



COMPTON COLLEGE
SPECIAL RESOURCE CENTER PROGRAM REVIEW
Fall 2017 through Spring 2021
Stephanie Schlatter, SRC Director

Program Description

- 1. Describe the program. How does the program link to the College's mission statement, statement of values, or strategic initiatives?***

The mission of the Disabled Students Program and Services (DSPS) program, known as the Special Resource Center (SRC) and High Tech Center (HTC) at Compton College, 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 Compton College community. The SRC and HTC provide support services, adaptive equipment and computer technology to serve students with verified disabilities. Our primary goal is to provide the accommodations necessary to assist students in achieving their educational and vocational goals while promoting self-advocacy and independent learning. Our office promotes shared responsibility with the student, instructor and staff for student success.

The Mission

Mission Statement: "Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides

clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.”

Statement of Values

The SRC staff and faculty provides support and opportunities for our diverse student population to expand their knowledge, employability skills and work ethic in pursuit of their educational and career goals. The SRC staff upholds the core values of integrity, inclusion, equity, celebration of diversity, and a just education for all, as the foundation of the program.

Strategic Initiatives

Strategic Initiative 1: Improve recruitment, enrollment, retention, and completion rates for our students.

- **Outreach Efforts:** Recruitment begins with our county and community partners and extends through our departmental relationships here on campus. We participate in education fairs, classroom visits, and other partner events.
- **Assistance with Assessment and Enrollment:** The High Tech Center Lab assists the Assessment Center with special equipment for testing as needed and is available to SRC students for enrollment assistance;
- **Provision of Special Courses:** Two courses designed to meet the specific basic math and English skills needs of the disabled student population are offered: Educational Development 37 and 38. In addition, the SRC is offering a career development course, Educational Development 121 and Assistive Technology course, EDDEV 41;
- **Assistive Software:** Training and access to assistive technology is provided in the High Tech Center lab, in classrooms and in campus labs, and for download on laptop computers and other personal electronic devices to address student accommodation needs including Zoom Text, Read, Write Gold, Glean, and Kurzweil;
- **Matching Disabled Student Need to Appropriate Support Staff:** Trained staff facilitate comparable access in the classroom environment related to academic content and participation expected of college students and in-class support;
- **Alternative Media Accommodation:** Students are provided this accommodation via the Chancellor's Office Learning Ally program and files from the publisher;
- **Student Satisfaction Surveys:** The Student Satisfaction/Customer Service Survey is revised and distributed annually for student feedback;
- **Metrics:** Statistics on disabled students enrollment, verified disabilities, academic success, accommodations, and persistence, retention and completion are kept and reviewed;
- **SAO's:** Three Student Area Outcomes are assessed yearly based upon agreed program needs and identified areas needing improvement;

Strategic Initiative 2: Support the success of all students to meet their education, and career goals.

- Direct Support Services for Disabled Students: Assistance is provided for both academic and extra-curricular campus related activities such as tutoring, registration and transportation assistance;
- Specialized Counseling: Counselors with specific training to assist students with disabilities are available to create educational plans based on medical verifications and approved accommodations;
- Workshops: Specialized training is provided on assistive software, strategies for success for students with disabilities, basic computer skills and specific program information;
- In-class Assistance: Note takers, writers, and interpreters for the deaf/hard of hearing are provided to assist students in the classroom;
- Testing Accommodation: The High Tech Center provides a secure, monitored area for students with disabilities whom the SRC staff and instructors have agreed require extended time on tests outside of the classroom;
- Staff meetings: These weekly meetings are used as staff development opportunities for periodic updates and review of program review, goals and objectives, review of SAO assessment data, to report back information on practices to strengthen case management activities, and to brainstorm strategies to best utilize on and off campus resources;
- Matching Disabled Student Need to Appropriate Support Staff: Strategic planning facilitates comparable access in the classroom environment related to academic content and participation expected of college students and in-class support;
- Collaboration with Campus Instructors, Student Success Center and Counselors: High Tech Center and SRC staff work collaboratively to promote student success;
- Weekly Student Services Manager Meetings: The SRC Director attends weekly meetings, led by the Vice President of Student Services, where issues pertinent to the Special Resource Center and High Tech Center are shared and discussed with managers representing Admissions, First Year Experience, Career/Transfer Center, Student Development, Outreach and Recruitment, Financial Aid, Athletics, EOP&S/CARE, Promise Program, and Student Equity;
- Monthly Student Services Division Meetings: The Vice President of Student Services meets with managers and their direct reports once a month to share information and activities involving student support services providing an opportunity for the Director to give updates on SRC and HTC activities;

Strategic Initiative GOAL 3: Support the success of students through the use of technology.

- Assistive Technology, Adaptive Equipment and Computer Technology: Technical support services are provided for students with verified disabilities, in relation to their functional limitation(s), in a computer lab and via a dedicated server;

- In-class Assistance: Assistive technology such as digital recorders, Glean Audio Notetaker using smartphones and laptops, and FM Loops, Real-time Captioning;
- Assistive Software: Training and access to assistive technology is provided in the High Tech Center lab, and for download on laptop computers and other personal devices; electronic devices, to address student accommodation needs including Zoom Text, JAWS, Read, Write Gold, and Kurzweil;
- Workshops: Specialized training is provided on assistive software, strategies for success for students with disabilities, tutoring and basic computer skills; study skills, stress reduction
- Technology Workshops – for Canvas, Zoom, My Compton Portal, and basic skills related to using MS Word, saving documents, uploading documents, and using wi-fi hotspots;
- High Tech Center Lab Hours – open lab hours for SRC students in need of assistance related to assistive technology, applications, MS Office, or equipment
- Implementation of Accessibility Information Management System (AIMS) – manages accommodations including auxiliary services, test proctoring, note taking, appointments for counseling, assistive technology, alternative media, adaptive furniture and equipment loans.

Strategic Initiative 5: Establish partnerships in the community and with the K-12 schools

- Collaboration with Outreach and Dual Enrollment activities;
- Road to Transition Workshops: In spring, the SRC invites local high school special education counselors and graduating students to participate in a comprehensive overview of the SRC program and eligibility requirements. Additionally, other student service program areas share information such as student resources, the Promise Program, Financial Aid, EOP&S
- Region G DSPS Directors Quarterly Meetings: Local community college Directors from ten colleges meet to discuss state and local issues impacting provision of program services;
- Department of Rehabilitation. Mental Health. Veterans Administration. Division of Blind Services. and Regional Centers: Referrals are made to the college on a regular basis for certificates and degrees where a portion of the student's educational expenses may be covered by the agency as well as adaptive equipment, counseling, and job placement assistance;
- High School Outreach: SRC counselors serve as campus liaisons to specific high schools as well as participating in general outreach with special education departments;
- Advisory Committee: Agencies in the community, high school representatives, and other supporters and advocates for students with disabilities attend SRC advisory committee meetings to better serve students and the campus.

2. *Describe the student population served by the program using data. Please note the source of the data. If necessary, please contact the Office of Institutional Research & Planning to obtain data.*

The Special Resource Center student population is composed primarily of economically and/or academically disadvantaged individuals with one or more disabilities interfering with their pursuit of post-secondary education. As shown in the charts below, provided through the Chancellor's Office Data Mart, the demographics confirm that the participants are primarily female, African-American and Hispanic, and older than the typical students enrolled at Compton College.

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

1. Other Health Conditions and Disabilities: This category includes other health conditions and/or disabilities not in existing categories that can be verified in a number of ways

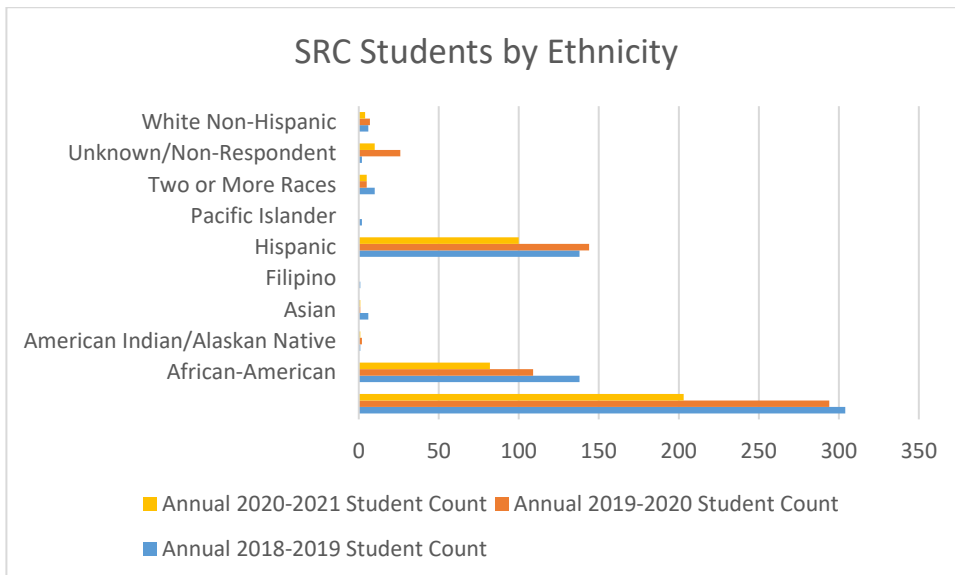
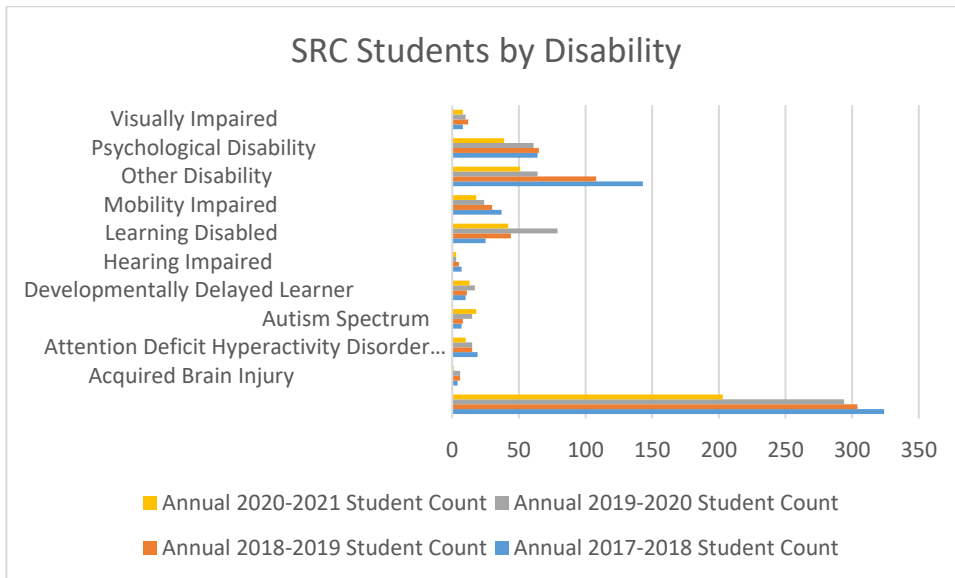
including student self-report, direct observation, through existing agency documentation or documentation from a physician, or, in case of a speech disorder, a licensed speech professional or agency.

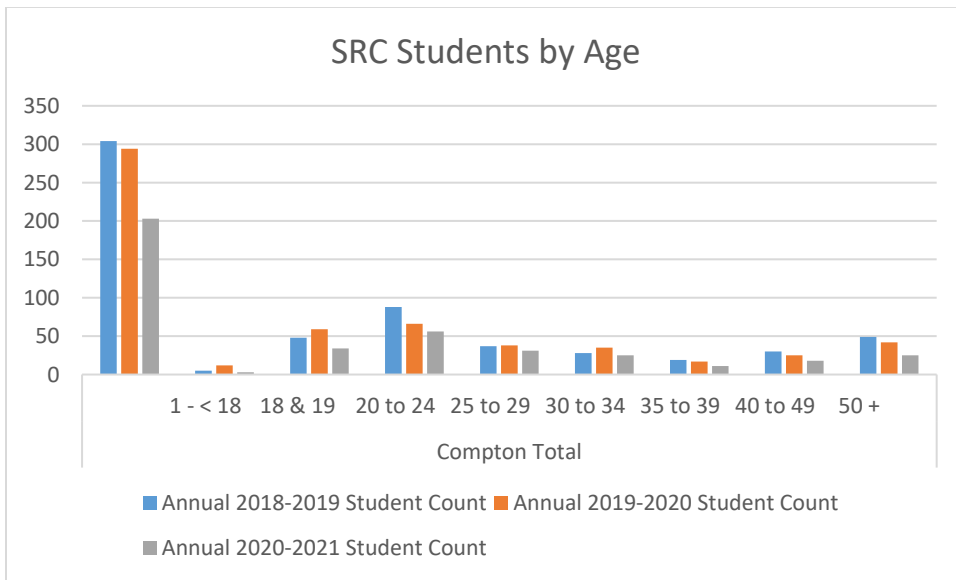
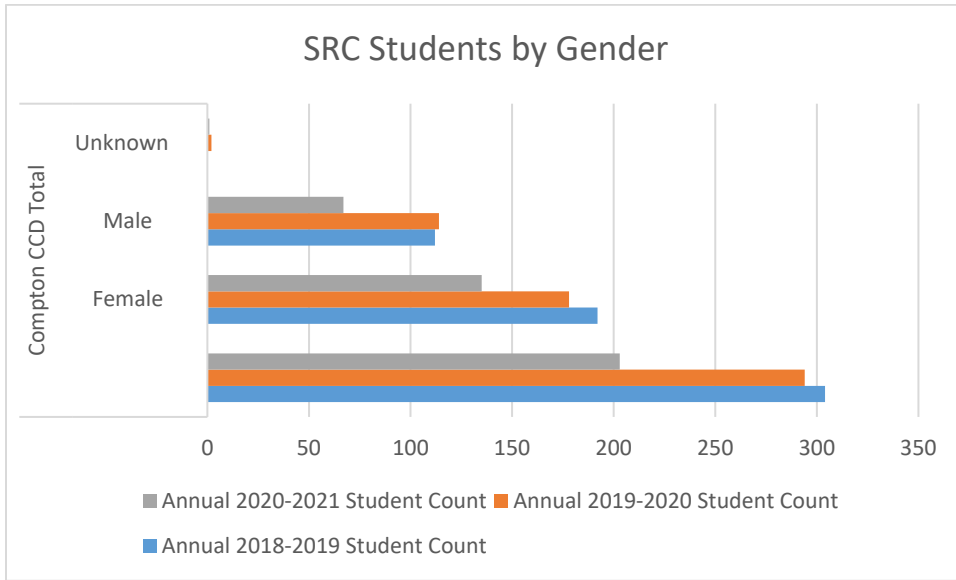
2. Psychological Disability (mental health)
3. Mobility Impaired
4. Learning Disabled (process or subject specific)
1. Developmentally Delayed Learner (intellectual ability)

2. How have program personnel used metrics to improve program services? Provide metrics from the last four years.

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

The Special Resource Center student demographics for the past four years by disability type, ethnicity, gender, and age are as follows:





3. Describe how interaction with the program helps students succeed or meet their educational goals.

Awarded Degrees for SRC Students

		Annual 2017-2018
Compton CCD		
DSPS - Disabled Students Programs & Services Total		26
	Associate of Science (A.S.) degree	6
	Associate of Arts (A.A.) degree	15
	Certificate requiring 30 to < 60 semester units	2

Certificate requiring 18 to < 30 semester units	3
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		Annual 2018-2019
Compton CCD		
DSPS - Disabled Students Programs & Services Total		43
	Associate of Science (A.S.) degree	11
	Associate of Arts (A.A.) degree	21
	Certificate requiring 30 to < 60 semester units	2
	Certificate requiring 18 to < 30 semester units	9

		Annual 2019-2020
Compton CCD		
DSPS - Disabled Students Programs & Services Total		21
	Associate in Science for Transfer (A.S.-T) Degree	3
	Associate in Arts for Transfer (A.A.-T) Degree	6
	Associate of Science (A.S.) degree	4
	Associate of Arts (A.A.) degree	8

		Annual 2020-2021
Compton CCD		
DSPS - Disabled Students Programs & Services Total		28
	Associate in Science for Transfer (A.S.-T) Degree	4
	Associate in Arts for Transfer (A.A.-T) Degree	7
	Associate of Science (A.S.) degree	3
	Associate of Arts (A.A.) degree	13
	Other Credit Award, < 6 semester units	1

		Annual 2017-2018
Compton CCD Total		740
	Associate of Science (A.S.) degree	196
	Associate of Arts (A.A.) degree	440
	Certificate requiring 30 to < 60 semester units	25
	Certificate requiring 18 to < 30 semester units	79

		Annual 2018-2019
Compton CCD Total		892
	Associate of Science (A.S.) degree	230
	Associate of Arts (A.A.) degree	449
	Certificate requiring 30 to < 60 semester units	92

Certificate requiring 18 to < 30 semester units	121
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	Annual 2019-2020
Compton CCD Total	504
Associate in Science for Transfer (A.S.-T) Degree	65
Associate in Arts for Transfer (A.A.-T) Degree	78
Associate of Science (A.S.) degree	98
Associate of Arts (A.A.) degree	234
Certificate requiring 30 to < 60 semester units	10
Certificate requiring 16 to fewer than 30 semester units	17
Certificate requiring 8 to fewer than 16 semester units	2

	Annual 2020-2021
Compton CCD Total	655
Associate in Science for Transfer (A.S.-T) Degree	81
Associate in Arts for Transfer (A.A.-T) Degree	103
Associate of Science (A.S.) degree	92
Associate of Arts (A.A.) degree	364
Certificate requiring 16 to fewer than 30 semester units	1
Other Credit Award, < 6 semester units	14

The last four years have been riddled with challenges and changes for Compton College and other California Community Colleges. In June, 2019, Compton College was no longer the Compton Center under the jurisdiction of El Camino College. We encountered personnel change, implementation of Ellucian, rapid additions of new software programs including MS Office, Cranium Café to name a few. Learning the new systems was further challenged by rapid transitioning of student records into the new Banner system. Former El Camino Compton Center students needed to reapply and many students were confused by the changes. In addition, Covid -19 Pandemic forced a rapid transition of classes and services to online for all students, faculty, and staff in spring 2020. This again disrupted students and many were challenged by lack of technology literacy, equipment, wi-fi reliability, and home environments to effectively transition and adapt to the remote platforms offered. The rapid loss of FTES and the new California Community College Funding Formula brings greater pressure to ensure the college effectively meets the milestones of Tartar Completion by Design.

The charts above contain four years of data of degree completion, transfer, and certification for the SRC (DSPS) students compared to the general Compton College student base. When analyzing the SRC students, from 17-18 to 18-19, the total completion of degrees, certificates, and transfers increased 65%. From 18-19 to 19-20, the completion numbers dropped 51%. As resources and processes changed due to Covid, the SRC completion numbers increased from 19-20 to 20-21 by 33%.

In comparison to the general population at Compton College, from 17-18 to 18-19, completion rates increased by 20%. The following period, 18-19 to 19-20, completion decreased 43%. From 19-20 to 20-21, we regained a 32% completion rate.

The SRC students had a much larger success rate from 17-18 to 18-19 (65%) with degree, certificate, and transfer compared to the 20% increase with the general student base. However, the following year, the SRC completion rate dropped 51% compared to the general population which dropped 43%. The last period compared reflects an increase from 19-20 to 20-21 is similar in both the SRC students and the non-SRC students. Due to the significance of breaking away as a stand alone college and effects of converting to primarily to an online college program makes it nearly impossible to evaluate how the SRC program increased student success and completion. The student survey is relective of the SRC making extra efforts to reach out to our students every semester, assist them with resources including food, technology, housing, and workshops throughout the last two years.

4. How does the program interact with other on-campus programs or with off-campus entities?

Special Resource Center personnel maintain effective and collaborative relationships with all Compton College departments and support service areas. The program works very closely with EOP&S/CARE regarding SRC student referrals and information sharing for this population; with Financial Aid, the Promise Program, Student Equity, Student Success Center for tutoring referrals, and general counseling to ensure alignment with Guided Pathway initiatives.

Some of the off campus organizations available for student referrals through the Compton College SRC Program, includes: The Department of Rehabilitation, the East Los Angeles Regional Center, Southern California Center for Independent Living, and other non profit groups.

5. List notable achievements that have occurred since the last Program Review.

Since the last Program Review in 2017 the following notable achievements have occurred:

The entire SRC Department reorganized and added an additional full-time SRC Guided Pathways Counselor, Program Director, and eliminated the DHH supervisor position. Additional Educational Development Classes were added and the CORs revised. Implementation of a DSPTS Program Management System was selected and is being implemented. The student files are now electronic and converting the paper files into electronic files as well. Revision of the MIS Contacts and processes to achieve higher accuracy and efficiency was implemented. Additional workshops created to support student technology needs and navigating Canvas. The department has provided approximately fifteen in class orientations regarding the SRC and services. We have updated our outreach brochure and flyers to distribute to inside and outside departments and schools. The counselors and staff have developed new workshops including an SRC Orientation, Canvas, My Compton, Study Strategies, and Stress Reduction Workshops. The Director and Adaptive Technology Specialist chaired the new 508 Subcommittee and made recommendations and goals for the college. The Director and staff have averaged three Professional Development Trainings related to the SRC Program, 504 and 508 Accessibility for the college.

6. What prior Program Review recommendations were not implemented, if any, and why? What was the impact on the program and the students?

Our program now has two dedicated full-time counselor, a student services advisor, and a SRC Tutor. We are currently recruiting for that position as our tutor and student worker did not return for the current fall semester.

We do not have a part-time learning disability specialist to test students but plan on recruiting for that position as well once we return to campus. The request for a stand alone test proctoring room was not met. However, during the last two years of instruction being remote, this has not affected students. However, the Student Services building is under construction that includes a quiet test proctoring room which we will need once more in person classes resume.

Program Environment

1. Describe the program environment. Where is the program located? Does the program have adequate resources to provide the required programs and services to staff and students? If not, why?

The SRC Program, located on the first floor of the Vocational Technology Building, offers in-person services for new and returning students. The SRC Administrative Assistant is in the main office with the SRC Director in the office directly across. The directors office is adjacent to the main office. Our full-time counselor and adjunct counselor share an office, behind the main office, and another single office for the second counselor down the hall. The High Technology Center which offers Assistive Technology, equipment loan, Alternative Media, is on the second floor of the building and includes the test proctoring space. The SRC Advisor and Adapted Technology Specialist both share this office. Additionally, there are ten computers available for students to complete their assignments in this room. The SRC Academic Advisor and the Adaptive Technology Specialist both reside in the High Tech Center. On the adjacent side, the Educational Development Classes are taught with one part-time instructor.

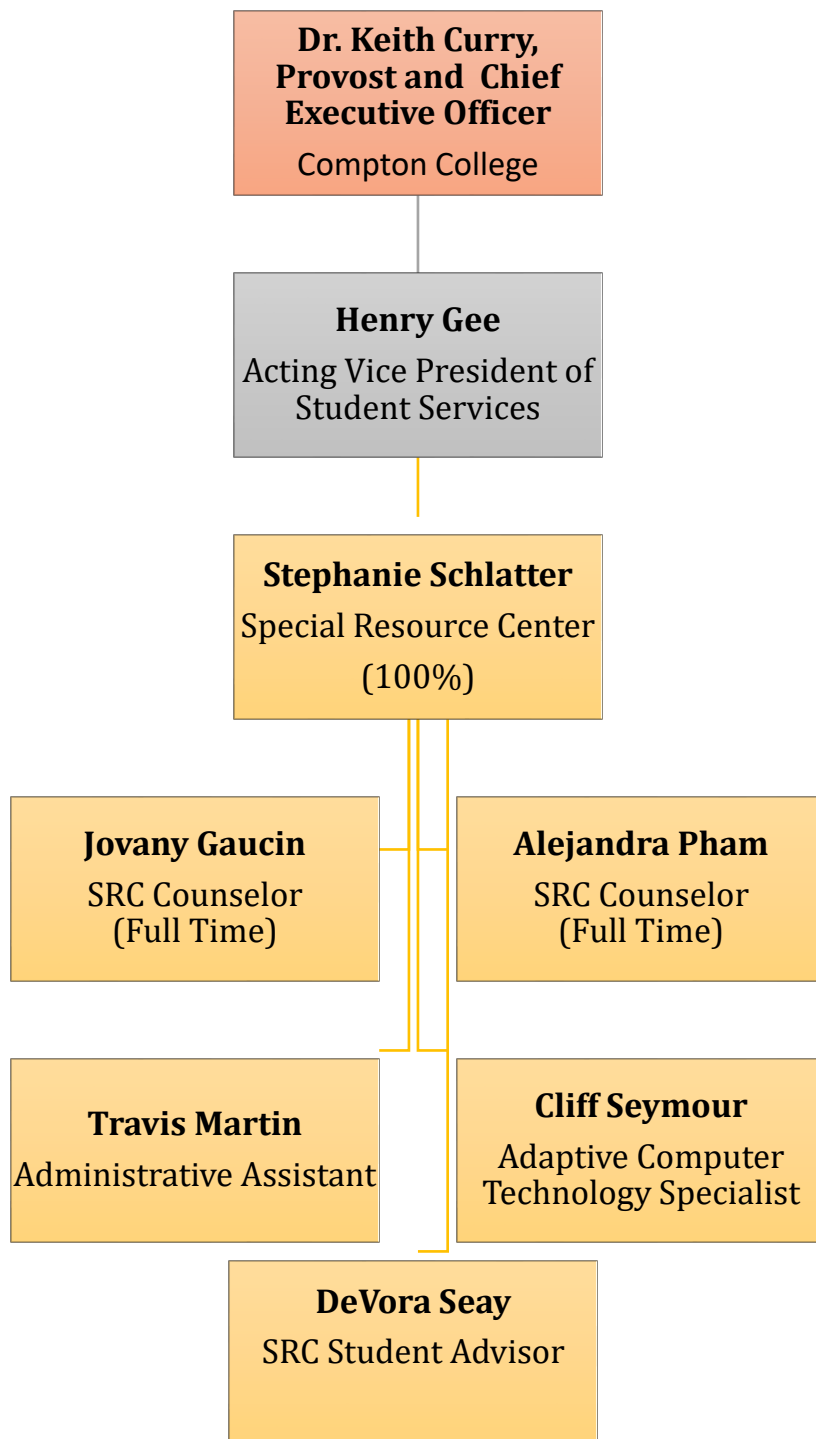
The main office is problematic due to not having an accessible door and the waiting space being very small. The new student services building will eliminate these concern as it is spacious and has accessible doors. The other on-going concern has been maintaining a distraction reduced test proctoring environment for students taking tests while the student lab is open. Again, this issue will be resolved with the design of the new student service building with a dedicated test proctor room.

2. Describe the number and type of personnel assigned to the program. Please include a current organizational chart.

The SRC Program consists of one Director, three full-time classified staff, two full-time counselors and one part-time counselor. The staff is supported by two streams of revenue which are the California State DSPS Allocation and the college general fund. All SRC staff work directly with students:

- One Director (Staff and budget oversight/program planning/ reporting)
 - (50% Restricted Fund/50% General Fund)
- Two full time Counselor (Academic & career advisement/educational plans)
 - (100% General Fund – second SRC Counselor hired 8/21)
- One Adjunct Counselor (Academic & career advisement/educational plans)
 - (100% SRC Restricted and Unrestricted funds)
- One Administrative Assistant (Intake & eligibility/, contracts, invoice/PO management, schedules)
 - (100% SRC Categorical Funds)
- One Adaptive Technology Specialist (Assistive Technology, Adaptive Technology and Equipment, Training)

- (100% SRC Categorical Funds)
- One Student Services Advisor (On & off campus work study/case management)
 - (100% SRC Categorical Funds)



3. Describe the personnel needs for the next four years.

The current level of SRC staffing is sufficient but a program technician may be needed to support MIS data entry, High Tech Center for literacy, and in the Educational Development Classes. We recently lost our SRC Tutor and will continue to need a tutor who understands the challenges, processing differences, and specialty working with students with disabilities.

4. Describe facilities needs for the next four years.

We have been given the diagram and layout for the new Student Services Building and SRC Department. If we were to stay in our current location, the lack of accessibility to the main SRC office is a grave concern. Additionally, not having a dedicated test proctor room away from the noise and activities of the High Tech Center is also not fulfilling our obligation to provide a distraction reduced environment for test takers. Further security is needed to ensure the integrity of the test environment is secure and monitored.

5. Describe the equipment (including technology) needs for the next four years.

Compton College encourages the use of technology by all personnel and students to achieve their educational and professional goals while increasing productivity at all levels. The assistive technology must be upgraded as needed and expand to the library and Student Success Center for students with disabilities. The SRC office purchased a printer/scanner years ago prior to the college's lease program. That will need to be replaced and each staff member should have a scanner on their desk. Computers/Docking stations also need to be replaced timely.

6. Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs of staff and students?

At Compton College, the majority of SRC students come to the office during the hours of 10:00 a.m. to 3:00 p.m. primarily due to a need to drop off children at day care or school, a preference for morning classes, and a need to pick up children from daycare or school in the afternoon. Evening and weekend hours, when available, have not been utilized by most SRCs students perhaps due to conflicting family obligations, work, or lack of transportation. Below is a list of current office hours.

SRCs 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. – 06:30 p.m.
Thursday	8:00 a.m. – 04:30 p.m.
Friday	8:00 a.m. – 12:00 p.m.
Saturday	Closed

During Peak Seasons

Day	Time
Sunday	Closed
Monday	8:00 a.m. – 06:30 p.m.
Tuesday	8:00 a.m. – 06:30 p.m.
Wednesday	8:00 a.m. – 06:30 p.m.
Thursday	8:00 a.m. – 06:30 p.m.

Friday	8:00 a.m. – 4:30 p.m.
Saturday	Closed

7. Describe the external factors that directly affect the program. Take into consideration federal and state laws, changing demographics, and the characteristics of the students served by the program. How does the program address the external factors?

In 2016, changes in Title 5 were in favor of Disabled Student Program and Services. The most impactful exterior influence on the Special Resource Center has been Covid 19 and elimination of in person services and classes.

Service Area Outcomes (SAOs)

Please attach SAO assessment results as an appendix to the program review

1. List the program’s SAOs.

Three Student Area Outcomes (SAO’s) are assessed each academic year based on program needs and identified areas of improvement discussed and agreed upon by the SRC staff. The SOA’s can be found in appendices and are as follow:

2021-2022

*Assessed SAO’s can be found in Appendices A-I. SAO’s for 18-19 were not assessed due to transition in leadership.

2. How were the SAOs developed? Who was engaged in the creation of the SAOs?

The SRC SAO’s were a collaborative effort which all staff were involved and focused on the current challenges at hand.

3. How often are the SAOs assessed and who is engaged in the discussion?

Each SAO is assessed either in the spring semester or twice yearly, i.e. once during the fall and once during the spring semesters. Monthly staff meetings provide opportunities to provide updates on the progress of the SAO’s and address any areas in need of improvement or new areas of concern during the three steps:

- i. Together, the SRC team develops a tentative SAO statement related to a strategic initiative(s) and shares ideas on an assessment tool: i.e. a rubric, questionnaire, or survey. Once consensus is reached, the SAO Assessment Report Part One is written and then returned to the staff for final edits. The SAOs are then submitted to the Vice President of Student Services for feedback and final approval.
- ii. During the assessment period, the staff implementing the SAO administer the chosen assessment tools. Staff consult with the Director, meet periodically, and report back in monthly staff meetings to discuss questions and concerns arising during the assessment period.

- iii. At the end of the spring semester SRC staff meets to discuss and interpret the data based on the SAO outcomes and answer the “Target Met/Not Met” section of the report determining if the SAO meets the standards for success. The SAO assessment report, under “Planned Actions as a Result of Assessment and Analysis,” is submitted to the CalWORKs Director for review and further discussion before the final report is submitted.

4. What has been done if the SAO assessment results were not as anticipated?

The SRC Director and staff assess the different student support functions within the SRC program. Then, based on the results of each SAO, the process is reviewed by all of the staff and a decision is made to continue the SAO or not the following year, whether to continue the SAO with modifications or create a new SAO.

5. Where are the SAOs assessment results shared with staff, students, and the public?

The SAO assessment results are shared with staff, faculty, and the community on the SRC website. The results may also be used during discussions or presentations at division meetings, presentations to the Board of Trustees and during workshops at various activities for students and with community partners.

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

When SAO results were not met, modifications to program processes were made to market the Educational Development classes better, increase our in-class orientations, and review the process of “on-boarding” new students. New students must first provide disability verification documentation before meeting with a counselor to develop an Academic Accommodation Plan (AAP) and Educational Plan. If there is a delay in obtaining disability documentation, provisional accommodations may be approved by the SRC Director.

Program Improvement

Information should help determine where program resources should be dedicated

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

A. Educational Development Courses

The SRC offers assistive educational courses to support students in a lab environment for 1:1 support. The courses offered are Educational Development 37 (English/Writing Support), Educational Development 38 (Math Support), Educational Development 121 (Career Development), and Educational Development 41 (Assistive Technology). The later two are new courses added this past spring and fall. The classes were cancelled due to enrollment. However, the Educational Development courses 37 and 38 remain popular and SRC students are highly encouraged to take these courses in conjunction with their other classes for higher success rates. We continue to have a dedicated SRC Tutor available both in the classes as well as available outside the class for individual appointments. Data supports that students enrolled in Ed Dev courses have higher success rates in their classes compared to students not dually enrolled.

In the SRC Student Success Chart in the appendices, the success rate for students passing English enrolled in Ed Dev in Spring 2019 was 53.3% compared to 47.3% if students not enrolled in Ed Dev. In Fall, 2019 the success rate remained the same for students enrolled in Ed Dev and students not enrolled in Ed Dev (37.2%). In Spring 2020, students enrolled in Ed Dev succeeded at a higher rate (33.3%) compare to students not enrolled in Ed Dev (31.9%). The data suggests that students dually enrolled in Ed Dev succeed at a higher rate than those who do not enroll. For math, Spring 2019, 37.5%

in Ed Dev succeed compared to 50% not enrolled in Ed Dev. In Fall 2019, student success was 37.5% enrolled in Ed Dev and 34.3% for students not enrolled in Ed Dev passing their math course. In Spring 2020, 45.6% passed their math who were also enrolled in Ed Dev. Student success for students not enrolled in Ed Dev was 43.2%. Again, the number of the students enrolled was low, but the data does show a higher success rate for students enrolled in both Ed Dev classes and math. The program goal of increasing enrollment in the Ed Dev classes will help solidify the preliminary findings that the educational assistance classes will help student success and retention in their perspective English and math courses.

B. Academic Progress Reports

The SRC collects progress reports from the Educational Development instructors to monitor student progress and attendance. In addition, the SRC Advisor sends out Early Alert messages that faculty submit when students are not meeting the standards. The Early Alert System also allows positive feedback when the students are performing well. This has been especially helpful when students are struggling to keep up with course requirements and have missing assignments. The SRC advisor and counselors email, phone, and text students to follow up with each student to ensure they understand the area of deficit and a corrective course to improve is established. Students are also reminded of critical dates in which they can drop the course without a negative impact to their GPA or academic progress.

C. Develop Feeder High School Connections

New students transitioning to college with disabilities need to be aware of the requirements necessary to receive academic adjustments. The special education counselors and administrators also need a clear path to guide students to receive resources. The SRC hosts “The Road to Transition Workshop” annually in the spring semester to inform potential new students, parents, and high school educators information about transitioning to a post-secondary institution. Furthermore, other student services departments present resources and programs available. We continue to have a strong relationship with the Department of Rehabilitation, East Los Angeles Regional Center, and the non-profit, Independent Living Center of Southern California. Due to Covid-19, we hosted two workshops via Zoom which targeted new students and guardians and then a workshop for special educators. The SRC plans on having an in-person Road to Transition on campus to increase attendance. An updated contact list of our local special education personnel for the feeder high schools is being utilized by the SRC Counselors to make stronger connections and relationships. We have updated our outreach materials and Compton College Swag and plan to visit each feeder high schools to meet face to face with students, faculty, and administrators.

D. Implement Accessibility Information Management System

The SRC is currently implementing a program management system that automates several processes within the department. AIM works with the college’s ERP system Banner to create a student profile and receive the class schedule each term. The system then can receive accommodation requests, approve, and send notification to each instructor. Each eligible student and faculty member will have access to the system for various tasks. For example, a student will apply, upload disability verification, and request a counseling appointment to establish academic accommodations. In turn, faculty will receive letters of accommodations approved and be able to send tests to the SRC for test proctoring. All activities are captured, time stamped, and automated which will be a tremendous help to the department. Furthermore, it will bring us to our goal of having only electronic files in a highly secure cloud-based system.

E. Accessibility Information Management Training

The implementation of the new AIM System needs to include training for students, faculty, and staff. Accessibility Information Management System, LLC is providing handbooks, YouTube Videos, and guidelines for training purposes. The SRC and Information Technology are working together and beta testing as we implement modules. Thereafter, training for the entire staff, faculty, and students will be

proposed. The AIM system is user friendly and the SRC staff is reviewing how the system works, what procedural steps will change with this new tool, and how to ensure counselors still meet every semester with active students. AIM training will be offered during Faculty Flex days as a training option and on other dates as needed.

F. MIS Management and Student Headcount

The SRC receives an allocation from the state to fund the program activities directly related to serving students. Each service contact must be recorded and retained for each student per term. Due to an audit finding in 2018-2019, the Director is responsible for all MIS data to be recorded each term. The staff was retrained in the essential documents necessary for each active file and an entire audit of our active students was conducted. The SRC unduplicated headcount was consistently around 300 until the impact of Covid dropped the number significantly in 20-21.

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

See responses above.

Customer Service

Administer a customer service survey to students or colleagues, if applicable. Please administer the survey the semester prior to submitting your program review.

1. How was the survey conducted? Please include a copy of the survey to the appendix.

The student survey was created in Qualtrics and a link to the survey was emailed out to all active SRC students enrolled in classes Spring 2021 and Fall 2021. The survey was available for two weeks and we had 56 respondents.

2. What were the major findings of the customer service survey?

Students agree or strongly agree that the SRC was responsive in a timely manner. Furthermore, students agreed that they understand how to request accommodations, strongly agree the accommodations are effective, and meet with a counselor every semester. Most respondents confirm that they have completed a comprehensive educational plan. The number of respondents was approximately 50/50 that had or had not taking an EdDev class. Furthermore, very few students have repeated taking an EdDev class.

3. Describe exemplary services that should be expanded or shared with other programs.

Strong positive feedback for our Adaptive Technology Specialist, Advisor, and counselor resonated in the comments provided.

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

Encourage students to take the EdDev classes offered and explain the benefits. We need to ensure we have the personnel to support SRC students both in the classroom, online, and in person. Continue to collaborate

with the English and math instructors to ensure we increase the success rate of students. Utilize Ed Ready and set goals for students to take the diagnostic test and work independently (or during EdDev lab time) on skill building.

Conclusions and Recommendations

Only include information previously referenced in the program review

1. Summarize the program's strengths.

- New AIM system will create efficiencies, records, and synchronize the services we offer for students, faculty, and staff. Ed Ready is available for SRC students and the EDDev class lab time encourages students to work on building their skill sets in math and english. The SRC staff works very collaboratively and communicates with each other to support students and their needs. The counselors and staff are dedicated to building community relations and referrals for students.

2. Summarize the program's areas that need improvement.

- More training for MS Office, additional applications, and systems for all staff
- Marketing the Educational Development classes and increasing enrollment
- Strengthen efforts for student recruitment and retention
- SRC Student Success stories to share on our website and marketing materials
- LD Assessment for potential students. Currently do not have a certified LD Specialist on staff

3. List the program's recommendations in a prioritized manner to help better understand their importance to the program.

1. Having a dedicated test proctor room with security monitors and personal storage space for the students.
2. Hire Tutor and student workers to support SRC students with academic and technology needs.
3. Outreach efforts must continue to grow and expand with our local high schools, DOR, Regional Center, and non-profits to increase our active students and qualify them for the SRC Program at Compton College.
4. Increase our enrollment in Educational Development courses.
5. Continue robust training for MS Office and AIM for staff, faculty, and students.
6. Hire LD Specialist adjunct for testing students with potential learning disabilities.

4. Please indicate whether the program should continue or be discontinued.

Continue Program

Discontinue Program. Explain how the program's services could be handled by another on-campus entity if the program has been declining or is no longer fully utilized.

Student & Community Advancement Program Review Committee

Ratings

Excellent

The program review was extremely well written; concise and grammatically correct with few to no spelling errors. A model program review that is ready to be posted online for a public audience.

Meets Expectations

The program review was adequately written. Lengthy or vague at times or included some grammatical and spelling errors. Corrections should be made prior to posting online for a public audience.

Needs Improvement

The program review was poorly written or incomplete; too lengthy or vague; too many grammatical and spelling errors throughout the document. The program review needs to be rewritten and resubmitted to the Student & Community Advancement Program Review Committee by an established deadline.

Revised: 5/5/2010, 3/13/2013, 3/31/2014, 4/15/2014, 6/1/2015

Compton College
Service Area Outcomes (SAO) Assessment Plan

Mission: Compton College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community

Unit	SRC 2019-2020	Date	July 9, 2020
SAO	1. Enhance SRC Students Basic Computer Skills		
Participants	Cliff Seymour, DeVora Seay, Stephanie Schlatter		
Assessment Plan (include metrics to be collected)	Results/Actions Taken		

<u>Plan</u>	<u>Actions Taken</u>
<p>1. SAO #1 - Compton College Special Resource Center staff will provide workshops designed to enhance basic computer skills for students with disabilities. Students will be trained on basic computer skills modules that will support their overall educational readiness in a self-paced format. Students will also be exposed to assistive technology for additional resources to best address their educational limitations. Students will receive a pre/post assessment of skills gained and modules completed.</p>	<p>1. SAO #1</p> <ol style="list-style-type: none"> a. Referral by SRC Counselors to the High-Tech Center (HTC) <ul style="list-style-type: none"> • Self-Identified students struggling with computer skills in the HTC • Invite students to participate in workshops • Conduct workshops bi-weekly • Utilize self-paced skills list • Advisement and assistance from Adaptive Computer Technology Specialist, counselors, and Student Services Advisor b. 50% of all SRC students who begin the self-paced skills enhancement workshop will successfully complete one level of basic computer applications. The varying levels contain different lesson modules helping the student gain basic computer skills by demonstrating proficiency in a select task. c. <ul style="list-style-type: none"> • 15 students registered • Avg pre test 37% • Avg skill completion 85% • Avg skill Improvement 49% • Courses completed 28 • Skills developed 879 • Minutes spent 11330 • 12 of 15 registered participated 80%

Compton College Service Area Outcomes (SAO) Assessment Plan			
<p>Mission: Compton College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community</p>			
Unit	SRC 2019-2020	Date	July 9, 2020
SAO	Compton College Special Resource Center Director and staff will provide information and resources to faculty and staff with various media formats requiring closed captioning		
Participants	Cliff Seymour, DeVora Seay, Stephanie Schlatter, Travis Martin		

Assessment Plan (include metrics to be collected)	Results/Actions Taken
<p><u>Plan</u></p> <p>2. SAO #2 – Using access to funding provided by the California Community College Chancellor’s Office, via the Distance Education Captioning and Transcription (DECT) Grant, we can utilize this resource to support campus faculty create a more inclusive and compliant environment. The SRC department will serve as the liaison between the faculty member and the approved vendor who will create the accessible material. The SRC High Tech Center staff will keep track of the submissions and track their progress along with paper work requirements for the grant administrators</p>	<p><u>Actions Taken</u></p> <p>2. SAO #2</p> <p>a. Promoting availability of service to campus Deans who will inform their faculty of free funds to add closed captioning to media they use in class.</p> <ul style="list-style-type: none"> • Track interest, inquiries, and submissions to vendors for captioning. • Keep a running list of instructors with requests and back-up list if we have high amount of interest. • Keep a record of estimated turn-around time. <p>b. Four outreach presentations including the academic deans, student services managers, and staff Less than five captioning requests made in fall and spring 19-20 Flyer with steps to request captioning distributed</p> <p>c. Accessibility Training including DECT information provided: 11/3/19, 12/6/19, 2/20/20, 3/3/20, 4/24/20</p>

Compton College
Service Area Outcomes (SAO) Assessment Plan

Mission: Compton College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community

Unit	SRC 2019-2020	Date	July 9, 2020
SAO	Partner with SRC Advisory Committee for Outreach and increase knowledge of services for students with disabilities		
Participants	Cliff Seymour, DeVora Seay, Stephanie Schlatter, Travis Martin		

Assessment Plan (include metrics to be collected)	Results/Actions Taken
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<u>Plan</u>	<u>Actions Taken</u>
<p>3. SAO #3 – Compton College Special Resource Center will partner with SRC Advisory Board organizations and local school districts to develop and implement a resource fair. This fair will serve two purposes; educate the campus and greater disabled community at large about Compton College and SRC services and promote a partnership with local feeder high schools and agencies with DSPS student populations. The goal of this partnership is to promote SRC service awareness and recruit new students to Compton College. New students who are recruited will join the SRC and the program will support student’s educational and future vocational goals</p> <p>Our goal was that 10% of the seniors who attended the Transition Fair would apply to Compton College and register for services in the SRC by 5-31-2020</p>	<p>3. SAO #3</p> <p>a. We were not able to host a Transition Fair this year and are targeting Spring 2021 to host the fair. In the meantime, we have started the planning process of either hosting an online transition fair workshop or if back on campus, a Transition Fair.</p>

**Compton College
Service Area Outcomes (SAO) Assessment Plan**

Mission: Compton College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community

Unit	SRC 2020-2021	Date	July 16, 2020
SAO	2. Dual Enrollment in Ed Dev 37/38 with English or Math Courses for higher success rates		
Participants	Jovany Gaucin, Cliff Seymour, DeVora Seay, Stephanie Schlatter		

Assessment Plan (include metrics to be collected)	Results/Actions Taken
<p><u>Plan</u></p> <p>4. SAO #1</p> <p>The SRC will continue to promote EDEV 37 and EDEV 38 to support SRC students in completing English and Math courses. The goal is to have a 5% completion rate of English and Math courses for SRC students enrolled in EDEV 37 and EDEV 38 compared to SRC students not enrolled in these courses.</p> <p>Counselors and Advisors will strongly encourage students to enroll in Ed Dev to support their English and math courses.</p> <p>IA's and tutor will support Ed Dev classes</p> <p>Each semester, course completion, grade, enrollment records will be reviewed and tracked</p>	<p><u>Actions Taken</u></p> <p>4. SAO #1</p> <p>14 Students FA 2020</p> <p>3 Students no corresponding English class</p> <p>3 withdrawals/Drop from English class</p> <p>3 Passing ENGL RWA</p> <p>2 Not Passing ENGL RWA</p> <p>1 C or Better ENGL 101</p> <p>2 Below C ENGL 101</p> <p>4 Students passing</p> <p>8 attempts FA 20 with corresponding ENGL class = 50% success</p> <p>11 Students SP 2021</p> <p>6 Students no corresponding English class</p> <p>2 withdrawals/Drop from English class</p> <p>3 Passing ENGL RWA</p> <p>3 Students passing</p> <p>3 attempts SP 21 with corresponding ENGL class = 100% success</p> <p>11 attempts with corresponding ENGL class 20-21</p> <p>7 Students passing</p> <p>63.64 % success rate 20-21</p>

Compton College

Service Area Outcomes (SAO) Assessment Plan

Mission: Compton College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community

Unit	SRC 2021-2022	Date	June, 2021
SAO	SRC Students will have a current Educational Plan		
Participants	Jovany Gaucin, Felecia Hudson, Travis Martin, Myra Soliz, Cliff Seymour, DeVora Seay, Stephanie Schlatter		
Assessment Plan	Results/Actions Taken		

(include metrics to be collected)	
<p><u>Plan</u></p> <p>5. SAO #2</p> <p>SRC Students will have a current and comprehensive educational plan. Students with duplicate educational plans will be counseled and advised to follow the educational plan created by the SRC Counselor.</p> <p>Students will regularly review their progress and receive counseling support if they change their major.</p> <p>Students will discuss educational plans with SRC Counselors once a year or as needed during counseling/advising appointments</p>	<p><u>Actions Taken</u></p> <p>5. SAO #2</p>

Compton College
Service Area Outcomes (SAO) Assessment Plan

Mission: Compton College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community

Unit	SRC 2020-2021	Date	July 16, 2020
SAO	Partner with SRC Advisory Committee for Outreach and increase knowledge of services for students with disabilities		
Participants	Jovany Gaucin, Cliff Seymour, DeVora Seay, Stephanie Schlatter, Travis Martin		

Assessment Plan (include metrics to be collected)	Results/Actions Taken
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<p><u>Plan</u></p> <p>6. SAO #3 – Compton College Special Resource Center will partner with SRC Advisory Board organizations and local school districts to develop and implement a resource fair. This fair will serve two purposes; educate the</p>	<p><u>Actions Taken</u></p> <p>6. SAO #3</p> <ol style="list-style-type: none"> a. The SRC, in conjunction with Outreach, hosted two virtual Road to Transition Workshops. b. One workshop was for Compton, Paramount, LAUSD, and Lynwood Special Educators and Administrators. c. The second workshop was for guardians and graduating students.
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<p>campus and greater disabled community at large about Compton College and SRC services and promote a partnership with local feeder high schools and agencies with DSPS student populations. The goal of this partnership is to promote SRC service awareness and recruit new students to Compton College. New students who are recruited will join the SRC and the program will support student's educational and future vocational goals</p> <p>Our goal was that 10% of the seniors who attended the Transition Fair would apply to Compton College and register for services in the SRC by 5-31-2021</p>	<p>d. Other Compton College Departments presented comprehensive information regarding Enrollment, Financial Aide, EOPS/CARE/CALWORKS, Student Resources.</p> <p>e. The Department of Rehabilitation and ILCSC also presented at both workshops.</p> <p>Several students attended, and two students successfully completed their Promise Application. Due to the low participation, a new special education contact list was created and outreach to the feeder high schools is incorporated in the SRC 21-22 SAO's. The hiring of an additional SRC Guided Pathways Counselor will assist in building these relationships and continue outreach efforts. Furthermore, an in -person Transition Fair next Spring 2022 will include incentives such as Compton Swag, raffles, food, and vendors to increase attendance.</p>
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<p align="center">Compton College Service Area Outcomes (SAO) Assessment Plan</p>			
<p>Mission: Compton College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community</p>			
<p align="center">Unit</p>	<p>SRC 2021-2022</p>	<p align="center">Date</p>	<p>June 2021</p>
<p align="center">SAO</p>	<p>3. Dual Enrollment in Ed Dev 37/38 with English or Math Courses for higher success rates</p>		
<p align="center">Participants</p>	<p>Jovany Gaucin, Cliff Seymour, DeVora Seay, Stephanie Schlatter</p>		
<p align="center">Assessment Plan (include metrics to be collected)</p>	<p align="center">Results/Actions Taken</p>		

<u>Plan</u>	<u>Actions Taken</u>
<p>7. SAO #1</p> <p>The SRC will continue to promote EDEV 37 and EDEV 38 to support SRC students in completing English and Math courses. The goal is to have a 3% completion rate of English and Math courses for SRC students enrolled in EDEV 37 and EDEV 38 compared to SRC students not enrolled in these courses.</p> <p>Counselors and Advisors will strongly encourage students to enroll in Ed Dev to support their English and math courses.</p> <p>IA's and tutor will support Ed Dev classes</p> <p>Students take Ed Ready Assessments and work independently on skills</p> <p>Each semester, course completion, grade, enrollment records will be reviewed and tracked</p>	<p>7. SAO #1</p>

Compton College
Service Area Outcomes (SAO) Assessment Plan

Mission: Compton College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community

Unit	SRC 2021-2022	Date	December 10, 2021
SAO	SRC Students will use the Special Resource Center's math tutoring service, Ed Ready, SRC Ed Dev course as methods of effective academic support to increase course completion.		
Participants	Jovany Gaucin, Felecia Hudson, Travis Martin, Myra Soliz, Cliff Seymour, DeVora Seay, Stephanie Schlatter		

Assessment Plan (include metrics to be collected)	Results/Actions Taken

<u>Plan</u>	<u>Actions Taken</u>
<p>8. SAO #2</p> <p>SRC Students will use the Special Resource Center’s math tutoring service and SRC Ed Dev course as methods of effective academic support to increase course completion.</p> <p>SRC students in math 73 and above who need extra assistance will be referred to SRC counselor in the Special Resource Center. Students will be instructed how to access Ed Ready self-paced tutorials to build their math skills.</p> <ul style="list-style-type: none"> • Referrals to tutoring will be tracked • Students will see the SRC math tutor at a scheduled time. <p>Ed Dev instructor will introduce and encourage use of Ed Ready to support math skills.</p> <ul style="list-style-type: none"> • Enrollment records for Ed Dev 38 for SRC students using SRC Tutoring is cross referenced <p>SRC adjunct counselor will provide a follow-up with the student to ensure they are implementing appropriate learning strategies in their approach to math classes.</p> <p>Host Ed Ready Workshop for SRC students.</p> <p>Survey students at the end of the semester to measure if Ed Dev provided supplemental support to succeed in their math or English.</p>	<p>8. SAO #2</p>

Compton College
Service Area Outcomes (SAO) Assessment Plan

Mission: Compton College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community

Unit	SRC 2021-2022	Date	June 2021
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SAO	Partner with SRC Advisory Committee for Outreach and increase knowledge of services for students with disabilities
Participants	Jovany Gaucin, Cliff Seymour, DeVora Seay, Stephanie Schlatter, Travis Martin
Assessment Plan (include metrics to be collected)	Results/Actions Taken
<p><u>Plan</u></p> <p>9. SAO #3 – Compton College Special Resource Center will partner with SRC Advisory Board organizations and local school districts to develop and implement a Road to Transition Workshop. This workshop will serve two purposes; educate the campus and greater disabled community at large about Compton College and SRC services and promote a partnership with local feeder high schools and agencies with DSPS student populations. The goal of this partnership is to promote SRC service awareness and recruit new students to Compton College. New students who are recruited will join the SRC and the program will support student’s educational and future vocational goals</p> <p>Our goal was that 10% of the seniors who attended the Transition Workshop would apply to Compton College and register for services in the SRC by 5-31-2022</p>	<p><u>Actions Taken</u></p> <p>9. SAO #3</p> <p>a.</p>

SRC Students Success Rates enrolled in Ed Dev

Term	Educational Development ¹	Count of Successes ²	Success Rate ³	Retention Rate ⁴	Total Unique Students
Combined Math & English					
Fall 2018	No	81	54%	100%	150
Fall 2018	Yes	0	0%	0	0
Spring 2019	No	47	48.45%	100%	97
Spring 2019	Yes	11	47.83%	100%	23
Fall 2019	No	32	33.33%	100%	96
Fall 2019	Yes	19	37.25%	100%	51
Spring 2020	No	31	36.9%	100%	84
Spring 2020	Yes	13	37.14%	100%	35
English					
Fall 2018	No	49	61.25%	100%	80
Fall 2018	Yes	0	0%	0	0
Spring 2019	No	27	47.37%	100%	57
Spring 2019	Yes	8	53.33%	100%	15
Fall 2019	No	21	32.81%	100%	64
Fall 2019	Yes	16	37.21%	100%	43
Spring 2020	No	15	31.91%	100%	47
Spring 2020	Yes	8	33.33%	100%	24
Math					
Fall 2018	No	32	45.71%	100%	70
Fall 2018	Yes	0	0%	0	0
Spring 2019	No	20	50%	100%	40
Spring 2019	Yes	3	37.5%	100%	8
Fall 2019	No	11	34.38%	100%	32
Fall 2019	Yes	3	37.5%	100%	8

Spring 2020	No	16	43.24%	100%	37
Spring 2020	Yes	5	45.45%	100%	11

Educational Development¹ - Enrolled in EDEV-37 or EDEV-38 concurrently with Math or English.

Success² - Receiving any of the following final grades: A, B, C, P, IA, IB, IC, or IPP.

Success Rate³ - Count of Successes / Total Unique Students.

Retention Rate⁴ - Count of students that did **not** receive a final grade of "W" or "EW" / Total Unique Students.

SRC Student Survey Results

1. Does the SRC respond to your requests in a timely manner?

[More Details](#)

[Insights](#)

Always	33
Often	14
About half the time.	3
Sometimes	1
Never	0



2. Do you understand how to request accommodations?

[More Details](#)

 Insights





 Yes	44
 No	7



3. How often do you meet with your counselor?

[More Details](#)

 Insights




 Monthly	10
 Once a semester.	35
 Once a year.	2
 Never	4



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4. Have you completed a comprehensive educational plan with your SRC counselor?

[More Details](#)

 Yes	41
 No	8
 I have an appointment to do so.	2



5. Are you currently enrolled in any Educational Development courses?

[More Details](#)

 Insights

 Yes	23
 No	26



6. Have you repeated Educational Development courses more than once?

[More Details](#)

 Yes	4
 No	15







Page Break

7. Please rate how your accommodation(s) affect your classroom performance.

[More Details](#)

 Insights

 They help very much.	37
 They help a little.	9
 No change.	3
 They hold me back.	0



8. Which assistive technologies do you use?

[More Details](#)

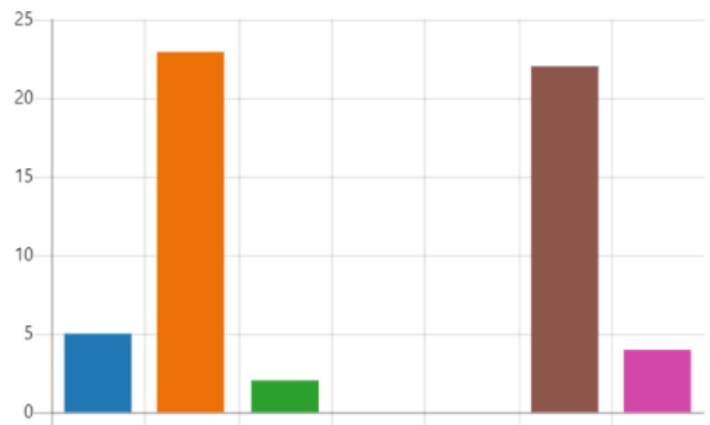
● Kurzweil	5
● Read & Write	11
● Dragon	2
● Glean	3
● Other	20



9. Choose one or more races that you consider yourself to be.

[More Details](#)

● White	5
● Black or African American	23
● American Indian or Alaska Nat...	2
● Asian	0
● Native Hawaiian or Pacific Isla...	0
● Latina/o/x, Hispanic	22
● Other	4



Page Break

10. What is your gender identity?

[More Details](#)

 Insights

● Female	38
● Male	8
● Non-binary	0
● Prefer not to say	1



SRC Student Survey 2021

1. Does the SRC respond to your requests in a timely manner?

- Always
- Often
- About half the time.
- Sometimes
- Never

2. Do you understand how to request accommodations?

- Yes
- No

3. How often do you meet with your counselor?

- Monthly
- Once a semester.
- Once a year.
- Never

4. Have you completed a comprehensive educational plan with your SRC counselor?

- Yes
- No
- I have an appointment to do so.

5. Are you currently enrolled in any Educational Development courses?

- Yes
- No

6. Have you repeated Educational Development courses more than once?

- Yes
- No

7. Please rate how your accommodation(s) affect your classroom performance.

- They help very much.

- They help a little.
- No change.
- They hold me back.

8. Which assistive technologies do you use?

- Kurzweil
- Read & Write
- Dragon
- Glean
- Other


9. Choose one or more races that you consider yourself to be.

- White
- Black or African American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Pacific Islander
- Latina/o/x, Hispanic
- Other

10. What is your gender identity?

- Female
- Male
- Non-binary
- Prefer not to say

Please add anything else that you feel may be relevant to intake and scheduling at the SRC.

- Keep up with the work.
- They have been a Blessing to me. I thank you for everything you have assisted with.
- It's a simple process. The staff is friendly and welcoming.
- I love  them
- I wish I had gotten into this program before my grades declined. I am going through a difficult time since the past semester...
- It would be helpful if SRC staff reached out to individual students, as I have not necessarily had contact with them since the beginning of COVID. That said, I do (as far as I can remember) receive my accommodation letters.
- None

- I love src they are the best
- I feel that when we have are class to get help when we don't no some thing and ware waiting for hour or so to get help the class is over they need more people to help ms soliz it's a wast of time that just my opinion thank you.
- great and I feel better to be a part of SRC as a member.
- I love the SRC center, they have always been so helpful
- The SRC staff has been fantastic helping me with any and all problems I've had big or small. Cliff, has been a godsend he's helped me with everything from navigating canvas to fixing any glitches with my computer I borrowed from Compton. DeVore has made sure my professors are aware of my need for accommodations. She's always suggesting tutoring and she's there for advice when I need it. Giovanni has helped me with choosing classes making sure I correctly registered for the classes on my Ed plan. Despite their busy schedules everyone I've come in contact with at the SRC has been welcoming, helpful and courteous. There's nothing they could be doing any better. I would like to be able to be tutored by someone that works closely with the SRC people who can relate to my learning disabilities. And although there is tutoring available One time a week, it's the same time I have classes. I'd like for the tutoring to be offered in the afternoons Monday through Friday. So I and other students can get help whenever we need it.
- I just think they are doing a wonderful job and they are always there to assist you with your needs. Thank you
- They help me and make me feel special and wanted and don't judge me
- Keep up the good work
- SRC I'd always very helpful and always very fast with the help as well.
- Always very helpful and answering my questions.

Please add anything else that you feel may be relevant to ED courses and classroom accommodations provided by the SRC.

- They are very helpful and inspiring.
- I have a memory issue but am not sure that you can do anything about that. Do you have any suggestions?
- the professor sometime do not give you the extra time for the quiz or the exams. i feel that we should be able to use the time allowed to be able to pass the class. also, i have seen in the nursing classes the professors dont reply to emails when you run into problems when doing you test on proctorio. this makes you want to give up when you dont have the support.
- None
- I feel that the teacher don't help so have not giving me any extra time even with the accommodations. I think they don't want to go out there way. also I have token dosage cancelations and the professor tells me on the day of the exam that I need to get on at a time she gives me when I am at work and not during class time. she also never replies to any of my email nursing is ver challenging and they can't even go out there way to help me. would like for someone to have a talk to the nursing deoportment I am not the only one that has this problem
- Beside Ebook. I needed a hard book from EOPS. Only is SRC could higlight that point.
- Never had any accommodations
- It a good class

