, Units,and/or Areas

Impact on the Unit: CALWORKS/TANF, GAIN

If the CalWORKs, TANF, GAIN & Special Resource Center Director was to transistion from her time split between the two programs to 100% SRC and High Tech Center administration then a different form of administration would need to be considered for CalWORKs. It would be difficult for the current CalWORKs budget to support a full-time CalWORKs Director and sustain staff and services at the current level.

Existing Resources

In looking at other community colleges where CalWORKs programs have been successfully managed through existing Directors or Deans the following stand out: CTE and EOPS/CARE -- Enrollment Services is another option.

Goal #2   Long term (2-5 years)   Status: in progress

Strategic Initiative F:

Support facility and technology improvements to meet the needs of students, employees and the community.

Evaluation of Goal

1. Maintain an inventory of adaptive technology software, hardware and equipment to serve the needs of DSPS students, including the condition of the technology, and purchase needed and missing equipment and software so the High Tech Center is adequately equipped by February 30, 2015 -- see Appendix D for HTC Inventory List.

2. Secure district funds to purchase sufficient office equipment to maintain day to day services to students in the Special Resource Center and High Tech Center by March 1, 2015.

3. Work with ITS to deploy HTC assistive software to the Learning Resource Center, and other campus labs, by June 30, 2015 to promote student success for all students in addition to enhancing accessibility for students with disabilities.

4. Research and seek approval by IT to purchase AMAC SAM - Student Accommodation Manager, or similar Student Management System for students with disabilities, to help track and improve student data management by January 3, 2015

Objective #2.1   Status: in progress

Update equipment and technology, in the High Tech Center, to accommodate student and faculty needs.

Maintain the High Tech Center Technology Inventory and Status Report.
Please see Appendix D for the current list.

2013 - Program Review Recommendation #2

Impact of Objective on Other Programs, Units,and/or Areas

Impact on the Unit: ITS

A close collaboration with ITS technicians is maintained to select, upgrade and maintain equipment and computer hardware and software to meet the needs of disabled students across campus.

Existing Resources

The High Tech Center Specialist is the SRC liaison with ITS on matters pertaining to the selection, purchase and installation of support technology for student access across campus.

Resources Needed: Additional Technology

Technology Classification: Computer Software

Requested Amount: $ 2000
Description:

Annual License Read and Write Gold

Reason:

Support Students with learning differences (Alternative Media, Text to Speech, Study Skills, etc)

Location: vtr226b and Compton Center network
New or Replacement: N/A
Services Required: None

Technology Classification: Computer Software

Requested Amount: $ 3000
Description:

Annual License Kurzweil 3000

Reason:

Support Students with learning differences (Alternative Media, Text to Speech, Study Skills, etc)

Location: vtr226b and Compton Center network
New or Replacement: Replace Existing
Services Required: Internet Access, College Network Access

Technology Classification: Non-computer Equipment (e.g., copier, etc.)

Requested Amount: $ 738
Description:

TWO VICTOR READER STREAM GENERATION 2

Reason:

Support Learning Disabled Students with resources for Audio Books/ Alternative Media

Location: vt226b/ SRC High Tech Center
New or Replacement: New Installation
Services Required: None

Technology Classification: Non-computer Equipment (e.g., copier, etc.)

Requested Amount: $ 442
Description:

Six Digital Recorder Olympus WS-801

Reason:

Support Accomodiatinos for SRC students needing to record class lectures

Location: VT226B/ SRC HIGH TECH CENTER
New or Replacement: New Installation
Services Required: None

Technology Classification: Non-computer Equipment (e.g., copier, etc.)

Requested Amount: $ 1332.55
Description:

Amigo Portable CCTV

Reason:

Support visually impairded students

Location: Vt226b/ High Tech Center
New or Replacement: New Installation
Services Required: None

Technology Classification: Computer Software

Requested Amount: $ 5000
Description:

Wheel Chair Accessable workstations for students usae. Incluse Articualting keybaords/ mouse trays(price includes shipping and installation)

Reason:

Accomodiate computer usage for students in wheel chairs

Location: VT226B / HIGH TECH CENTER
New or Replacement: Replace Existing
Services Required: None

Technology Classification: Computer Software

Requested Amount: $ 2700
Description:

Interact AS Professional Edition (Instant Closed Captioning for the Classroom)

Reason:

Provide Real time Closed Captioning for Deaf/Hard of Hearing Students

Location: VT226B/SRC HIGH TECH
New or Replacement: New Installation
Services Required: Software Support

Objective #2.2

Status: in progress

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.

2013 - Program Review Recommendation #5

Impact of Objective on Other Programs, Units,and/or Areas

Impact on the Unit: ITS

ITS and Facilities have provided quotes on the necessary equipment currently lacking and impacting the day to day functions of the SRC office in meeting the needs of the department. ITS will also install the equipment when purchased if needed.

Resources Needed: Additional Budget

Object Code: 6400 EQUIPMENT

Required for How Long: 1 time
Requested Amount: $ 4738.59
Description:

HON - Metro Classic Series:
""L"" Workstation with Right Pedestal Desk - Right Desk (60"" x 30"" x 29½"")" HON-P3265RG2S   Gray/Charcoal   1 $569.32
"HON - Metro Classic Series:
""L"" Workstation with Right Pedestal Desk - Left Return (42"" x 24"" x 29½"")" HON-P3236LG2S   Gray/Charcoal   1 $384.14

Corner Sleeve   HON-51206P   Black   1 $62.05

"Stack-on Open Shelf Unit
(60"" x 13½"" x 36¼"")"   HON-38242NS   Charcoal 1 $393.99

"Flipper Doors for Stack-on Open Shelf:
Two Doors for 60"" Shelf (30"" x 16"")"   HON-38247S   Charcoal 1 $202.09

"Lateral File: Four-Drawer
(30"" x 19¼"" x 53¼"")"   HON-574LP   Black   3 $579.99 $1,739.97

"Lateral File: Two-Drawer
(30"" x 19¼"" x 28⅜"")"   HON-572LP   Black   2 $359.99
$719.98

Versé Office Panel - 60"W x 72"H   BSX-P7260GYGY Gray   1 $275.79

Subtotal $4,347.33
Tax $391.26
Total $4,738.59
(1 two drawer lateral file will be used in the High Tech Center VT226B).

Supporting Rationale

There is a need for increased student/staff privacy and more efficent use of space in VT 109 which is the SRC main office. This small space houses two SRC staff and limited seating for student appointments as well as the office copier and student file cabinets. It is proposed to seat the Administrative Assistant at the front of the office and to place the full-time Program Technician behind her, behind a partition, to meet privately with students regarding eligibility documentation and approved accommodations. New secure lateral files ,which lock, would be space savers for student files and other documents. Some open shelves would also be purchased for additional storage. One additional lateral 2 drawer file would be placed

in the HTC 226B for files such as pending student Testing Accommodations, Alt Media Requests and Assistive Training Requests.

* DSPS categorical funds cannot be used towards equipment purchases for staff.

Resources Needed: Additional Technology

Technology Classification: Non-computer Equipment (e.g., copier, etc.)

Requested Amount: $ 100
Description:

Fellows Document Shredder

Reason:

Shred Confidential Student information in the High Tech Center

Location: vt226b/ High Tech Center
New or Replacement: New Installation
Services Required: None

Objective #2.3   Status: in progress

Work with ITS to deploy HTC assistive software to the Learning Resource Center, and other campus labs, to promote student success for all students in addition to enhancing accessibility for students with disabilities.

Impact of Objective on Other Programs, Units,and/or Areas

Impact on the Unit: ITS

The HTC and ITS will work together to ensure the assistive technology works correctly across both servers in conjunction with other needed software for student and faculty access.

Impact on the Academic Programs Program: Learning Resource Center

On-going conversations are occuring with the Learning Resource Center regarding the different uses of various assistive software as well as the possible rotation of tutors through the HTC as a way to learn and practice various assistive technology for assisting students.

Existing Resources

The Adapted Computer Technology Specialist is prepared to assist with training students, tutors and faculty as needed. Several assistive software programs are available for use on campus including Zoom Text, Dragon Naturally Speaking, Inspiration, Kurzweil, and Read Write Gold addresing various learning limitations, styles and other needs.

Objective #2.4

Status: in progress

Research and seek approval by IT to purchase AMAC SAM - Student Accommodation Manager, or similar Student Management System for students with disabilities, to help track and improve student data management.

Impact of Objective on Other Programs, Units,and/or Areas

Impact on the Unit: ITS

ITS would need to review the software for compatiability with current systems -- one requirement is that the program would need to be bi-directional in it's configuration. The program come highly recommended and is currently being considered by the State Chancellor's Office.

Existing Resources

Given the restoration of some of the DSPS categorical funds from previous cutbacks, there is a possibility that there may be suffcent funds to cover, or partially cover, such an investment if approved.

Resources Needed: Additional Technology

Technology Classification: Computer Software

Requested Amount: $ 3960
Description:

The AMAC SAM - Student Accomodation Manager is a student management software currently being utilized by CSU Fresno, the Peralta District and Riverside. It is a secure web-based database application designed to help postsecondary Disability Service Providers. The system organizes student data and provides information for a number of tasks associated with tracking services and documentation, student/faculty notifications, and disability verification and accommodation. The fee listed is paid annually and may be gotten at a lower rate.

$1800 annual license and $2160 Annual hosting

Reason:

Improve tracking of student data, disability verification, case notes, accommodation letters, scheduling staff/interpreters/notetakers, etc., SEC's, student enrollment, testing accommodations, classroom accommodations, accommodation expenses, alternate materials and notifications to instructors regarding student accommodations.

Location: All staff offices:VT 151, 154, 109, 111, 226 B
New or Replacement: New Installation
Services Required: Electricity, Internet Access, College Network Access, Software Support

Goal #3   Short term (1 year)

Status: in progress

Strategic Initiative: A

Enhance teaching to support student learning using a variety of instructional methods and services.

Evaluation of Goal

1. Propose to offer one section of Educational Development 31 and 33 for SRC students by the Spring semester in February 2015 in the High Tech Center. See Appendix E and G for SRC student Persistence/Retention and Completion rates for 2009-2013.

2. Enhance teaching and universal access to support student learning by working collaboratively with the Learning Resource Center, Basic Skills and Dean of Student Success, to train
   faculty on deployed assistive technology on campus, used in the High Tech Center, by June 30, 2015.

Objective #3.1

Status: in progress

Offer sections of Educational Development 31 and 33 to support specialized instruction of English, math and specific learning strategies to address the needs of SRC students.

2013 - Program Review Recommendation #4

Impact of Objective on Other Programs, Units,and/or Areas

Impact on the Unit: Counseling

General counseling, and specialized counseling offered through categorical programs and other special programs, will also be referral sources for these clases in addition to the SRC.

Impact on the Academic Affairs Program: Basic Skills

There is a need for special classes supporting English, writing and math subject areas, with specific attention given to students with identified disabilities including learning disabilities, to enhance their ability to work at college level and increase retention, persistence and completion of certificates and degrees.

Impact on the Academic Programs Program: Learning Resource Center

Learning Resource Center personnel will also be a referral source for these classes in addition to the SRC.

Impact on the Academic Programs Program: Human Development

These courses will help support student academic success in all academic and vocational programs with a special emphasis on assistance to students with disabilities.

Resources Needed: Additional Personnel

Position Classification: Faculty (hourly)

Required for How Long: Ongoing
Position Description:

Hire or share an existing basic skills faculty/counselor/tutor position to teach Educational Development courses addressing specific remedial needs, strategies associated with learning disabilities, and critical thinking skills for students with disabilities and students with special needs.

Estimated Cost: $ 0

Supporting Rationale:

The FTE generated through these classes will pay for instruction. There is a need for special classes in these areas with specific attention given to students with identified disabilities to increase retention, persistence and completion of certificates and degrees.

Objective #3.2

Status: in progress

Enhance teaching and universal access to support student learning by working collaboratively with the Learning Resource Center, Basic Skills and Dean of Student Success, to train faculty on deployed assistive technology on campus used in the High Tech Center.

Impact of Objective on Other Programs, Units,and/or Areas

Impact on the Academic Programs Program: Learning Resource Center

Learning Resource Center staff and tutors can rotate through the HTC, and/or receive workshop training, to utilize assistive software for enhancing student learning for all students via site licenses or assigning seats to various lab locations on campus.

Impact on the Academic Affairs Program: Basic Skills

Basic skills faculty, and other English and math faculty, can receive HTC workshop training to utilize assistive software for enhancing student learning for all students via site licenses or assigning seats to various classroom and lab locations on campus.

Impact on the Unit: ITS

The HTC and ITS will work together to ensure the assistive technology works correctly across both servers in conjunction with other needed software for student and faculty access.

Existing Resources

The Adapted Computer Technology Specialist is prepared to assist with training students, tutors and faculty as needed. Several assistive software programs are available for use on campus including Zoom Text, Dragon Naturally Speaking, Inspiration, Kurzweil, and Read Write Gold addresing various learning limitations, styles and other needs.

Goal #4   Long term (2-5 years)

Status: in progress

Strategic Initiative C:

Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.

Evaluation of Goal

1. Increase student and faculty outreach by 10% in 2014-15 compared to the previous academic year 2013-14.

2. By June 30, 2015 increase use of priority registration by 5 percent.

3. An annual Advisory Committee meeting will be held prior to June 30, 2015 to provide SRC program information to campus programs, Department of Rehabilitation and community organizations to strengthen referrals and services to students.

4. Collaborate with feeder high schools to increase the completion of educational plans, and approved accommodations prior to the start of the semester, by providing student orientations three times a year for group intakes.

Objective #4.1
Status: in progress

Increase student and faculty outreach, through a number of strategies, to increase the awareness of students, counselors, faculty and campus personnel on the SRC and HTC locations, regulations and referral procedures, and student success strategies. Explore alternative approaches to enhance understanding of disability awareness, sensitivity and appropriate accommodations for DSPS students.

Impact of Objective on Other Programs, Units,and/or Areas

Impact on the Area: Student Services

Continue outreach and presentations to Student Services departments, students and general counseling each semester as laid out in the annual SRC Outreach Plan. Continue outreach to feeder High Schools. Post information in strategic areas of campus, including sandwich boards, highlighting the locations and services provided by the SRC and HTC.

Impact on the Area: CEO

Continue outreach and presentations to the CEO, Student Government, at Board Meetings as permissable, and to community agencies as laid out in the annual SRC Outreach Plan. Post information in strategic areas of campus, including sandwich boards, highlighting the locations and services provided by the SRC and HTC.

Impact on the Area: Administrative Services

Continue outreach and presentations to Administrative Services departments, students and Facilities each semester as laid out in the annual SRC Outreach Plan. Post information in strategic areas of campus, including sandwich boards, highlighting the locations and services provided by the SRC and HTC.

Impact on the Unit: Academic Programs

Continue outreach and presentations to academic programs and departments, students/classes, at division meetings and to Learning Resource Center staff each semester as laid out in the annual SRC Outreach Plan. Post information in strategic areas of campus, including sandwich boards, highlighting the locations and services provided by the SRC and HTC.

Existing Resources

All SRC and HTC staff will continue to participate in outreach efforts on and off campus each semester. To the extent possible SRC funds will be used for all outreach activities and print materials. The SRC website will also be used as a means to convey vital program information to students.

Objective #4.2   Status: in progress

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

Impact of Objective on Other Programs, Units,and/or Areas

Impact on the Unit: Admissions & Records

Activities encouraging students to make use of priority registration will include information published by Admissions and Records including drop dates for non-payment of fees and add/drop periods for class schedules.

Existing Resources

All of the Special Resource Center staff participate in getting the word out on priority registration for DSPS students. Reminders are posted in all offices, and on the website, as well a phone calls by the student worker.

Objective #4.3

Status: in progress

Host Advisory Committee meetings annually to strengthen community and campus participation and collaboration.

Existing Resources

ECC-CEC Special Resource Center staff and budget can meet this objective required by Title V regulations. Collaboration occurs with the ECC Torrance campus SRC to hold combined meetings for both campuses. Meetings include on and off campus partners including High School representatives, the Department of Vocational Rehabilitation and Mental Health.

Objective #4.4

Status: in progress

Collaborate with feeder high schools to increase the completion of educational plans, and approved accommodations prior to the start of the semester, by providing student orientations three times a year for group intakes.

Impact of Objective on Other Programs, Units,and/or Areas

Impact on the Unit: Outreach & School Relations

Coordination for SRC group orientations, prior to the start of the semester, will occur in cooperation with the Director of Enrollment Services's outreach efforts with feeder high schools.

Impact on the Admissions & Records Program: Assessment Center

The Assessment Center will be part of the coordination efforts for SRC group orientations, with local feeder high schools, in scheduling and conducting these intake and registration activities.

Existing Resources

The Special Resource Center staff will conduct these group orientations prior to the start of the fall, spring and summer sessions. Information will be be requested from the Torrance campus who recently began similar activities for best practices.

Goal #5　　Long term (2-5 years)

Status: in progress

Strategic Initiative E:

Improve processes, programs and services through the effective use of assessment, program review, planning and resource allocation.

Evaluation of Goal

1. Annual Special Resource Center Student Satisfaction surveys, SAO's and metrics reports will be completed as required by June 30, 2015 to better meet Program Review recommendations and improve resource allocation and planning.

Objective #5.1   Status: in progress

Continue to gather SRC metrics data by the stated deadlines, provide students with the Student Satisfaction Survey, and complete a minimum of two SAO's annually. Discuss findings with staff and make appropriate modifications to the provision of support services as a means to better forecast student needs through data review tied to Program Review, planning and resource allocation.

Impact of Objective on Other Programs, Units,and/or Areas

Impact on the Area: Administrative Services

Coordination and collaboration will continue with Institutional Research for SRC program data pertaining to student retention, persistence and completion.

Existing Resources

SRC staff will forecast, plan and ensure timely services though information planning sessions to be conducted as part of regular staff meetings and during professional development activities including the Student Satisfaction Survey and SAO's. Metrics tracking student performance and the provision of services will be gathered and reviewed on a regular basis to the extent possible with current staffing -- a support position has been requested (see objective 1.1) to assist with this activity and student follow-up.

Appendix A

El Camino College Compton Center Disabled Students
Programs and Services
Special Resource Center White Paper

PATRICIA L. BONACIC, DIRECTOR

BACKGROUND

Each community college district has primary responsibility to insure that its programs and activities are available to all persons without regard to their actual or perceived ethnic group identification, national origin, religion, age, sex or gender, race, color, ancestry, sexual orientation, or physical or mental disability, or to their association with a person or group with one or more of these actual or perceived characteristics.

59320. District Responsibility .CALIFORNIA CODE OF REGULATIONS DIVISION 6, TITLE 5 Subchapter 5. Nondiscrimination in Programs Receiving State Financial Assistance through the Chancellor or Board of Governors of the California Community Colleges

CALIFORNIA COMMUNITY COLLEGES' LEGAL OBLIGATION

California Community Colleges administrators and educators should be aware of the key legislative mandates that address disability-related issues:

- Section 504 of the Rehabilitation Act of 1973.
- Americans with Disabilities Act (ADA) of 1990.
- Section 508 of the Rehabilitation Act of 1998.
- State Government Code Sections 11135-11139.5

Each of these legal mandates provides the foundation for equal access to instruction, services, activities and facilities.

Disabled Student Programs and Services (DSPS) were enacted in 1976 through the passage of Assembly Bill 77 (Lanterman), which funds support services and instructional programs for students with disabilities in the California Community Colleges. Education Code, Section 84850 and Title 5, California Code of Regulations (5 CCR) Sections 56000-56076

DSPS assists colleges in providing services and accommodations for students with disabilities to support student success and to meet legal requirements. Colleges that receive DSPS funds are governed by the Title 5 regulations. A college could refuse the DSPS funds and not be subject to the requirements of Title 5 regarding DSPS. However, by refusing Title 5 funds, the college would not reduce or eliminate its obligations under state and federal law regarding the civil rights of people with disabilities and the need to provide services and accommodations to ensure that the college's programs and services are accessible to, and usable by, students with disabilities. In fact, DSPS assists greatly in providing the funding and the mechanism through which the college meets these federal and state requirements.

STATE FUNDING

1.   DSPS programs receive state funds based on the number of students served and types of disabilities. For reporting purposes two functional limitations, per student, are eligible for

tracking and funding when the required contacts have been met.

2. These state funds are intended to cover 'direct excess costs' involved in serving students with disabilities. Direct excess costs are expenditures, excluding indirect administrative costs, that a college incurs serving students with disabilities which exceeds expenditures paid by revenue derived from the following:

- The average cost to the district of providing comparable services to non-disabled students (Section 56066)
- Special classes (Section 56070)
- Other federal, state, or local funds received by the college which are directly related to students with disabilities (Section 56040)

3. The costs of providing comparable services to students with disabilities are variable and based upon the unique needs of each student served. Expenditures will typically exceed the amount of DSPS funds provided to colleges through advance allocations. Section 56072 defines "overspending" the DSPS allocation as "college effort". College effort is used to generate 10% of the DSPS allocation.

QUALIFIED STUDENTS WITH DISABILITIES

A qualified student is defined as a "student with a disability" or "disabled student" as a person enrolled at a community college who has a verified impairment (s) which limits one or more major life activities and which imposes an educational limitation as defined in Section 56004.

Students with disabilities shall be reported in categories described in Sections 56032-44.

The primary focus of DSPS is to promote the maximum independence and integration of students with disabilities, and support students with disabilities in educational activities consistent with the mission of the community colleges, as set forth in Education Code Section 66701. A description of appropriate support services and special class instruction available to students with disabilities can be found in Sections 56026-56028.

Students who use DSPS services generally:

- Earn grades comparable to their peers
- Complete courses at a rate significantly higher than college peers
- Drop courses at a significantly lower rate
- Persist in courses at a significantly higher rate

BENEFITS OF MAINTAINING ROBUST FUNDING FOR THE SPECIAL RESOURCE CENTER AT THE ECC COMPTON CENTER

Benefits of maintaining robust funding for DSPS:

- DSPS assists community colleges achieve goals & objectives outlined in their student equity plans.
- DSPS provides an affordable option for Interpreter Services when compared to local vendors.
- DSPS ensures that DSPS personnel are skilled with expertise in the provision of accommodations and instruction to students with disabilities, thereby reducing potential OCR complaints and costly l itigation.
- DSPS can augment Basic Skills Initiatives by providing diagnostic services and effective study strategies provided by a Learning Disabilities Specialist.
- FTES revenue generated by students with disabilities typically exceeds the cost of providing them with DSPS services. For example, during the Fall 2006 semester

alone, students with   disabilities at College of the Sequoias, in northern   California, generated $1,280,743 in FTES revenue.   By contrast DSPS expenses for the entire year were $1,094,114. Revenues exceeded expenses by   at least a 2:1 ratio.

• DSPS provides an opportunity for college   personnel to receive technical assistance and an introduction to the latest advances in assistive   technology. The System Office contracts with the   High Tech Training Center to provide community   college personnel with free training on the uses of   assistive technology. This technology can be   accessed by faculty and tutors campus wide to   benefit other populations as well including basic   skills, veterans and older, returning students.

Appendix B

CPEC Access and Equity for all Students: Meeting the Needs
of Students with Disabilities
www.cpec.ca.gov „P Report 09-15 „P June 2009 by Mallory Angeli

The recommendations in this report were adopted by the
California Postsecondary Commission at its meeting
on June 9, 2009.

Access and equity for all students in California colleges and universities continues to be a high
priority of CPEC. Over the past year, CPEC staff conducted research, collected data, convened
an advisory committee and hosted a panel of service providers and students. They identified
areas where services should be expanded. It is apparent that there is a need for increased
access to instructional materials in alternative formats as well as developing campus climates
that are responsive to students with disabilities.

Most colleges and universities provide services to students with disabilities without additional
state funding, except for the community colleges, which receive state funding for their
Disabled Students Programs and Services (DSP&S). Many campuses are challenged with
providing services that meet the minimum requirements of state and federal law because of a
lack of targeted funds. The community
colleges sometimes find their needs exceed the available DSP&S funding. Campuses must find
ways to provide services that are far above the legal minimums and promote a campus
climate that is receptive and welcoming to students with disabilities.

UC, CSU, and the community colleges collect and report data to CPEC on students with
disabilities in ten categories. The data are available for students who report disabilities, but
self-reporting can limit the data available. Students who do not report disabilities are not
identified in the data. In
fall 2009, the categories will be expanded to include Autism and Asperger's Syndrome,
Attention Deficit and Hyperactivity Disorder, and acquired or traumatic brain injuries.
Disabled students service coordinators have reported that the majority of their caseload is
students with Asperger's Syndrome or psychological disorders. As these 'invisible"
psychological or psychiatric disabilities are
increasing, campuses must be prepared to provide a wider range of resources and services,
which will require additional funding and staff time.

CPEC recognizes that limitations in the state budget make it difficult to allocate more funding
for services. At the same time, students should have access to appropriate support services
and feel they are treated the same as other groups of students. Faculty should have access to
alternative curriculum materials and professional development that enable them to better
serve students with disabilities, and potentially all students. CPEC staff have prioritized policy
options that are lower in cost, but some will require more funds when they become available.
Ultimately, systems and campuses should seek resources that will allow them to adopt CPEC's
policy recommendations.

Campus Climate
CPEC's research has found that campus communities sometimes lack understanding about students with disabilities. Developing a campus climate that provides opportunities to all students regardless of race, gender, sexual orientation, or disability is essential to the success of all students. This starts with a shared responsibility between faculty, staff, and students in developing an under-
standing of the needs and concerns of students with disabilities. It starts with a commitment from the disabled student services offices and from those in the larger campus community.

For example, many veterans with disabilities do not self-identify as being disabled. Some may not understand they suffer from a disability that qualifies them for services, or they will not go to the disabled services office themselves. A supportive climate will engage veterans and other students on campus to talk with veterans about services they have received and how to navigate the process.

Accessible workstations enable students of different abilities to use technology and services with the same ease as other students. If one in every 10 workstations in all computer labs is fully accessible and equipped with ergonomic chairs, screen readers, large print displays, speech recognition
and keyboard control programs, and scan or read assistive writing systems, students can enter a computer lab without the worry of experiencing additional barriers.

Some additional recommendations include:
        *Strengthen the transition process from high school to postsecondary education, with counseling services and orientation courses, in order to help students access services in college that they may or may not have received in K-12.
        *Provide community-based events to link students with resources in their community.
        *Inform faculty and staff of the services available on campus and in the community. Provide faculty and staff with training in how they can connect students to needed services.

Alternative Instructional Materials
Students with disabilities have identified the need to access textbooks and other instructional materials in alternative formats and in a timely manner. Alternative formats include electronic text files, electronic Braille files, Braille books and documents, tactile graphics, and others.

Public colleges and universities are working with in-state publishers, which are required by state law to provide textbooks and instructional materials in alternative formats (AB 422, Chapter 379, Statutes of 1999). However, the law only applies to publishers in California and requests often take months to fill, at which point the student no longer needs the materials they requested. CSU and the community colleges have developed their own centers to produce learning materials for students with disabilities in a more timely manner.

CSU's Accessible Technology Initiative in Long Beach is a model for the timely and accurate distribution of alternative instructional materials. CSU and UC collaborate to provide resources to students at their campuses. Additionally, UC Berkeley's Assistive Technology Teaching and Learning
Center educates students with disabilities in the use of current and emerging assistive

technologies to independently achieve their educational goals.

The community colleges have created the Alternate Text Production Center, located in Ventura. The center converts instructional materials into electronic documents and then creates alternative media products for use by community college students.

Additional options to increase access to instructional materials in alternative formats:
     *Provide options to take exams in alternative forms, such as verbally, in large type, or in Braille. Provide more time on tests, and alternative spaces to take tests with the understanding that some students perform better in different environments and under different constraints.
     *Develop and maintain contracts with local and in-state vendors to provide materials in Braille and other formats to increase the quality of the product and decrease waiting time for students.
     *Require computer labs to be equipped with assistive software. Campuses should ensure funding is available to upgrade software within six months of new releases.

Faculty and Staff Development
The experts who provided information to CPEC identified a lack of preparation and training of faculty who work with students with disabilities. They suggested that this may be due to a lack of exposure to students with disabilities and lack of training in alternative teaching models. In order for faculty and staff to actively seek out and take this training, the campus must develop a culture that integrates diversity into professional development, and encourages faculty and staff to become advocates for students with disabilities.

Professional development provided by campuses or at a system-wide training center could provide faculty the tools to incorporate alternative instructional methods and alternative technology into their curriculum. Faculty would have the opportunity to understand the needs of students with disabilities, and how best to assist them. Multiple methods of teaching and individualized instruction
has been found to benefit all students, not just those with disabilities.

The community college system operates the High Tech Center Training Unit at Foothill-De Anza Community College District Center. The training center was established for faculty and staff to acquire or improve their skills in assistive computer technology, alternative media, and web accessibility. The training center could collaborate with other colleges and universities and share their course
content in order to expand professional development to other public and private campuses.

Additional recommendations:
     *Provide ongoing training to faculty to help them better understand multiple teaching models and the needs of disabled students. Training should include current and emerging instructional technology such as auditory aids, visual aids, and hand-held models.
     *Provide professional development to all student support staff, including guidance counselors, financial aid advisors, career counselors, veterans¦ affairs counselors, admissions and records staff, and health services staff in developing a campus culture that is committed to the success of all students, including students with disabilities.
     *Promote emerging strategies to minimize physical barriers and learning barriers and ensure knowledge is accessible to everyone, such as Universal Design for Learning, where curriculum is developed for different learning styles and students are provided multiple ways

to interpret the same message.

Student Services
It is a challenge for campus disability services offices to support students. Since student's needs vary greatly from semester to semester, it is difficult to anticipate the need to increase a certain service, such as readers or note takers. Therefore, disability services offices need to be prepared to adjust the services they provide to support students with varying types of disabilities. Students have a role in providing disability services offices with information about their needs, and the people who staff those offices need to make an effort to provide support services in a timely manner. Those offices should also assist students in working with their professors to help faculty understand how best to support their learning needs.

Additional recommendations for support services:
        *Ensure that each campus has a veteransi¦ affairs counselor who can help students apply for
benefits, access disabled services, and to provide veteran-specific support.
        *Ensure that each campus has an adequate pool of live readers, test assistants, and note takers, by providing incentives such as community service hours, work study time or salaries above the minimum wage.

Next Steps
Funding for higher education is limited and many campuses are challenged in providing services with no additional funding. Increasing the quality of services and programs may become increasingly difficult as more veterans with disabilities enroll, and more students are diagnosed with psychological or psychiatric disabilities. It is important that policies are in place that ensure funding for disabled student services are not reduced or cut in hard economic times. University and college officials should continually evaluate disabled student services programs as funding is reduced or
threatened in order to protect those services to the greatest extent possible.

CPEC monitors and supports legislation that promotes access to postsecondary education and requires equitable treatment of all individuals within the higher education system. CPEC also supports budget initiatives that provide resources for institutions to pursue these recommendations.
CPEC can consider the following:
        *Support legislation that seeks to improve access to educational materials for people with disabilities. For example, AB 386 (Ruskin) proposes to expand the definition of "non-printed instructional materials" to include audiovisual works, podcasts, and web clips.
        *Support legislation that allows campuses to convert books into different formats, thus reducing the time taken for students to receive their course materials in these formats.
        *Support legislation that requires software publishers to provide free or reduced-cost copies of assistive software to campuses whenever they update or purchase new software.

CPEC's limited staff and budget resources limit its ability to follow up on all recommendations in this report. However, CPEC can:
        *Make its reports available online and in communications with the systems and encourage all postsecondary institutions in California to consider these recommendations in developing their own policies and programs.
        *Consider establishing pages on CPECi¦s website to share best practices and other information that will help postsecondary institutions address the needs of students with

disabilities.
      *Consider additional research and expanding data collection on students with disabilities.

Appendix C

DSPS Annual Unduplicated Headcount 2006-2012
Compton College/ECC Compton Center

Metrics Primary Disability	Sp'08	Fa'08	Sp'09	Fa'09	Sp'10	Fa'10	Sp'11	Fa'11	Sp'12
Acquired Brain Injury	5	9	7	17	14	10	12	13	13
Developmentally Delayed Learner	22	21	20	21	22	29	26	24	24
Deaf/Hard of Hearing	3	2	2	0	1	4	7	5	8
Learning Disabled	7	10	6	6	18	13	12	13	17
Mobility Impaired	19	26	25	19	29	33	41	51	46
Other Disability	22	37	48	64	69	80	72	90	88
Psychological Disability	30	33	36	34	55	63	60	65	71
Speech/ Language Impaired	0	0	0	0	0	0	0	0	0
Visually Impaired	1	2	4	3	6	4	4	6	4
TOTAL	109	140	148	164	214	236	234	267	271
Support Services									
Interpreting /RTC	0	0	0	0	0	3	2	2	2
Total	0	0	0	0	0	3	2	2	2
Direct Support Services									
In Class Assistants/Note takers	0	0	1	3	10	7	11	11	11
Testing Accomodations	0	46	41	44	47	67	80	94	96
Digital Recorders	0	0	0	0	2	2	4	3	3
FM Loops	0	0	0	0	0	0	1	1	2
Daisy Player	0	0	1	1	0	0	1	1	1
Furniture	0	0	0	0	0	0	1	2	0
Transportation	0	0	0	0	0	0	2	1	0
Total Students	0	46	42	47	59	76	100	113	113

w/Direct Support
Services

Pending Students

Additional	07-08	08-09	Academic Year 09-10	10-11	11-12	Fa'12
non-reported						
students served:	57	81	74	113	103	119
(Approved medical verification not received)						

Appendix D

Compton Educational Center-Special Resource Center
High-Tech Center-Technology Inventory Status Report

Item	Description	Status	Other Information
Computers	16- HP Compaq 8300 Desktops	New	Summer 2013
	16- HP L2206 Monotors	New	Summer 2013
	16 Plantronics Headsets	New	Summer 2013
Printer/Copier	Xerox WorkCentre 5325	New	Spring 2013
Scanners	HP ScanJet 7650	Good working order	
	Xerox DocuMate 3270	New	Spring 2013
Hardware			
	1- Enhanced Vision 22in LCD CCTV	New	Spring 2013
	1-CCTV – Optiverso	In good working order	Installed working

1- Epson Powerline 905 LCD Digital Projector

Digital Recorders

3- Sony ICD SX733 Digital Recorders
2-Phillips Voice Tracer 1000
1- Olympus WS600s Digital Recorder

Micro Cassette Tape Recorders
3- Craig CR8003 Microcassete Recorders

Assistive Software

Kurzweil 3000

Web/ Campus License 1500 Seats	New	Summer 2013
Red Write Gold Version 11 Unlimited Site License	Updated	Summer 2013
Dragon Naturally Speaking v.12 6 Seat License	Updated	Summer 2013
JAWS v. 14 (screen reader)	Updated	Summer 2013
Zoomtext v.10 Magnification/ Text to Speech (5 user network)	Updated	Summer 2013

Assistive Hardware

1- Telex CD Daisy Player		
1- Pearl Document Camera Used with Freedom Scientific Open Book Reading/ Scanning Software	New	Spring 2013
5- Live Scribe 4gb Sky Smartpens	New	Spring 2013
2- Victor Reader Stream Generation 2 Digital Daisy Players	New	Spring 2013
2- Williams FM Assitive Listening System (Receiver/ Transmiter)	New	Spring 2013

Appendix E

ECC Compton Center
Special Resource Center
Persistence/Retention Rates - by percentage

	Sp'08	Fa'08	Sp'09	Fa'09	Sp'10	Fa'10	Sp'11	Fa'11	Sp'12
Persistance	53.2	44.6	54.9	54.3	44.7	50.3	46.9	55.60	50.30
Retention	72.9	72.3	67.2	69.8	68.6	75.6	73.8	70.4	73.4

Appendix F

ECC Compton Center
Special Resource Center
Outreach Activities

	Sp'08	Fa'08	Sp'09	Fa'09	Sp'10	Fa'10	Sp'11	Fa'11	Sp'12
Presentations	6	7	3	5	10	13	12	7	2
Info Table	3	2	2	2	2	10	5	4	2
Total	9	9	5	7	12	23	17	11	4

Appendix G

ECC Compton Center
Special Resource Center
Completion Rate

Academic Year	07-08	08-09	09-10	10-11	11-12
Degrees	4	2	5	8	11
Certificates	2	5	6	5	12
Total	6	7	11	13	23

Appendix H

ECC Compton Center
Special Resource Center
Student Demographics

Age	Fa'08	Sp'09	Fa'09	Sp'10	Fa'10	Sp'11	Fa'11	Sp'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	Fa'08	Sp'09	Fa'09	Sp'10	Fa'10	Sp'11	Fa'11	Sp'12
Female	151	171	182	202	209	200	214	205
Male	80	90	96	102	116	110	128	114
Total Served	232	261	278	304	325	310	342	319

Ethnic Group	Fa'08	Sp'09	Fa'09	Sp'10	Fa'10	Sp'11	Fa'11	Sp'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

Appendix I

ECC Compton Center
Special Resource Center
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

Individuals Who Participated in Developing this Plan

The following people acknowledge that they participated in the development of or reviewed this plan.

Name	Role
1. Bonacic, Trish	Plan Leader
2. Seymour, Clifford	Reviewer
3. Allen, Jennell	Participant
4. Cervantes, Rosemarie	Participant
5. Martin, Travis	Participant