Special Resource Center Program Review (2025) Latest Version

Student Services (1) - Program Description First Submission: Version by **Brown, Allison** on **12/05/2025 17:15**

a) 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) department, known as the Special Resource Center (SRC) and High Tech Center (HTC) at Compton College, is to cultivate an accessible and inclusive learning environment where students with disabilities can realize their full potential. The SRC works in partnership with students, faculty, and staff to promote equitable access, reduce barriers, and ensure that every student is evaluated by their abilities rather than their disabilities.
Through a holistic approach, the SRC promotes disability awareness, inclusive practices, and universal design across the campus community. The program provides individualized support and guidance to help students build academic and personal confidence, while also collaborating with faculty and staff to create equitable learning environments. Beyond accommodations, the SRC engages in training, outreach, and advocacy efforts that foster a culture of accessibility, belonging, and mutual responsibility for student success.
In alignment with Title 5 of the California Code of Regulations, the SRC fulfills the mandate to provide instruction and support services to students with disabilities, ensuring equal access to educational opportunities and promoting full integration into the academic and social life of the college. Title 5 emphasizes that DSPS programs must facilitate student participation in general college activities, advocate for educational access, and support the development of self-advocacy and independence. The SRC upholds these principles by providing services and instruction that support students to meet their academic and career goals while maintaining institutional compliance and accountability.
The Mission
Compton College Mission Statement: Compton College is an equity-driven, inclusive community resource dedicated to providing opportunities and support for historically underserved student populations, particularly students of color. We cultivate a sense of belonging to support students in achieving their academic goals. Compton College provides students with knowledge, strategies, and skills needed for workforce readiness and facilitates clear pathways for program completion and transfer to four-year institutions, all aimed at enhancing the well-being of our local community.
The SRC's mission aligns with Compton College's commitment to equity, inclusion, and student success. By integrating accessibility into the college's culture and collaborating across departments, the SRC advances the goals of Compton College 2035; enhancing student achievement, leveraging technology for innovation, and strengthening partnerships with community and workforce agencies to support lifelong learning and independence.
Statement of Values
Compton College is guided by a strong commitment to equity, integrity, respect, collaboration, and community engagement. The College strives to cultivate a learning environment where all students, regardless of background, ability, or life experience, can thrive and achieve their educational and career goals. These values are reflected in a culture that prioritizes ethical behavior, academic excellence, mutual respect, and open communication. The College encourages innovation through the use of technology, promotes shared governance that values diverse perspectives, and maintains accountability and transparency in serving its students and the broader community. At its core, Compton College's mission and values affirm that education is most powerful when delivered in an inclusive, respectful, and student-centered environment that promotes personal growth and lifelong learning.
The SRC embodies and advances these institutional values through its work supporting students with disabilities and promoting accessibility campus-wide. By fostering a culture of inclusion and respect, the SRC ensures that students are recognized for their abilities and provided with the resources needed to reach their full potential. The SRC's collaborative partnerships with faculty, staff, and community agencies mirror the College's value of shared responsibility and integrity in serving students. Its focus on equity and universal design aligns directly with Compton College's mission to remove barriers to learning and create equitable educational experiences for all. Through advocacy, training, and innovative support practices, the SRC not only fulfills state and federal mandates but also strengthens the College's commitment to building a community where every student is empowered to succeed with dignity and independence.
Strategic Initiatives
The SRC plays a central role in advancing Compton College's 2035 Strategic Initiatives by embedding accessibility, equity, and student achievement across all services. The SRC's mission and operational philosophy emphasizes ensuring full access to academic programs and support services for students with disabilities, aligning directly with institutional priorities related to equity, completion, workforce preparation, and innovation.
Strategic Initiative 1 Completion by Design: *Aligned with Objectives 1.A–1.E and related strategies*
Through individualized accommodation plans, targeted academic counseling, and ongoing case management, the SRC removes access barriers that impact course progression and degree or certificate achievement. These services support:

- Objective 1.A: Improving course success, persistence, and completion by ensuring students can engage with course content without disability-related barriers.
- Objective 1.B: Supporting pathway clarity through proactive academic planning and early-term communication.
- Objective 1.C: Implementing intrusive and proactive support services via early outreach, AIM case tracking, and connection to tutoring and academic support resources.
- Objective 1.E: Advancing transfer and workforce readiness through coordination with Workforce Development, the Department of Rehabilitation, and SRC skill-building workshops and resources.

Initiative 1.h — Student Equity and Support
The SRC provides equitable access to academic instruction and campus activities through accommodations, assistive technology, alternative media, captioning, ASL interpreting, and supportive services, directly operationalizing:

- Equity-focused strategies 1.A.3 and 1.C.1, and
- State-level equity priorities identified in California Community College Chancellor's Office Vision 2030.

The SRC helps ensure that students with disabilities, one of the most diverse, disproportionately impacted populations, receive the supports necessary to participate equitably in all college pathways.
Strategic Initiative 3 Facilities and Student Services Enhancement: *Aligned with Objectives 3.A–3.C*
The SRC's relocation to the Student Services Building has enhanced service accessibility, centralized departmental functions on one floor, expanded the High Tech Center, improved testing spaces, and strengthened integration with surrounding departments. These upgrades support:

- Strategy 3.A.1: Modernizing facilities to ensure effective, accessible student services.
- Improved operational efficiency and more seamless student engagement with SRC resources.

Strategic Initiative 4 Expand Partnerships and Community Collaboration: *Aligned with Objectives 4.A–4.C*
The SRC strengthens pathways from high school through college and career by collaborating with:

- Educational Partnerships and local K–12 districts
- Department of Rehabilitation (DOR)
- Adult Education, Tutoring, Counseling, EOPS/CARE, Career Services
- Community workforce agencies

This includes on-campus delivery of the Road to Transition program and support for dual enrollment accommodations, directly advancing:

- Objective 4.A: Build strong K–16 connections
- Objective 4.C: Expand college-to-career readiness and employment pathways

Technology and Innovation: *Aligned with Objectives 5.A–5.C*
The SRC advances institutional technology priorities by integrating assistive technologies, maintaining compliance with WCAG 2.1 AA, and expanding the use of AIM and ConexEd for case

management, scheduling, and data collection. As AI-based accessibility tools evolve, the SRC is positioned to evaluate new technologies that support inclusive learning environments. These efforts support:

- Strategy 5.A.2: Leverage technology to improve student-facing services
- Strategy 5.C: Ensure digital learning environments are accessible and compliant

Human Resources : Objective 1 Attract and Retain Highly Qualified Personnel

To support Compton College's strategic goal of recruiting and retaining highly qualified staff, the SRC uses state-recognized disability services networks to reach specialized professional audiences. This includes:

- The California Community Colleges DSPS statewide listserv
- The California Association for Postsecondary Education and Disability (CAPED) listserv
- The CAPED Special Interest Group (CIG) listservs for LD Specialists, AT Professionals, Counseling, and Deaf/Hard-of-Hearing Services

Leveraging these listservs ensures that recruitment efforts reach trained professionals who understand disability law, accommodation implementation, and assistive technology; improving candidate quality and expanding applicant pools. These practices directly support:

- HR Objective 1.A: Enhance recruitment strategies
- HR Objective 1.C: Ensure applicant pools reflect the expertise needed for specialized roles

Alignment with CCCCO Vision 2030

In addition to Compton 2035, the SRC's work is deeply aligned with the California Community Colleges Chancellor's Office Vision 2030, which emphasizes:

- **Equity:** Removing systemic barriers to ensure all students, including students with disabilities, can access and succeed in higher education.
- **Acceleration:** Supporting timely completion through accommodations, instructional access, and structured skill-building supports.
- **Affordability:** Ensuring that students are not required to seek external or private services to receive disability support or assessment.
- **Workforce and Regional Alignment:** Strengthening pathways to employment through partnerships with DOR, Workforce Development, and community agencies.

The SRC's student-centered philosophy and operational priorities directly support Vision 2030's goal of creating a college system where every student, regardless of disability, can thrive, complete their academic goals, and transition into meaningful employment.

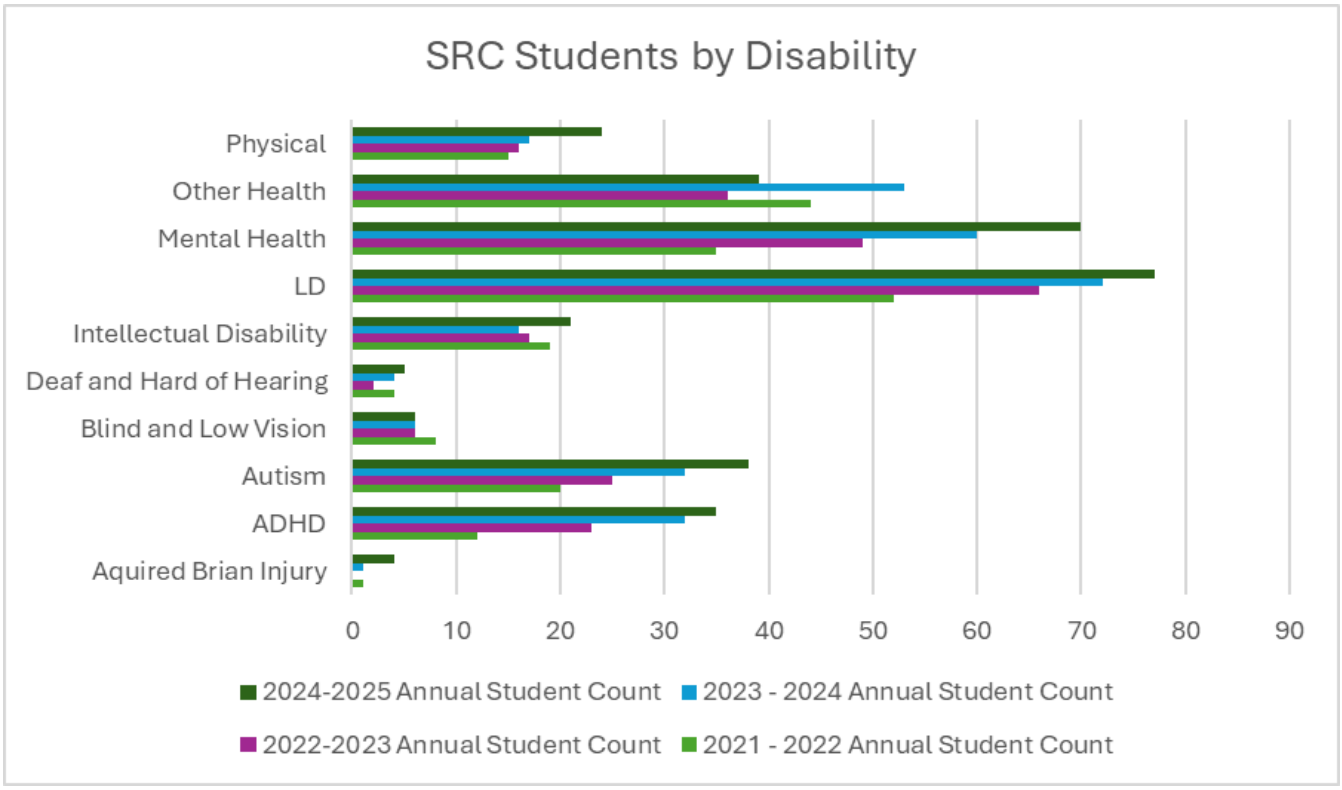
b) Describe the student population served by the program using data. Please note the source of the data. If necessary, please contact the Office of Institutional Effectiveness to obtain data.

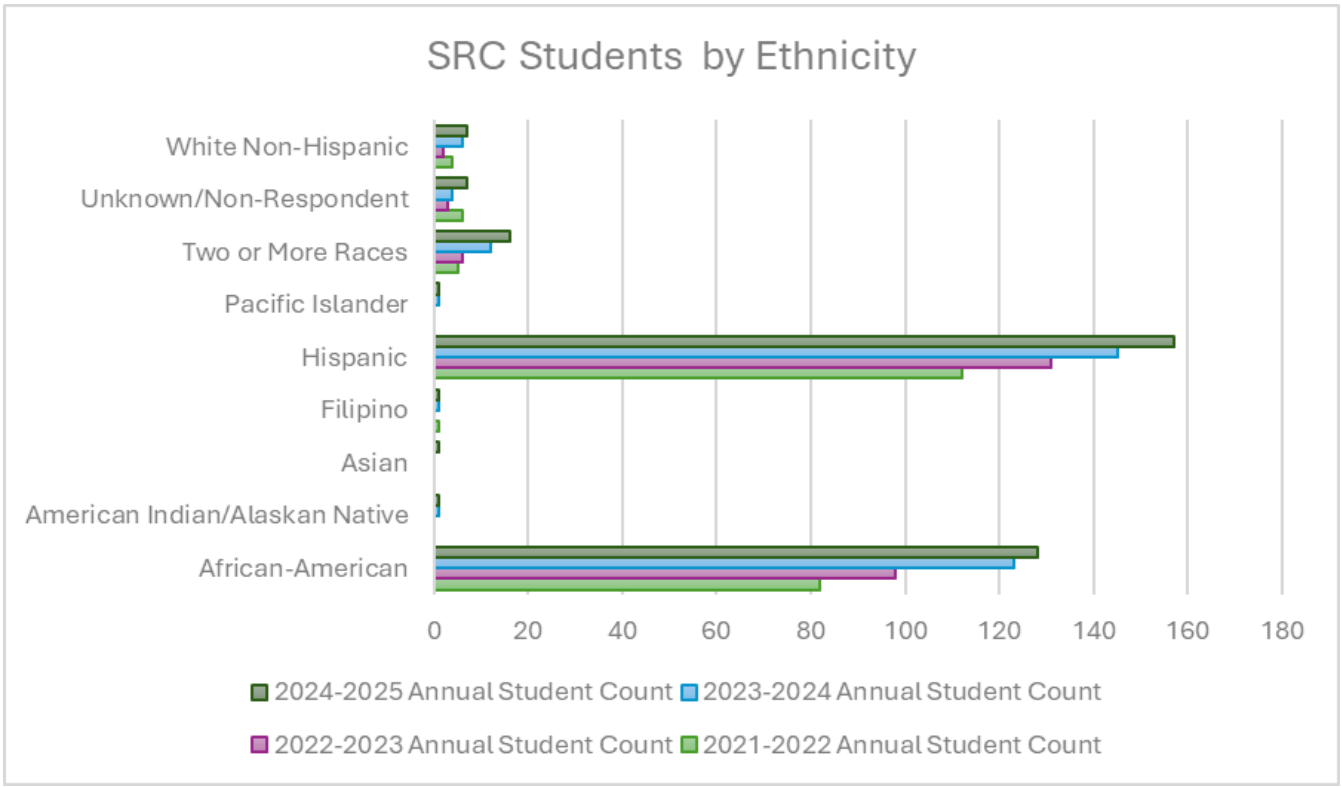
Students utilizing the SRC have one or more verified disabilities that substantially limit one or more major life activities, resulting in an educational limitation that requires academic accommodation or support. In addition to disability-related barriers, many SRC students also experience economic disadvantage, creating a dual need for both academic and holistic support services.

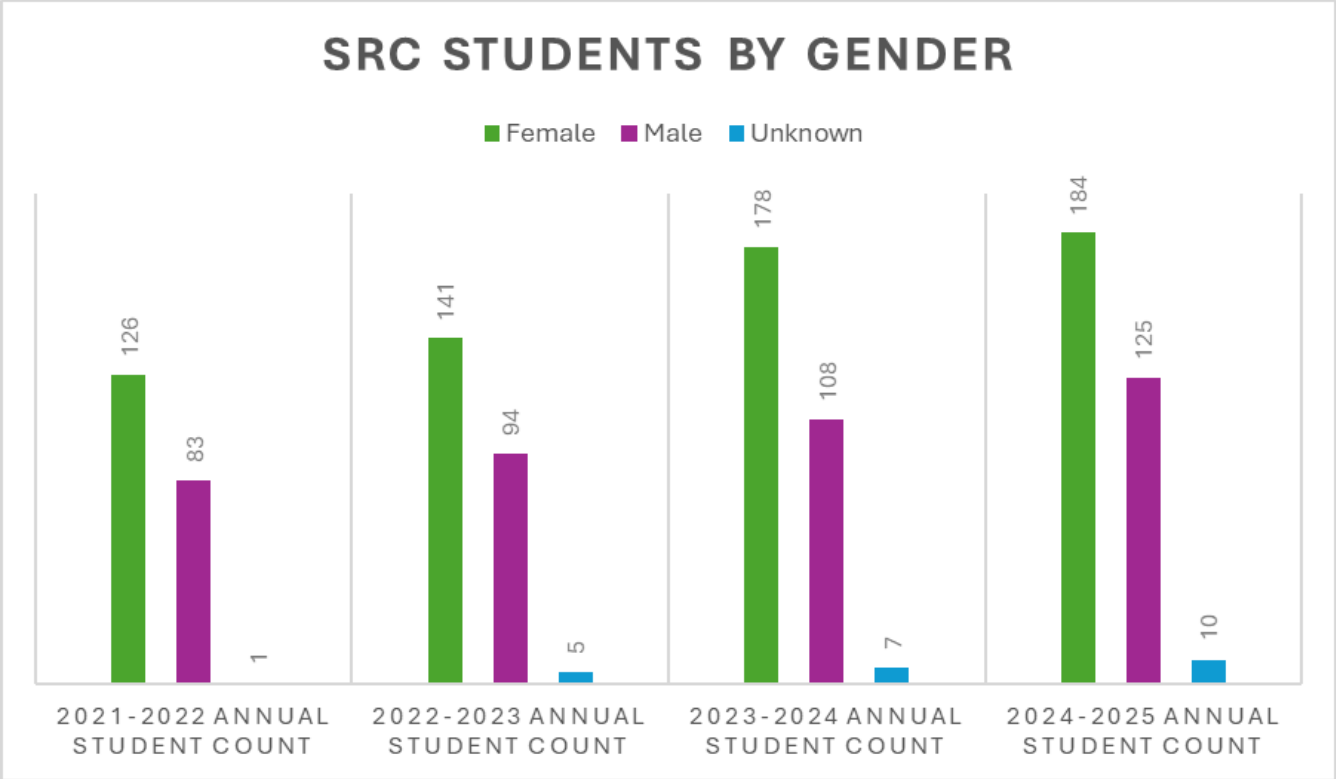
As reflected in data from the California Community Colleges Chancellor's Office Data Mart, the demographics of SRC participants indicate that students are predominantly female, Hispanic, and African American. The majority of students served fall within the 18–24 age range, with a particularly notable increase among those aged 20–24 during the 2024–2025 academic year, suggesting growing engagement among traditional college-aged students with disabilities. This diverse population includes both traditional and nontraditional learners, many of whom are balancing education with work, family, and personal responsibilities.

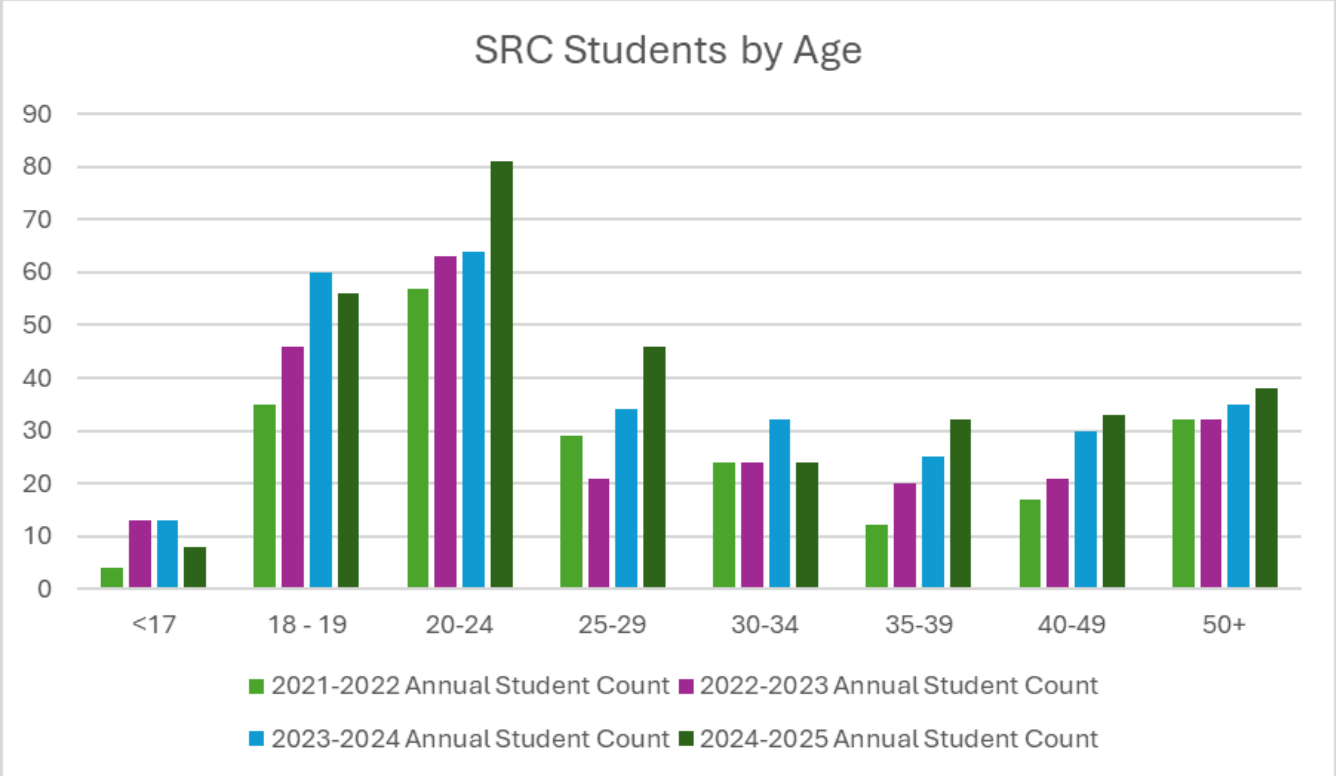
Over the past four years (2021–2024), the five most common disability categories verified among SRC students, listed in order of frequency, are:

1. **Learning Disability (LD):** A persistent condition that affects the ability to acquire, process, or express information, often impacting reading, writing, math, or reasoning skills despite average or above-average intelligence.
2. **Mental Health Disability:** Includes psychological or psychiatric conditions such as anxiety disorders, depression, bipolar disorder, or Post Traumatic Stress Disorder (PTSD), which can interfere with learning, concentration, and academic participation.
3. **Other Health Conditions and Disabilities:** Encompasses chronic medical conditions (e.g., diabetes, epilepsy, chronic pain, or neurological disorders) that affect stamina, attention, or other aspects of learning and classroom performance.
4. **Autism Spectrum Disorder (ASD):** A neurodevelopmental condition that can impact communication, social interaction, and sensory processing, often requiring structured support and adaptive learning strategies.
5. **Attention-Deficit/Hyperactivity Disorder (ADHD):** A neurological condition characterized by difficulties with attention, organization, impulsivity, or focus that can interfere with academic performance and task completion.


SRC Students by Disability
Physical
Other Health
Mental Health
LD
Intellectual Disability
Deaf and Hard of Hearing
Blind and Low Vision
Autism
ADHD
Aquired Brian Injury
0
10
20
30
40
50
60
70
80
90
2024-2025 Annual Student Count
2023 - 2024 Annual Student Count
2022-2023 Annual Student Count
2021 - 2022 Annual Student Count


SRC Students by Ethnicity
White Non-Hispanic
Unknown/Non-Respondent
Two or More Races
Pacific Islander
Hispanic
Filipino
Asian
American Indian/Alaskan Native
African-American
0
20
40
60
80
100
120
140
160
180
2024-2025 Annual Student Count
2023-2024 Annual Student Count
2022-2023 Annual Student Count
2021-2022 Annual Student Count





This data reflects the growing complexity of student needs and underscores the importance of integrated support systems, assistive technology, and cross-campus collaboration to promote equitable access, persistence, and success for students with disabilities

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

Although the primary role of the SRC is to ensure equitable access to instruction, testing, technology, and campus activities, this access allows students with disabilities to participate in their coursework on an equal footing with their nondisabled peers. By reducing or removing disability-related barriers, through accommodations, assistive technology, alternative media, and accessible testing environments, students are better positioned to engage with their courses, demonstrate their abilities, and make progress toward their individual educational goals.

In addition to access services, the SRC connects students to wraparound supports through collaboration with academic departments, Student Services, and community agencies. Students receive integrated assistance such as academic counseling, self-advocacy skill-building, basic needs resources, and transition support. These coordinated efforts stabilize external challenges that may otherwise interfere with learning, allowing students to focus on their academic pathways and maintain meaningful progress toward certificates, degrees, and transfer objectives.

SRC Student Awards

	Annual 2021-2022

SRC Total	**35**
Associate of Science for Transfer (A.S.-T) degree	0
Associate of Arts for Transfer (A.A.-T) degree	2
Associate of Science (A.S.) degree	5
Associate of Arts (A.A.) degree	14
Certificate requiring 30 to < 60 semester units	9
Certificate requiring 16 to fewer than 30 semester units	5
Certificate requiring 8 to fewer than 16 semester units	0
Certificate requiring 6 to < 18 semester units	0

	Annual 2022-2023
SRC Total	**38**
Associate of Science for Transfer (A.S.-T) degree	4
Associate of Arts for Transfer (A.A.-T) degree	0
Associate of Science (A.S.) degree	2
Associate of Arts (A.A.) degree	15
Certificate requiring 30 to < 60 semester units	10
Certificate requiring 16 to fewer than 30 semester units	2
Certificate requiring 8 to fewer than 16 semester units	0
Certificate requiring 6 to < 18 semester units	3
Other Credit Award, < 6 semester units	1
Noncredit award requiring from 288 to < 480 hours	1

	Annual 2023-2024
SRC Total	**80**
Associate of Science for Transfer (A.S.-T) degree	2
Associate of Arts for Transfer (A.A.-T) degree	6
Associate of Science (A.S.) degree	11
Associate of Arts (A.A.) degree	25
Certificate requiring 30 to < 60 semester units	20
Certificate requiring 16 to fewer than 30 semester units	5
Certificate requiring 8 to fewer than 16 semester units	1
Certificate requiring 6 to < 18 semester units	8
Noncredit award requiring from 192 to < 288 hours	1
Noncredit award requiring from 144 to < 192 hours	1

	Annual 2024-2025
SRC Total	**63**
Associate of Science for Transfer (A.S.-T) degree	4
Associate of Arts for Transfer (A.A.-T) degree	5
Associate of Science (A.S.) degree	12
Associate of Arts (A.A.) degree	17
Certificate requiring 30 to < 60 semester units	5
Certificate requiring 16 to fewer than 30 semester units	9
Certificate requiring 8 to fewer than 16 semester units	5
Certificate requiring 6 to < 18 semester units	5
Noncredit award requiring from 48 to < 96 hours	1

Compton College Awards

	Annual 2021-2022
Compton CCD Total	**1002**
Associate of Science for Transfer (A.S.-T) degree	55
Associate of Arts for Transfer (A.A.-T) degree	84
Associate of Science (A.S.) degree	89
Associate of Arts (A.A.) degree	450
Certificate requiring 30 to < 60 semester units	240
Certificate requiring 16 to fewer than 30 semester units	55
Certificate requiring 8 to fewer than 16 semester units	3
Certificate requiring 6 to < 18 semester units	14

	Annual 2022-2023
Compton CCD Total	**954**
Associate of Science for Transfer (A.S.-T) degree	68
Associate of Arts for Transfer (A.A.-T) degree	57
Associate of Science (A.S.) degree	69
Associate of Arts (A.A.) degree	453
Certificate requiring 30 to < 60 semester units	176
Certificate requiring 16 to fewer than 30 semester units	51
Certificate requiring 8 to fewer than 16 semester units	15
Certificate requiring 6 to < 18 semester units	48

	Annual 2023-2024
Compton CCD Total	**1287**

Associate of Science for Transfer (A.S.-T) degree	75
Associate of Arts for Transfer (A.A.-T) degree	68
Associate of Science (A.S.) degree	82
Associate of Arts (A.A.) degree	527
Certificate requiring 30 to < 60 semester units	422
Certificate requiring 16 to fewer than 30 semester units	47
Certificate requiring 8 to fewer than 16 semester units	7
Certificate requiring 6 to < 18 semester units	39

	Annual 2024-2025
Compton CCD Total	**1411**
Associate of Science for Transfer (A.S.-T) degree	72
Associate of Arts for Transfer (A.A.-T) degree	78
Associate of Science (A.S.) degree	84
Associate of Arts (A.A.) degree	593
Certificate requiring 30 to < 60 semester units	421
Certificate requiring 16 to fewer than 30 semester units	61
Certificate requiring 8 to fewer than 16 semester units	18
Certificate requiring 6 to < 18 semester units	35

SRC award data from recent years demonstrate that SRC students are successfully advancing in their educational journeys. Compared to Compton College's overall awards (ranging from 954 to 1,411 total awards annually), SRC students represent a small but steadily growing proportion of completers. This rise in SRC student accomplishments is particularly notable given that the population served is relatively small, and many students face multiple barriers (academic, economic, personal, and disability-related).
The combination of equitable access, holistic support, and improved coordination across departments has positioned SRC students to more fully engage with their academic pathways, resulting in measurable increases in award attainment over time.

d) How does the program interact with other on-campus programs or with off-campus entities?
The SRC actively collaborates with a wide range of on-campus programs and off-campus agencies to promote inclusion, accessibility, and coordinated support for students with disabilities. These partnerships strengthen the campus infrastructure of access, increase awareness of SRC services, and ensure that students receive wraparound support aligned with their individual needs.

On-Campus Collaboration
The SRC works closely with numerous campus departments, including, but not limited to:

- Extended Opportunities Programs and Services (EOPS)
- First Year Experience (FYE)
- Financial Aid
- Basic Needs Center
- Transfer and Career Center
- Tutoring and Library/Academic Support
- Admissions and Records
- Workforce Development
- St. John's Clinic
- Faculty across academic disciplines
- Institutional Technology (IT)
- Institutional Effectiveness
- Campus Police Department
- Educational Partnerships and high school dual enrollment programs
- Facilities and Business Services
- Human Resources – Professional Development activities and staffing recruitment

These collaborations may include:

- Providing trainings and in-service presentations on accommodations, accessibility, and SRC processes
- Coordinating testing accommodations and alternative formats
- Supporting inclusive technology integration with IT
- Working with faculty to implement universal design practices, understand accommodations, and provide input on course technical standards/essential functions
- Assisting campus offices in serving students with disabilities equitably
- Participating in student-facing events, orientations, and resource fairs

These interactions ensure that accessibility is woven throughout the student experience, not confined to a single department.

Off-Campus Collaboration
The SRC also collaborates with community partners and disability-support agencies to extend services and transition supports, including, but not limited to:

- Department of Rehabilitation (DOR)
- South Central Los Angeles Regional Center
- California Resource Services for Independent Living / EDGE Program
- Sign This!, Inc., FormaFit Active, Inc, and Goodwill Industries of OC (interpreting and captioning services)
- Local high schools and adult schools for outreach, transition planning, and dual enrollment

Additionally, the SRC utilizes and coordinates services from organizations that provide assistive technology and accessible media, including, but not limited to:

- sComm
- 3Play Media
- Access Text Network
- ATPC (Alternative Text Production Center)
- Everway
- Sonocent (Genio - Note taking app)
- Kurzweil
- Learning Ally
- AIM (database and case-management system)

Professional Development and Compliance Partners
To remain aligned with statewide requirements and best practices, the SRC engages with:

- The California Community Colleges Chancellor's Office
- CAPED (California Association for Postsecondary Education and Disability)
- AHEAD (Association on Higher Education and Disability)

These entities support ongoing training, compliance updates, and the professional development necessary to maintain high-quality, legally compliant DSPS services.

e) List notable achievements that have occurred since the last Program Review.
Since the last Program Review, the SRC has made meaningful progress in strengthening access, improving service delivery, and enhancing the overall student experience. A major milestone was the SRC's relocation to the first floor of the new Student Services Building, which has significantly improved visibility, accessibility, and student flow. The new space includes private counseling offices, an expanded High Tech Center, and stronger integration with other student services housed in the building. Importantly, the relocation also brought the entire SRC team into one centralized area, where previously staff, counselors, and services were spread across different floors, greatly improving communication, workflow, and overall service cohesion.
The SRC also implemented AIM as its primary DSPS case-management system, improving documentation, consistency of service delivery, and faculty communication through automated Letters of Accommodation (LOAs) and testing agreements. In parallel, the SRC increased the availability and diversity of assistive technology, such as updated screen readers, magnification tools, alternative media software, and ergonomic equipment, allowing students to access more individualized and effective accommodations.
Several program and service initiatives were launched or expanded. The Road to Transition event returned to an on-campus, in-person format, resulting in stronger engagement and more meaningful early connections with graduating high school seniors. SRC 101, a new summer workshop, was developed to promote sense of belonging and prepare new students for academic success before the start of the fall semester. Additionally, the SRC reinstated key Educational Development (EDEV) courses, EDEV 37 and EDEV 38, to an in-person format, which better supports learning needs, especially for students requiring structured skill-building support.
Important operational improvements also occurred. The SRC filled vacant full-time staff positions, enhancing office stability and service coverage. New staff and counselors have participated in ongoing professional development, including training in accessibility, AIM, Universal Design, and equity-focused practices. The SRC also expanded campus and community partnerships, with Tutoring, Educational Partnerships, Financial Aid, the Department of Rehabilitation, the EDGE program, and others, strengthening wraparound support for students with disabilities.
To improve the testing environment, the SRC installed acoustic paneling along shared walls, significantly reducing noise intrusion. Additional testing-related improvements are in progress, including planning for audio/visual cameras to increase proctoring efficiency and the eventual addition of ADA-compliant adjustable desks. The SRC also expanded its workshop offerings, providing sessions on time management, study strategies, technology use, and accommodation awareness for both students and faculty.
Collectively, these achievements reflect substantial growth in accessibility, student support, and program infrastructure, laying a strong foundation for continued improvement over the next review cycle.

f) What prior Program Review recommendations were not implemented, if any, and why? What was the impact on the program and the students?
Two recommendations from the prior Program Review were not implemented: (4) increasing enrollment in Educational Development courses and (6) hiring an adjunct Learning Disabilities Specialist (LD Specialist).
Efforts to increase enrollment in Educational Development courses were impacted by several factors, including turnover in the director position, difficulty identifying a qualified instructor, and lingering disruptions from COVID-19 that affected both course scheduling and modality. For multiple terms, the course was not offered at all, and when it was offered, it was scheduled in an online format that did not effectively support students' learning needs, particularly for math-related and foundational academic skill development. Additionally, the course was often scheduled at times that conflicted with other required classes, limiting students' ability to enroll. The course was restored to in-person instruction on Fridays beginning in Spring 2024, which better aligns with student needs; however, these gaps and scheduling challenges hindered the SRC's ability to expand participation and offer consistent, structured skill-building instruction to students who would benefit most.
The recommendation to hire an adjunct LD Specialist was also not implemented due to the absence of a permanent director, reliance on interim leadership, and statewide changes related to the Learning Disability Eligibility and Services Model (LDESM). COVID-19 further contributed to delays in implementing assessment capacity. Without a designated LD Specialist, SRC could not provide in-house LD assessments, leaving some students with undiagnosed learning disabilities. Consequently, students faced barriers such as needing to pursue costly private evaluations or transferring to another college that currently offers LD assessment services, which negatively impacts retention and timely access to accommodations.
While many other recommendations were successfully implemented, the inability to expand Educational Development course participation and implement LD assessment services limited the SRC's capacity to fully identify and serve students who need specialized instructional support or eligibility determination. Addressing these unmet recommendations remains essential to enhancing equitable access and promoting student progress toward their educational goals.

Student Services (2) - Program Environment First Submission: Version by **Brown, Allison** on **12/05/2025 17:15**

a) 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?
During the current reporting period, the SRC was relocated to the first floor of the newly constructed Student Services Building. The facility provides modern, accessible features, including automatic doors that allow students to easily enter the office and check in at the front desk. Behind the reception area are four cubicle workstations. Two are occupied by the Senior Administrative Assistant and the Alternative Media/Assistive Technology Specialist. The Senior Administrative Assistant's workstation is strategically positioned to oversee front desk operations and supervise student workers who assist with check-in and general office duties. The Alternative Media/Assistive Technology Specialist's cubicle overlooks the High Tech Computer Lab, supporting efficient coordination of assistive technology services. A third cubicle serves as an alternate workstation for staff/student workers assisting with lab monitoring or administrative projects, while the fourth cubicle is currently vacant.
The SRC office layout includes three counselor offices, the Director's office, a Student Advisor office, a tutoring room, a testing room, and three storage areas. These storage areas provide adequate space for program materials, supplies, and assistive technology (AT) equipment, allowing staff to organize, maintain, and deploy resources efficiently to meet student needs. The overall layout supports privacy in counselor-student meetings while maintaining easy access to key service areas.
The testing room, equipped with eight computer stations and an Optelec workstation for students with low-vision needs, is frequently used and experiences especially high demand during midterms and finals. As SRC enrollment and accommodation needs continue to grow, the current setup is no longer sufficient to meet all student testing requirements. In particular, the program requires additional testing space to accommodate increased volume, as well as private, single-room testing environments for students approved for this specific accommodation. Expanding testing capacity is essential to ensuring equitable, distraction-free testing conditions for all students who rely on these services.
Additionally, an ongoing challenge in the current testing space is noise interference. The testing room is adjacent to the High Tech Computer Lab and front desk and shares a back wall with Educational Partnerships. To address this, acoustic paneling was installed on both the testing room side and the Educational Partnerships side of the shared wall, which has helped reduce some sound transfer. However, noise can still be heard within the testing area, particularly through the glass window surfaces, which remain a significant source of distraction. Additional soundproofing, especially along the windows, is needed to further enhance the testing environment and ensure equitable access for students requiring a quiet, distraction-free space.
There is also a need to improve physical accessibility within the testing room. The current setup does not fully accommodate individuals who use wheelchairs, as there is no height-adjustable, ADA-compliant desk available. Before the proctor desk can be removed to make room for an accessible workstation, audio/visual cameras must first be installed, as this technology will allow staff to maintain oversight and proctoring coverage once the desk is removed. After installation, the SRC will be able to reconfigure the space to support both accessibility and effective testing supervision.
Overall, while the SRC's new location offers improved visibility and accessibility for students, further enhancements, such as additional testing space, expanded soundproofing, accessible

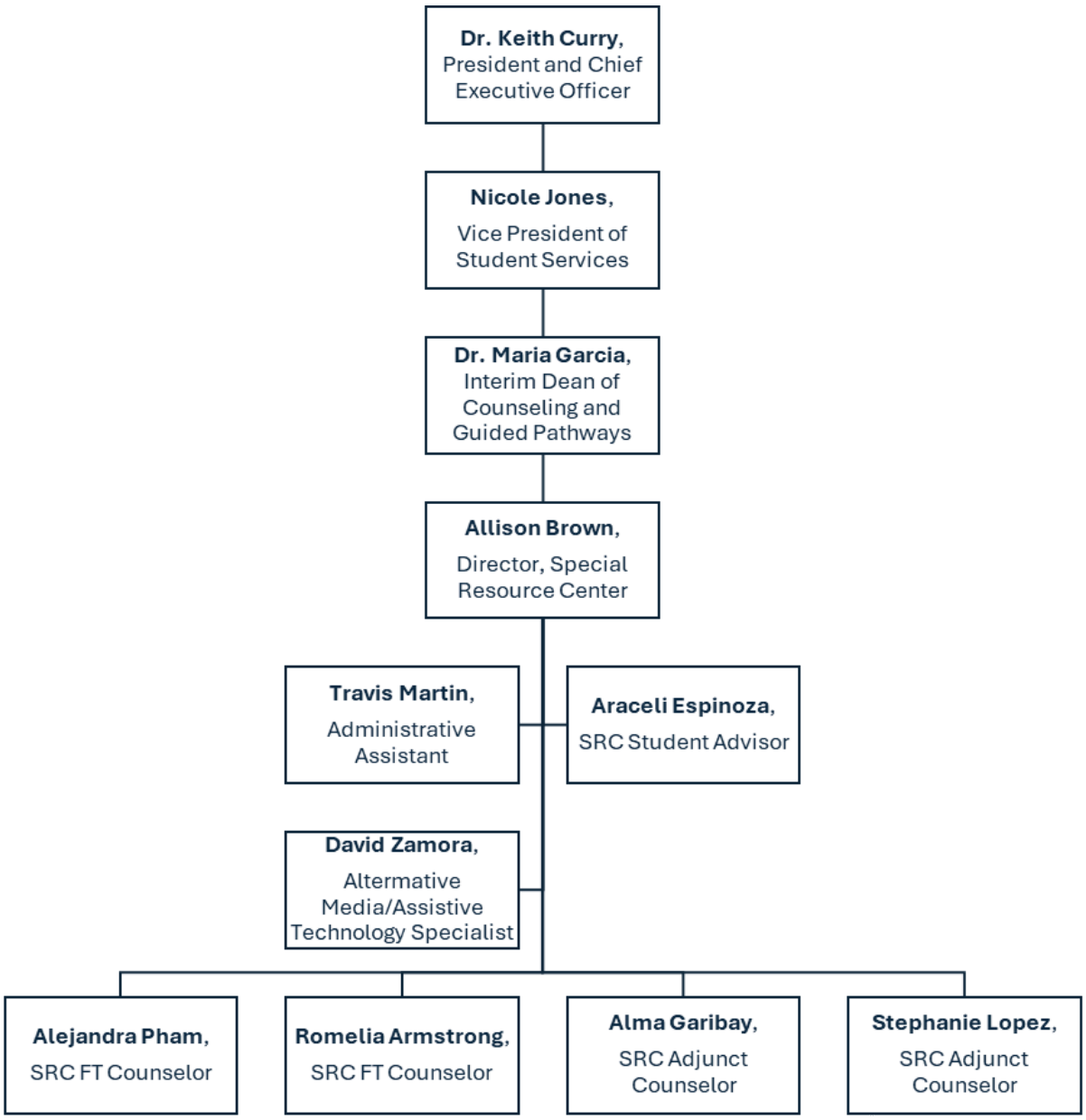
furniture, and upgraded monitoring technology, are needed to fully support the increasing number of students receiving testing accommodations and to maintain a fair, equitable, and distraction-free testing environment.

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

The SRC program is staffed by a dedicated team committed to supporting the success of students with disabilities. The program currently consists of one Director, three full-time classified staff, two full-time counselors, and two adjunct counselors. In addition, the SRC employs student workers who assist with front desk operations, customer service, and general office support, contributing to the accessibility and efficiency of daily operations. All SRC positions work directly with students, providing academic, technical, and personal support to ensure equitable access to instruction and campus services. Each role contributes to creating an inclusive learning environment that promotes independence, self-advocacy, and full participation in the academic experience.

Program personnel are funded through two primary sources: the California Community Colleges Chancellor's Office (CCCCO) DSPS state allocation and a portion from Compton College's General Fund. The DSPS funding model includes a base allocation supplemented by 90% based on SRC program headcount and 10% based on College Effort. Colleges also receive designated categorical funding to support Deaf and Hard of Hearing (DHH) interpreting and captioning services as well as Access to Print (ATP) accommodations. The use of General Fund contributions reflects the College's commitment to ensuring that services for students with disabilities remain an institutional responsibility.

In alignment with this commitment, Chancellor Sonya Christian has recently reaffirmed the California Community Colleges' dedication to inclusion and equity for students with disabilities, emphasizing institutional accountability and proactive support for this historically underrepresented population (see Chancellor's communication memo (https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ess2569institutionalresponsibilitytoensureequalaccesssupportforstudentswithdisabilitiesa11y.pdf?la=en&hash=D0ADA72A342E350211F0CA4949E952E633024CFE)).



c) Describe the personnel needs for the next four years.

As SRC enrollment continues to increase and the demand for testing and accommodation services grows, the program will require additional personnel to sustain high-quality, timely, and legally compliant support for students with disabilities. To meet these needs, the SRC has identified three key staffing priorities for the next four years.

Adding a Program Technician addresses ongoing operational demands and projected staffing gaps. This position would enhance the SRC's capacity for data collection and analysis, ensuring accurate and timely reporting at both the state and institutional levels. The Technician would also track software renewals, generate required invoices, including communication with vendors, coordinate equipment orders in collaboration with the Alternative Media/Assistive Technology Specialist, support program data tracking, and assist with testing accommodations. Adding this position would allow the SRC to respond more efficiently to the growing number of students requiring proctoring and strengthen the program's capacity for data tracking, including Chancellor's Office MIS and Vision Aligned (VAR) reporting requirements, as well as improving the ability to analyze data that informs the development of services, events, and activities that address emerging student needs.

Hiring an adjunct Learning Disability (LD) Specialist is essential for strengthening the SRC's capacity to provide on-campus learning disability eligibility assessments. Without this role, students must rely on outside providers, which may create financial barriers, extended wait times, or delays in accessing accommodations. An LD Specialist would provide timely assessments, help identify previously undiagnosed students and ensure compliance with DSPS eligibility procedures. Having eligibility assessments available directly through the SRC also promotes retention, as students can remain enrolled at Compton College and receive timely access to accommodations rather than seeking services elsewhere.

In addition to assessment responsibilities, the LD Specialist would support instructional needs by facilitating workshops on compensatory learning strategies and contributing to the delivery or expansion of courses such as EDEV 33 (Specific Learning Strategies). This course is closely aligned with the LD Specialist's expertise and provides students with direct instruction in effective study skills, organization, processing strategies, and individualized academic techniques that address specific learning challenges. Integrating the LD Specialist into this area would enhance student access to specialized, skills-based instruction that supports academic readiness and self-advocacy.

To meet growing demand for foundational and skills-based instruction, the SRC, working collaboratively with the Social Sciences Dean of Student Learning, will need to hire additional instructors to expand Educational Development course offerings. Increased staffing would allow the College to broaden course availability and offer additional sections of courses such as EDEV 121 (Career Preparation) and EDEV 140 (Assisted Computer Literacy). These courses provide essential instruction in technology skills, career readiness, and executive functioning, complementing the broader suite of Educational Development offerings and meeting the diverse academic skill-building needs of SRC students.

Additionally, the SRC will monitor trends in Deaf and Hard of Hearing (DHH) accommodation requests, for any potential need to expand staffing to ensure timely and compliant communication access services. If the DHH student population increases, the SRC may require an in-office ASL Interpreter Coordinator to oversee scheduling, service coordination, and vendor communication, as well as ASL interpreters to meet rising demand. These positions would be essential for ensuring consistent, high-quality interpreting and captioning services and maintaining compliance with state and federal accessibility requirements.

Collectively, these personnel needs reflect the SRC's commitment to increasing access, enhancing service capacity, and supporting the growing and diverse needs of students with disabilities over the next four years.

d) Describe facilities needs for the next four years.

Over the next four years, the SRC will require several facility enhancements to meet growing student demand and ensure equitable access to testing, assessment, and disability-related services. As the number of students requesting testing accommodations continues to increase, there is a critical need to expand testing room capacity, including additional stations and space that can accommodate simultaneous exams during peak periods such as midterms and finals. The SRC also requires individual testing rooms for students whose accommodations specify a distraction-free, private environment; the current space cannot meet this level of demand.

Additionally, the SRC needs a dedicated quiet space for Learning Disability (LD) assessments, separate from general testing activity and office noise. LD testing requires a controlled environment with minimal interruptions and establishing a designated assessment room will be essential once an LD Specialist is hired. Further improvements to the existing testing room, such as soundproofing around glass windows, which remain a major source of noise transfer, are necessary to maintain a distraction-free and equitable testing environment. The installation of audio/visual cameras in the testing room is also needed to enhance proctoring capabilities, support secure monitoring, and allow for future room reconfiguration when replacing the current proctor desk with an ADA-compliant adjustable workstation. The testing area requires accessible, height-adjustable desks to accommodate students who use wheelchairs and ensure full accessibility.

If the number of students requiring Deaf and Hard of Hearing (DHH) accommodations increases in the coming years, the SRC will need additional workspace for personnel. This would include dedicated space for an ASL Interpreter Coordinator and appropriate work areas for interpreters to meet with students, prepare for assignments, and manage communication access services. Planning for these potential workspace needs now will help ensure that the SRC can provide timely, efficient, and compliant interpreting and captioning services should DHH accommodation requests expand in the future.

Overall, continued improvements and thoughtful expansion of testing, assessment, and support spaces will be necessary to accommodate anticipated program growth and to ensure the SRC remains compliant with DSPS accommodation requirements while providing an inclusive, accessible environment for students.

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

Over the next four years, the SRC will require ongoing upgrades to equipment and technology in order to maintain compliance with accessibility standards and respond to emerging accommodation needs. While AIM (Accessible Information Management system) is used in a limited capacity for direct communication with faculty, primarily for sending Letters of Accommodation (LOAs) and coordinating testing agreements, it remains the SRC's primary database for student verification of disability documentation, case management notes, service records, and tracking of DSPS-related interactions. The program has also transitioned to ConexEd for counselor appointment scheduling to better align with MIS and Vision Aligned Reporting (VAR) requirements. Because multiple systems are now involved in appointment management, service tracking, and state reporting, the SRC will need to identify more efficient and integrated ways to streamline reporting processes across platforms. Ensuring that AIM, ConexEd, Banner, and other systems remain updated, interoperable, and accurately configured will be essential for supporting timely reporting, monitoring demographic shifts, and responding effectively to evolving student needs.

As disability demographics continue to shift, especially with potential increases in students with learning disabilities, mental health conditions, intellectual disabilities, autism spectrum disorders, Attention Deficit/Hyperactivity Disorder (ADHD), Deaf/Hard of Hearing, or Blind/Low Vision needs, the SRC must ensure it is equipped to support any student who seeks services. This includes expanding and updating the assistive technology inventory. Future needs may include upgraded screen readers, magnification software, Dragon NaturallySpeaking, communication devices, noise-canceling or white-noise technology for students approved to use sound during testing, adaptive keyboards and mice, and refreshable Braille displays for blind and low-vision students. Demand may also grow for captioning tools and alternate-format production tools. In addition, the SRC will need to purchase and maintain standardized assessment materials, scoring tools, and secure storage devices required for conducting Learning Disability (LD) eligibility testing once an LD Specialist is hired.

A key equipment priority is the installation of audio/visual cameras in the testing room to enhance proctoring capabilities. This technology will support secure, efficient monitoring of the testing environment, particularly as testing volume increases, and will allow for improved oversight when the proctor desk is reconfigured to accommodate ADA-compliant desks or alternative layouts. Cameras will improve academic integrity, reduce disruptions, and ensure consistent proctoring coverage during high-demand testing periods.

The rapid development of AI-based accessibility tools will also influence the SRC's equipment needs over the next four years. As AI evolves, tools such as AI-powered note-taking applications, real-time captioning platforms, advanced screen-reading tools, and cognitive support applications may become essential. To maintain accessibility within SRC-managed materials, systems, and communications, the program will also need to ensure ongoing alignment with WCAG 2.1 AA standards, while recognizing that campus-wide accessibility compliance is an institutional responsibility. Because these tools and standards continue to evolve, the SRC will require flexible funding to pilot and adopt emerging technologies that improve access and support individualized student needs.

In addition, the SRC must ensure that all testing spaces, student workstations, and assistive technology labs are equipped with reliable hardware capable of supporting updated accessibility software. This includes replacing aging computers, upgrading scanners used for alternative media production, installing adjustable furniture that meets ADA ergonomic standards, and acquiring specialized tools required for accommodation implementation.

Overall, the next four years will require strategic investment in both established and emerging technologies to ensure that the SRC remains fully prepared to serve students as disability demographics evolve, maintain compliance with DSPS regulations, and provide equitable access to the full range of academic programs and services at Compton College.

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

The SRC operates primarily during daytime hours, with most students accessing services between 9:30 a.m. and 3:30 p.m. This pattern aligns with the needs of many SRC students, who often coordinate their schedules around childcare, work commitments, or transportation limitations. As a result, later morning and early afternoon appointments are the most frequently utilized.

Although the SRC does not offer weekend hours and generally operates during the day, the program does offer one later evening each week on Wednesdays. Requests for evening testing has been increasing, particularly among students in the Nursing program, but these requests have consistently occurred on Wednesdays and have been fully accommodated within the existing extended hours. While this trend reflects a growing need for flexibility in testing services, current patterns indicate that the Wednesday evening schedule is meeting student needs at this time. However, the SRC must remain prepared to adjust staffing and scheduling should future evening testing requests increase beyond the capacity of the current Wednesday schedule.

To increase flexibility, Friday hours were also extended to 4:30 p.m., though student traffic continues to peak between 9:00 a.m. and 1:00 p.m. Overall, the SRC's hours of operation remain appropriate and responsive to student needs, with ongoing monitoring to ensure that future demand for later testing services can be addressed if patterns shift.

SRC Regular Operational Office Hours

Day	Time
Sunday	Closed
Monday	8:00am – 4:30pm
Tuesday	8:00am – 4:30pm
Wednesday	8:00am – 6:30pm
Thursday	8:00am – 4:30pm
Friday	8:00am – 4:30pm
Saturday	Closed

SRC Peak Season Operational Hours

Day	Time
Sunday	Closed
Monday	8:00am – 6:30pm
Tuesday	8:00am – 6:30pm
Wednesday	8:00am – 6:30pm
Thursday	8:00am – 6:30pm
Friday	8:00am – 4:30pm
Saturday	8:00am – 12:00pm On selected Dates

g) 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?

The SRC is influenced by a wide range of external factors, including federal and state disability laws, statewide accountability requirements, shifting student demographics, and evolving expectations for workforce readiness. Compliance with Title 5 DSPS regulations, the Americans with Disabilities Act (ADA), and Section 504 continues to shape SRC service delivery by requiring equitable access to instruction, communication, and campus engagement. State-level expectations, including MIS reporting, Vision Aligned Reporting (VAR), and the Chancellor's Office emphasis on college-to-career pathways and Return on Investment (ROI), further reinforce the need for accurate data tracking, strong accommodation processes, and direct alignment between accessibility services and student progression toward certificates, degrees, and employment.

The broader policy environment also presents uncertainty. Recent federal discussions regarding potential restructuring of the U.S. Department of Education create unknowns around how disability-related guidance, funding, and accountability systems may be administered in the future. While the long-term implications remain unclear, any structural change at the federal level could impact expectations for compliance monitoring, reporting, or national support for students with disabilities. The SRC continues to monitor these developments to ensure sustained adherence to federal law and readiness to adjust procedures should federal requirements or support structures evolve.

Demographic shifts significantly influence program needs. The SRC primarily serves Hispanic and African American students, with the highest concentration in the 20–24 age range, followed by strong representation in the 18–19, 25–34, and 50+ groups. This reflects a population that includes first-generation college students, returning adult learners, students re-entering education after workforce participation, and individuals balancing family or employment obligations. Additionally, participation in high school dual enrollment is increasing, which brings unique external requirements. Students receiving accommodations at their high school must be coordinated through the SRC when enrolled in college-credit courses, requiring ongoing communication and collaboration with high school districts to ensure a smooth, legally compliant accommodation process on the high school campus.

Many students enter college underprepared for college-level reading, writing, math, or basic computer literacy, increasing the need for extended testing time, assistive technology, alternative formats, and executive-functioning supports. Disability trends further shape the external environment. Data consistently show that learning disabilities, mental health disabilities, ADHD, autism, and other health conditions constitute the largest groups served by the SRC. The continued rise in autism and mental health conditions increases the need for structured supports, proactive communication strategies, and coordination with campus partners. Additionally, students in high-demand programs, such as Nursing, frequently require evening testing, strict scheduling coordination, and expanded proctoring capacity, which increases the need for flexible staffing, audio/visual camera installation, and additional testing space.

Rapid advances in technology, particularly in AI-driven accessibility tools, also influence external expectations. Students increasingly rely on AI-supported note-taking, real-time captioning, advanced screen readers, and cognitive-support tools. At the same time, web and digital accessibility expectations continue to evolve, requiring ongoing attention to WCAG 2.1 AA standards for SRC-managed systems and communications. These technological shifts require flexible funding, ongoing training, and timely adoption of new tools to ensure equitable access.

In response to these external factors, the SRC focuses on maintaining legal compliance, expanding assistive technology resources, and strengthening data-driven decision-making to meet both regulatory and student needs. The program collaborates with campus departments and external agencies to support students through holistic, wraparound services, while monitoring demographic and disability trends to adjust services proactively. By remaining adaptable to shifts in policy, technology, and student characteristics, the SRC is positioned to maintain equitable access and support student readiness for academic and career pathways at Compton College.

Student Services (3) - Service Area Outcomes (SAO) First Submission: Version by **Brown, Allison** on **12/05/2025 17:15**

a) List and describe the program's SAO assessment results.

During the 2021–2025 review cycle, the Special Resource Center (SRC) experienced significant leadership turnover, including periods with interim directors and vacancies in key classified and faculty positions. As a result, the SAO assessment cycle was not implemented consistently across all four years. However, the SRC did complete assessments for several SAOs in 2022–2023 and 2023–2024, and these results provided meaningful insight into student outcomes and program effectiveness.

SAO 1: Dual Enrollment in Educational Development (EDEV 37/38) Courses with English or Math to Promote Higher Course Success Rates

This SAO examined whether students who concurrently enrolled in EDEV 37 (Reading and Study Skills) or EDEV 38 (Math Strategies) alongside their English or math courses achieved higher course success rates than students who did not enroll in EDEV support courses.

- 2022–2023 Results:
  Dual-enrolled students demonstrated substantially higher success rates in transfer-level English and math compared to SRC peers who did not enroll in EDEV courses. The data showed improved outcomes for both subject areas, confirming the effectiveness of academic strategy instruction when paired with core coursework.
- 2023–2024 Results:
  The trend continued, with EDEV-supported students maintaining higher success and retention rates than the general SRC population. Enrollment in EDEV 37/38 increased slightly but remained low overall due to scheduling and modality challenges. The results reinforced the need to expand access to these courses and align scheduling with student availability.

Overall finding: Students who dual-enrolled in EDEV support courses consistently outperformed those who did not, demonstrating that targeted academic strategy instruction contributes directly to improved course outcomes for SRC students

SAO 2: SRC Students Will Maintain a Current Educational Plan

This SAO measured the proportion of SRC students who had an updated Comprehensive Educational Plan on file and explored whether completion of educational planning was correlated with stronger academic persistence.

- 2022–2023 Results:
  A significant number of SRC students had outdated or incomplete educational plans, largely due to staffing shortages and inconsistent counseling appointment availability. Students with current education plans demonstrated higher persistence and course completion rates.
- 2023–2024 Results:
  With improved counseling availability and intentional outreach, the percentage of students with current Educational Plans increased modestly. Students who completed or updated their plans during this year showed higher semester-to-semester persistence, supporting the continued focus on timely planning.

Overall finding: Students with current educational plans consistently demonstrated improved persistence and clearer academic direction, validating the importance of ongoing educational planning as a core component of SRC service.

SAO 3: Partner with SRC Advisory Committee for Outreach and Increase Knowledge of Services for Students with Disabilities

This SAO focused on strengthening collaboration with community agencies and campus partners through the SRC Advisory Committee to increase awareness of available services for students with disabilities.

- 2022–2023 Results: The SRC Advisory Committee met and provided valuable input on outreach needs; however, participation varied across terms. Outreach events supported by committee feedback, particularly high school engagement efforts, helped increase SRC visibility.
- 2023–2024 Results: The Road to Transition event, redesigned and moved back on campus, saw improved attendance and expanded involvement from local high schools. Committee partners also contributed to refining outreach messaging and identifying gaps in awareness of SRC services among prospective students and families.

Overall finding: When active, the Advisory Committee contributed meaningfully to outreach and awareness efforts. Increased high school collaboration and community engagement led to greater familiarity with SRC services, supporting early connection to accommodations and improved student transition.

Summary of Findings Across Assessed SAO's

Across the two years in which SAOs were formally assessed:

- Students enrolled in EDEV support courses consistently achieved higher success rates.
- Students with updated Educational Plans showed better persistence and program progression.
- Outreach efforts supported by the Advisory Committee strengthened awareness of SRC services and improved high school-to-college transitions.

These results highlight clear connections between targeted SRC interventions and improved student outcomes, while also identifying areas, such as increasing EDEV enrollment and expanding outreach coordination, where further improvement is warranted.

Service Area Outcomes

SOA #1 not available for 2021-2022

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 2022-2023	**Date**	August 2022
SAO	1. Dual Enrollment in Ed Dev 37/38 with English or Math Courses for higher success rates		
Participants	Jovany Gaucin, Alejandra Pham, Cliff Seymour, DeVora Seay, Stephanie Schlatter		
Assessment Plan (include metrics to be collected)		**Results/Actions Taken**	
Plan SAO #1 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. Counselors and Advisors will strongly encourage students to enroll in Ed Dev to support their English and math courses. IA's and tutor will support Ed Dev classes Students take Ed Ready Assessments and work independently on skills Each semester, course completion, grade, enrollment records will be reviewed and tracked		**Actions Taken** 1. In Spring '22, 100% of student registered for math and Ed Dev 38 passed their perspective math courses. 78% of students registered for Ed Dev 37 passed their English courses. 1. Fall 22, Ed Dev was cancelled due to low enrollment and lack of SRC students taking math. For students enrolled in English and Ed Dev 37, only 50% passed their English or other classes. High number of student withdrew. 1. More promotion of Ed Dev classes planned for new students and in general counseling.	

Compton College **Service Area Outcomes (SAO) Assessment Plan**			
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Unit	SRC 2023-2024	**Date**	August 2022
SAO	1. Dual Enrollment in Ed Dev 37/38 with English or Math Courses for higher success rates		

Participants	Jovany Gaucin, Alejandra Pham, Cliff Seymour, DeVora Seay, Stephanie Schlatter

Assessment Plan (include metrics to be collected)	**Results/Actions Taken**
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SAO #1 not available for 2024-2025

SAO #2 not available for 2021-2022

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 2022-2023	**Date**	August, 2022
SAO	SRC Students will have a current Educational Plan		
Participants	Jovany Gaucin, Alejandra Pham, Cliff Seymour, DeVora Seay, Stephanie Schlatter		

Assessment Plan (include metrics to be collected)	**Results/Actions Taken**
Plan SAO #2 SRC Students will have a current educational plan. Students with duplicate educational plans will be counseled and advised to follow the educational plan created by the SRC Counselor. Students will regularly review their progress and receive counseling support if they change their major. Students will discuss educational plans with SRC Counselors once a year or as needed during counseling/advising appointments	**Actions Taken** 1. SRC students have either an abbreviated or comprehensive educational plan. Counselors provided outreach and notation of students without ed plans and numbers were very low. 1. Most SRC students are on a slower track and take less than 12 units so the counselors tend to have abbreviated ed plans and update when students have taken classes more than two semesters.

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 2023-2024	**Date**	August, 2022
SAO	SRC Students will have a current Educational Plan		
Participants	Jovany Gaucin, Alejandra Pham, Cliff Seymour, DeVora Seay, Stephanie Schlatter		

Assessment Plan (include metrics to be collected)	**Results/Actions Taken**
Plan SAO #2 SRC Students will have a current educational plan. Students with duplicate educational plans will be counseled and advised to follow the educational plan created by the SRC Counselor. Students will regularly review their progress and receive counseling support if they change their major. Students will discuss educational plans with SRC Counselors once a year or as needed during counseling/advising appointments	**Actions Taken** 1.

SAO #2 not available for 2024-2025

SAO #3 not available for 2021-2022

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 2022-2023	**Date**	August 2022
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**

Plan	Actions Taken
1. 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. \u202F\u202FThe 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 Our goal was that 20% of the seniors who attended the Transition Workshop would apply to Compton College and register for services in the SRC for Fall 2023.	Instead of Road to Transition Workshop we held a similar event, SRC 101 in which we had 30 students from feeder high schools. This two day event included representatives from various student services areas and provided all the support services available. Details regarding steps to enrollment, academic pathways, financial aid, campus tour, etc. were included. 1. 75 % of attendees registered and took classes in Fall 22.

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 2023-2024	**Date**	August 2022
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**	
Plan 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. \u202F\u202FThe 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 Our goal was that 20% of the seniors who attended the Transition Workshop would apply to Compton College and register for services in the SRC for Fall 2024.		**Actions Taken** 1.	

SAO #3 not available for 2024-2025

b) How were the SAOs developed? Who was engaged in the creation of the SAOs?
The SAOs currently in place were originally developed by the then-Director of the SRC in collaboration with SRC Counselors, High Tech Center personnel, Student Services Advisor, Administrative Assistant, and Institutional Effectiveness staff for consultation on measurable outcomes.
The SAOs were designed to reflect DSPS/Title 5 mandates, accreditation expectations for service outcomes, and Compton College's emphasis on student learning, equity, and access.

c) How often are the SAOs assessed and who is engaged in the discussion?
The SRC's intended practice is to assess SAOs annually and discuss progress at least twice per year following fall/spring semester conclusion as well as during staff meetings and planning sessions. However, due to turnover in leadership and the absence of a permanent director for an extended period, formal annual assessments did not occur consistently between 2021–2025.
In years when assessment discussions occurred, participants included: SRC Counselors, Student Advisor and Administrative Staff, High Tech Center personnel, and the Director or interim leadership.

d) What has been done if the SAO assessment results were not as anticipated?
When assessment findings and student feedback indicated lower-than-expected outcomes, particularly in students' understanding of how to request and use accommodations and how to navigate SRC processes, the SRC implemented several targeted adjustments within its available capacity. These actions included:

- Expanding workshop offerings focused on study skills, time management, assistive technology, and understanding accommodations.
- Introducing SRC 101, a summer onboarding program designed to support new students in learning about accommodations, technology tools, and navigating college expectations.
- Enhancing communication touchpoints, including increased use of the SRC Canvas shell, more frequent reminder emails, clearer instructions related to accommodations and deadlines, and targeted student phone call campaigns to increase engagement and support timely follow-through.
- Updating guides and how-to materials, with expanded resources now available to help students understand processes such as scheduling, requesting accommodations, and accessing services.
- Strengthening coordination with faculty, particularly around the testing accommodation process and responsibilities for implementing LOAs.

Several improvement efforts are still in progress, including:

- Restructuring the SRC website to improve navigation, clarity, and accessibility.
- Developing a comprehensive SRC Student Handbook, which will consolidate key procedures, expectations, and resources for easier student access.

These adjustments, both completed and ongoing, were informed by SAO assessment input, survey feedback, and staff observations. Although formal SAO documentation was not consistently maintained during the review period, the SRC responded to identified gaps with continuous, incremental enhancements and has now established plans for a strengthened, systematic assessment process moving forward.

e) Where are the SAOs assessment results shared with staff, students, and the public?
When the SAOs were previously assessed, results were typically shared through SRC staff meetings, SRC Annual Unit Plan, Advisory Committee meetings, Program Review documentation, and at the scheduled SRC presentation to the Board of Trustees.
Because formal SAO tracking was inconsistent in recent years, public-facing reporting was limited. Beginning in 2025–2026, SAO results will again be documented and posted through

Annual Unit Plans, Program Review cycles, college website, and Advisory committee meetings.

f) Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?
Although formal SAO documentation was inconsistently maintained during periods of interim leadership, the SAOs that were assessed, particularly those related to outreach, transition support, and increasing awareness of SRC services, did provide actionable findings that informed program adjustments.
SAO #3, assessed in both 2022–2023 and 2023–2024, focused on partnering with the SRC Advisory Committee, local school districts, and community agencies to strengthen outreach and implement a Road to Transition workshop. The 2022–2023 assessment showed that although the planned Road to Transition event was not held in its original form, the SRC implemented SRC 101, a comparable two-day onboarding program for feeder high school students. Of the 30 participants, 75% enrolled and took classes in Fall 2022, far exceeding the stated goal that 20% of attendees enroll at Compton College and register with the SRC.
These results demonstrated that structured onboarding experiences significantly improve successful entry into the College and SRC services. As a result, the SRC continued implementing and refining early-transition programming in subsequent years, reaffirming the value of intentional outreach and partnership with local schools.
Across all SAOs reviewed, several themes emerged that informed modifications to SRC practices:
Findings That Prompted Program Modifications

- Students benefit from early, structured onboarding, leading to expansion and continuation of SRC 101 as a bridge-style transition experience.
- Outreach must be consistent and collaborative, reinforcing continued partnership with feeder high schools, Advisory Committee members, and community agencies.
- Communication about services needed improvement, leading staff to refine student-facing information, clarify enrollment steps, and improve workshop content.

Extent of Implementation
Where clear SAO findings existed, such as the effectiveness of transition programming, adjustments were implemented immediately and sustained. In cases where results were incomplete or not fully tracked, only limited modifications could be made. However, the assessments that were completed helped identify system-level needs now being addressed through the reinstated SAO cycle, including:

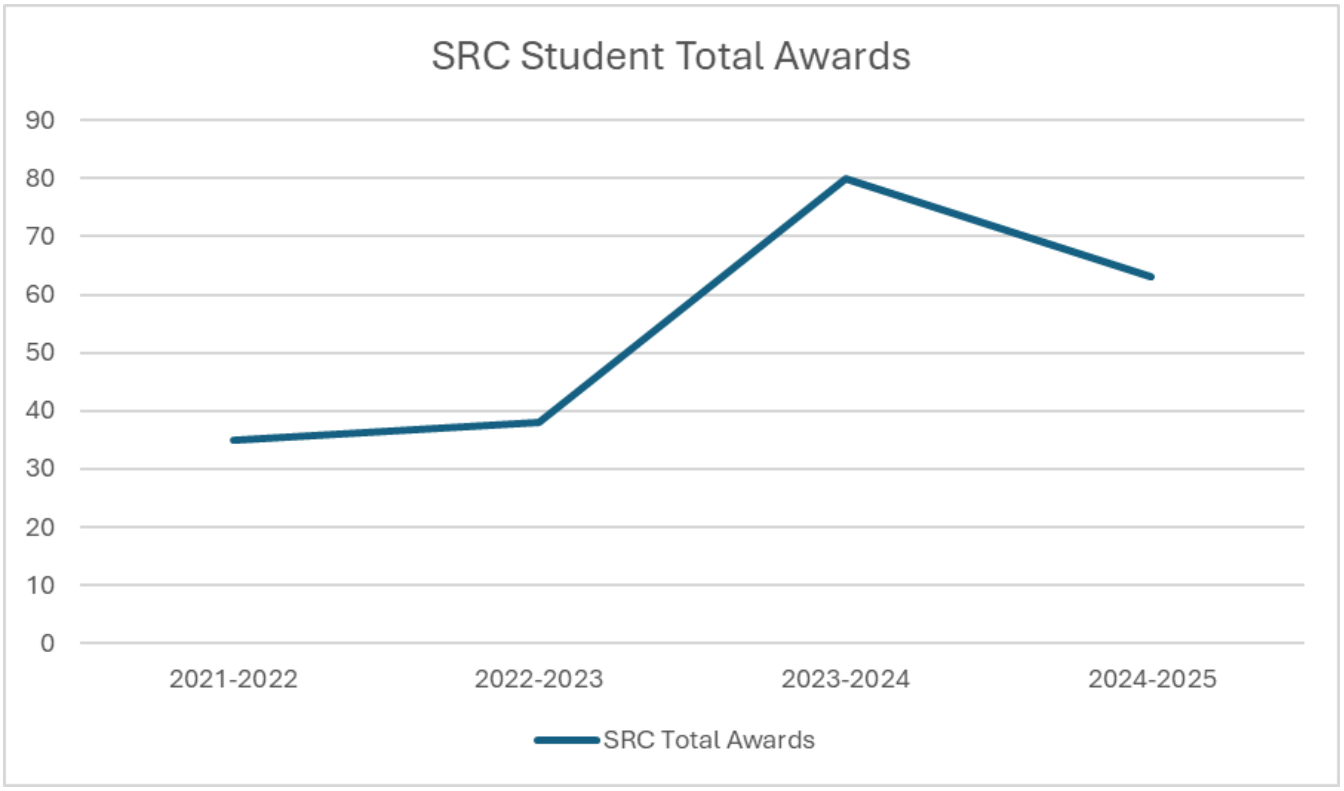
- Developing more consistent data collection processes
- Embedding SAO review into staff meetings and Advisory Committee discussions
- Better documenting outreach outcomes and student progression data
- Using SAO findings to shape future outreach, onboarding, and communication strategies

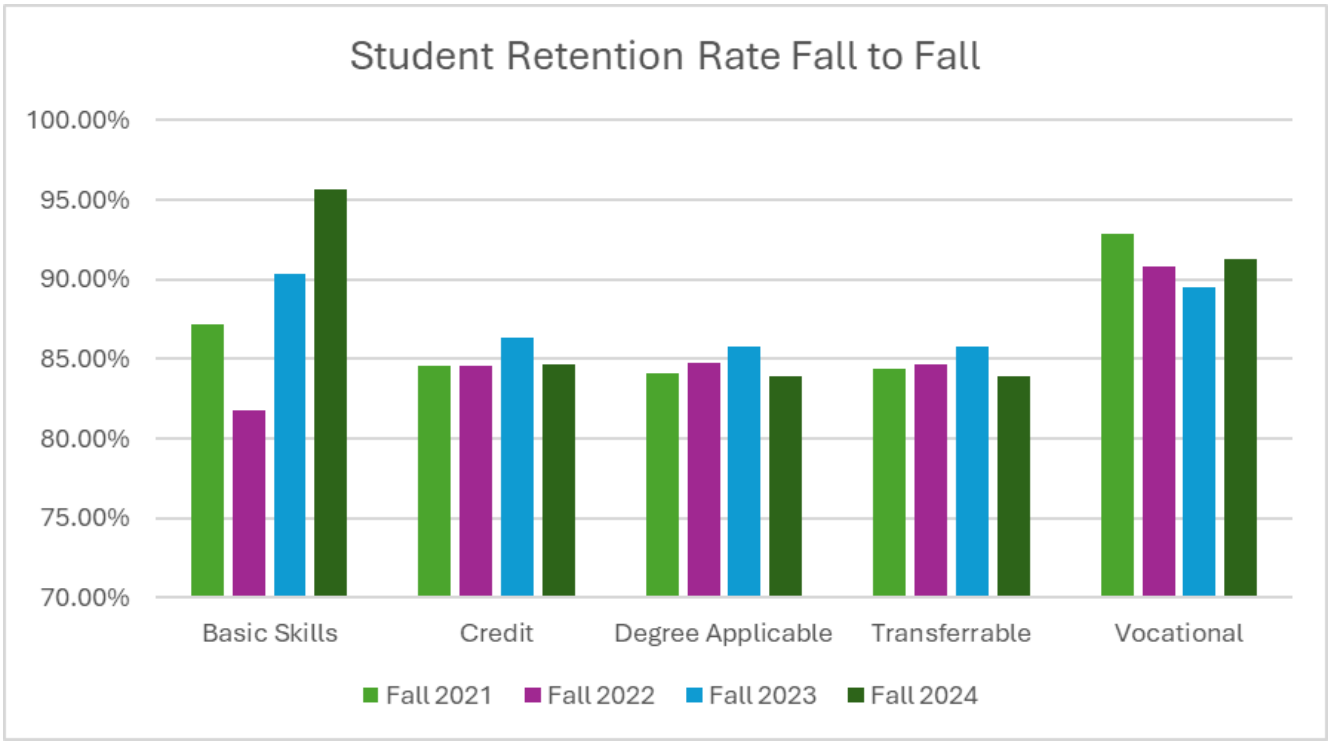
As the SRC returns to a consistent annual assessment cycle, SAO results will be used more systematically to drive program refinement, inform staffing and technology priorities, and strengthen the alignment of services with student needs and institutional goals.

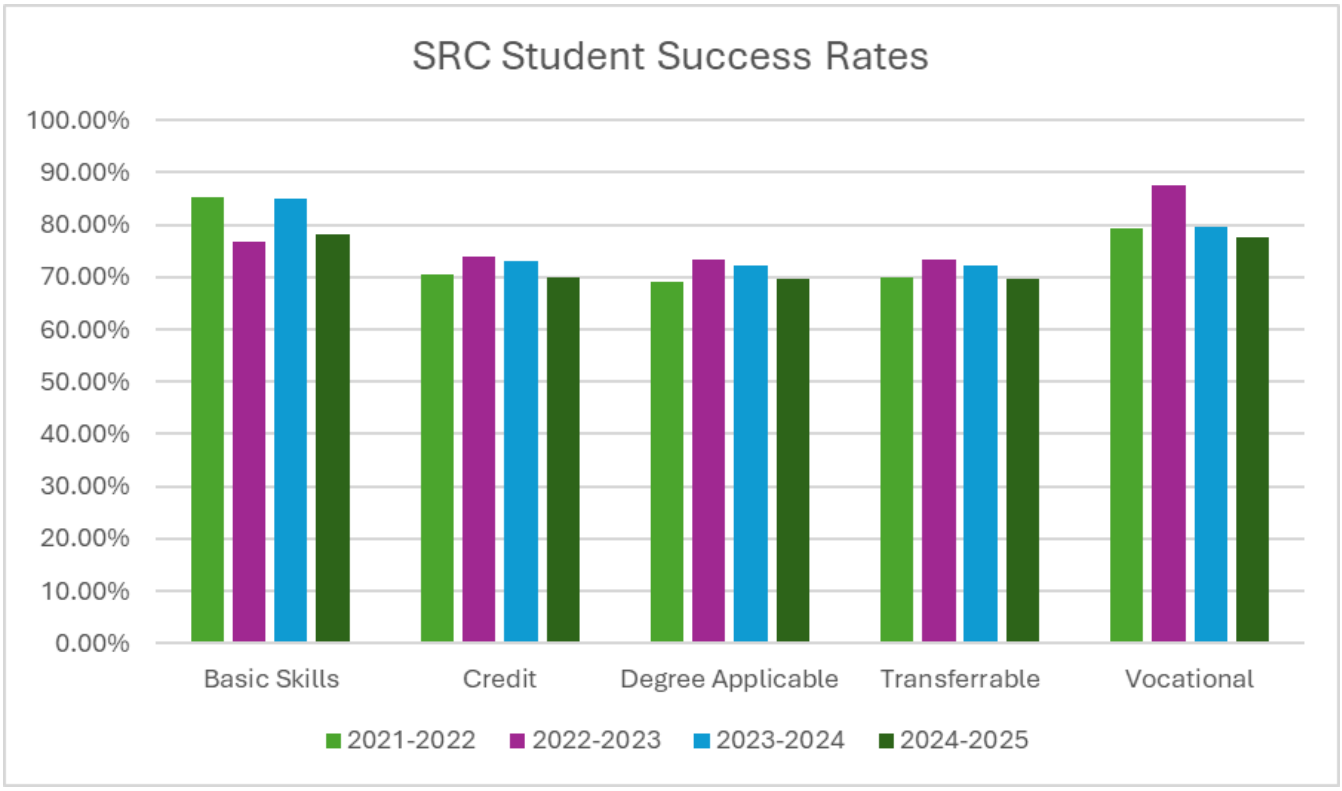
Student Services (4) - Program Improvement First Submission: Version by **Brown, Allison** on **12/05/2025 17:15**

a) What activities has the program engaged in to improve services to students?
Over the past program cycle, the SRC has implemented a number of initiatives aimed at strengthening student access, improving service delivery, and enhancing the overall student experience. The program fully implemented AIM as its primary database for case management, allowing counselors and staff to maintain more accurate service records, improve communication processes (including Letters of Accommodations and testing agreements), and support more effective tracking of student needs. In addition, the transition to ConexEd for scheduling and student tracking has helped streamline appointment management to better align with MIS and VAR reporting requirements.
A significant improvement to student access occurred with the SRC's relocation to the first floor of the Student Services Building, which increased visibility, reduced barriers to entry, and improved proximity to other student support offices. The SRC improved the testing environment by installing acoustic panels to enhance soundproofing, reducing noise transfer from adjacent offices and creating a more distraction-free space for students receiving testing accommodations. The SRC also strengthened high school outreach through its annual *Road to Transition* event, which introduces graduating seniors and dual-enrollment students to available accommodations and campus resources. To support a stronger sense of belonging and early engagement, the SRC launched SRC 101, a summer workshop designed to orient new students, build community, and introduce essential academic and self-advocacy skills. These workshops have returned to on-campus, in-person programming.
The program has also expanded and updated its assistive technology offerings, supporting a wider range of disabilities through tools such as Genio (note taking app), updated screen readers, magnification software, text-to-speech programs, and alternative media production tools. The SRC filled key vacant positions during this period, improving day-to-day operations and student support capacity.
Collaboration has been a major focus as well. The SRC strengthened partnerships with campus departments, including Tutoring, Basic Needs, EOPS, Financial Aid, and First Year Experience (FYE), to expand wraparound support for students. Partnerships with community agencies such as the Department of Rehabilitation (DOR) and California Services for Independent Living (EDGE Program) have further supported students' academic and vocational preparation.
To improve instruction and skill-building, the SRC returned EDEV 37 (Increased Learning Performance: English) and EDEV 38 (Increased Learning Performance: Math) to in-person delivery, better aligning the course format with student learning needs. The program also expanded workshops on topics such as assistive technology, time management, stress reduction, and academic success strategies. In addition, SRC staff delivered faculty and staff in-services focused on accommodation processes, disability awareness, and best practices for supporting students with disabilities.
Finally, the program developed and shared a variety of student and faculty how-to guides, and staff engaged in ongoing professional development to remain current with DSPS regulations, accessibility best practices, and evolving assistive technology trends.

b) How have program personnel used metrics to improve program services? Provide metrics from the last four years.
Over the past four years, SRC personnel have increasingly relied on student outcome metrics, including award completions, persistence trends, and course success rates, to inform program planning, evaluate service effectiveness, and guide improvements in student support. These metrics provide critical insight into how well students receiving accommodations are progressing toward their academic goals and where additional interventions or program adjustments may be needed.
Regular review of award completion data allows staff to identify patterns in degree and certificate attainment, assess the impact of SRC services on long-term student outcomes, and evaluate whether increases in SRC enrollment correspond with improvements in completion. Similarly, tracking persistence and fall-to-fall retention rates has helped the program understand which student groups may be at risk of stopping out and has informed decisions related to expansion of Educational Development courses, strengthening early-term communication, and enhancing onboarding through SRC 101.
Course success and retention metrics, disaggregated by course type (Basic Skills, Credit, Degree-Applicable, Transferable, and Vocational), have been particularly valuable in identifying barriers affecting academic performance. Staff have used these data to expand targeted workshops, strengthen collaboration with tutoring and academic support services, and refine assistive technology resources based on demonstrated need. Increases or declines in specific categories have also guided discussions with faculty regarding accommodations, testing processes, and instructional accessibility.
Collectively, these metrics have enabled the SRC to take a data-informed approach to improving student services, strengthening compliance, and aligning program offerings with the evolving needs of students. The charts that follow, from the CCCCO Data Mart, illustrate key trends across the last four years and demonstrate how these data continue to shape program priorities and decision-making.


SRC Student Total Awards
90
80
70
60
50
40
30
20
10
0
2021-2022
2022-2023
2023-2024
2024-2025
SRC Total Awards


Student Retention Rate Fall to Fall
100.00%
95.00%
90.00%
85.00%
80.00%
75.00%
70.00%
Basic Skills
Credit
Degree Applicable
Transferrable
Vocational
Fall 2021
Fall 2022
Fall 2023
Fall 2024



SRC Student Success Rates

2021-2022 Success Rates

	Basic Skills 2021-2022	Fall 2021 Basic Skills Enrollment Count	Fall 2021 Basic Skills Success Count	Spring 2022 Basic Skills Enrollment Count	Spring 2022 Basic Skills Success Count
Compton CCD					
	DSPS - Disabled Students Programs & Services Total	39	34	9	7
	Delayed Interaction (Internet Based)				
	Non Distance Education Methods				
	Simultaneous Interaction (Internet Based)	39	34	9	7
	Success Rate	0.854166667			

	Credit 2021-2022	Fall 2021 Credit Enrollment Count	Fall 2021 Credit Success Count	Spring 2022 Credit Enrollment Count	Spring 2022 Credit Success Count	Winter 2022 Credit Enrollment Count	Winter 2022 Credit Success Count
Compton CCD							
	DSPS - Disabled Students Programs & Services Total	291	198	211	155	36	26
	Delayed Interaction (Internet Based)	89	46	79	56	19	11
	Non Distance Education Methods	91	71	36	28		
	Simultaneous Interaction (Internet Based)	111	81	96	71	17	15
	Success Rate	0.704460967					

	Degree Applicable 2021-2022	Fall 2021 Degree Applicable Enrollment Count	Fall 2021 Degree Applicable Success Count	Spring 2022 Degree Applicable Enrollment Count	Spring 2022 Degree Applicable Success Count	Winter 2022 Degree Applicable Enrollment Count	Winter 2022 Degree Applicable Success Count
Compton CCD							
	DSPS - Disabled Students Programs & Services Total	251	164	198	145	36	26
	Delayed Interaction (Internet Based)	88	46	77	55	19	11
	Non Distance Education Methods	91	71	35	27		
	Simultaneous Interaction (Internet Based)	72	47	86	63	17	15
	Success Rate	0.690721649					

	Transferrable 2021-2022	Fall 2021 Transferable Enrollment Count	Fall 2021 Transferable Success Count	Spring 2022 Transferable Enrollment Count	Spring 2022 Transferable Success Count	Winter 2022 Transferable Enrollment Count	Winter 2022 Transferable Success Count
Compton CCD							
	DSPS - Disabled Students Programs & Services Total	230	154	189	138	36	26
	Delayed Interaction (Internet Based)	87	46	77	55	19	11
	Non Distance Education Methods	85	66	35	27		
	Simultaneous Interaction (Internet Based)	58	42	77	56	17	15
	Success Rate	0.698901099					

	Vocational 2021-2022	Fall 2021 Vocational Enrollment Count	Fall 2021 Vocational Success Count	Spring 2022 Vocational Enrollment Count	Spring 2022 Vocational Success Count	Winter 2022 Vocational Enrollment Count	Winter 2022 Vocational Success Count

Compton CCD

DSPS - Disabled Students Programs & Services Total	70	57	52	39	13	11
Delayed Interaction (Internet Based)	23	18	22	16	4	2
Non Distance Education Methods	24	20	21	19		
Simultaneous Interaction (Internet Based)	23	19	9	4	9	9
Success Rate	0.792592593					

2022-2023 Success Rates

	Basic Skills	Summer 2022 Basic Skills Enrollment Count	Summer 2022 Basic Skills Success Count	Fall 2022 Basic Skills Enrollment Count	Fall 2022 Basic Skills Success Count	Spring 2023 Basic Skills Enrollment Count	Spring 2023 Basic Skills Success Count
Compton CCD							
DSPS - Disabled Students Programs & Services Total		5	4	33	26	31	23
	Delayed Interaction (Internet Based)						
	Non Distance Education Methods			5	3	6	2
	Simultaneous Interaction (Internet Based)	5	4	28	23	25	21
Success Rate	0.768115942						

	Credit	Summer 2022 Credit Enrollment Count	Summer 2022 Credit Success Count	Fall 2022 Credit Enrollment Count	Fall 2022 Credit Success Count	Spring 2023 Credit Enrollment Count	Spring 2023 Credit Success Count	Winter 2023 Credit Enrollment Count	Winter 2023 Credit Success Count
Compton CCD									
DSPS - Disabled Students Programs & Services Total		46	34	272	199	388	289	7	4
	Delayed Interaction (Internet Based)	20	11	81	52	128	92	4	2
	Non Distance Education Methods	15	13	128	95	191	145	2	2
	Simultaneous Interaction (Internet Based)	11	10	63	52	69	52	1	0
Success Rate	0.73772791								

	Degree Applicable	Summer 2022 Degree Applicable Enrollment Count	Summer 2022 Degree Applicable Success Count	Fall 2022 Degree Applicable Enrollment Count	Fall 2022 Degree Applicable Success Count	Spring 2023 Degree Applicable Enrollment Count	Spring 2023 Degree Applicable Success Count	Winter 2023 Degree Applicable Enrollment Count	Winter 2023 Degree Applicable Success Count
Compton CCD									
DSPS - Disabled Students Programs & Services Total		41	30	236	171	352	263	6	3
	Delayed Interaction (Internet Based)	20	11	80	51	126	91	4	2
	Non Distance Education Methods	15	13	122	92	182	141	1	1
	Simultaneous Interaction (Internet Based)	6	6	34	28	44	31	1	0
Success Rate	0.735433071								

	Transferrable	Summer 2022 Transferable Enrollment Count	Summer 2022 Transferable Success Count	Fall 2022 Transferable Enrollment Count	Fall 2022 Transferable Success Count	Spring 2023 Transferable Enrollment Count	Spring 2023 Transferable Success Count	Winter 2023 Transferable Enrollment Count	Winter 2023 Transferable Success Count
Compton CCD									
DSPS - Disabled Students Programs & Services Total		41	30	234	169	335	250	6	3
	Delayed Interaction (Internet Based)	20	11	80	51	126	91	4	2
	Non Distance Education Methods	15	13	121	91	179	138	1	1
	Simultaneous Interaction (Internet Based)	6	6	33	27	30	21	1	0

	Success Rate	0.733766234								
		Vocational	Summer 2022 Vocational Enrollment Count	Summer 2022 Vocational Success Count	Fall 2022 Vocational Enrollment Count	Fall 2022 Vocational Success Count	Spring 2023 Vocational Enrollment Count	Spring 2023 Vocational Success Count	Winter 2023 Vocational Enrollment Count	Winter 2023 Vocational Success Count
Compton CCD										
	DSPS - Disabled Students Programs & Services Total		15	13	87	74	121	109	5	4
		Delayed Interaction (Internet Based)	6	4	25	18	23	21	2	2
		Non Distance Education Methods	7	7	58	52	97	87	2	2
		Simultaneous Interaction (Internet Based)	2	2	4	4	1	1	1	0
	Success Rate	0.877192982								

2023-2024 Success Rates

		Basic Skills	Summer 2023 Basic Skills Enrollment Count	Summer 2023 Basic Skills Success Count	Fall 2023 Basic Skills Enrollment Count	Fall 2023 Basic Skills Success Count	Spring 2024 Basic Skills Enrollment Count	Spring 2024 Basic Skills Success Count
Compton CCD								
	DSPS - Disabled Students Programs & Services Total		1	1	31	27	15	12
		Delayed Interaction (Internet Based)						
		Non Distance Education Methods			4	3		
		Simultaneous Interaction (Internet Based)	1	1	27	24	15	12
	Success Rate	0.85106383						

		Credit	Summer 2023 Credit Enrollment Count	Summer 2023 Credit Success Count	Fall 2023 Credit Enrollment Count	Fall 2023 Credit Success Count	Spring 2024 Credit Enrollment Count	Spring 2024 Credit Success Count	Winter 2024 Credit Enrollment Count	Winter 2024 Credit Success Count
Compton CCD										
	DSPS - Disabled Students Programs & Services Total		68	48	416	303	392	289	9	6
		Delayed Interaction (Internet Based)	35	23	129	82	152	105	7	5
		Non Distance Education Methods	25	19	244	185	207	164	1	1
		Simultaneous Interaction (Internet Based)	8	6	43	36	33	20	1	0
	Success Rate	0.729943503								

		Degree Applicable	Summer 2023 Degree Applicable Enrollment Count	Summer 2023 Degree Applicable Success Count	Fall 2023 Degree Applicable Enrollment Count	Fall 2023 Degree Applicable Success Count	Spring 2024 Degree Applicable Enrollment Count	Spring 2024 Degree Applicable Success Count	Winter 2024 Degree Applicable Enrollment Count	Winter 2024 Degree Applicable Success Count
Compton CCD										
	DSPS - Disabled Students Programs & Services Total		66	47	380	271	376	276	9	6
		Delayed Interaction (Internet Based)	35	23	129	82	152	105	7	5
		Non Distance Education Methods	24	19	238	180	206	163	1	1
		Simultaneous Interaction (Internet Based)	7	5	13	9	18	8	1	0
	Success Rate	0.722021661								

		Transferrable	Summer 2023 Transferable Enrollment Count	Summer 2023 Transferable Success Count	Fall 2023 Transferable Enrollment Count	Fall 2023 Transferable Success Count	Spring 2024 Transferable Enrollment Count	Spring 2024 Transferable Success Count	Winter 2024 Transferable Enrollment Count	Winter 2024 Transferable Success Count

Compton CCD									
	DSPS - Disabled Students Programs & Services Total	64	45	379	271	376	276	9	6
	Delayed Interaction (Internet Based)	35	23	129	82	152	105	7	5
	Non Distance Education Methods	22	17	237	180	206	163	1	1
	Simultaneous Interaction (Internet Based)	7	5	13	9	18	8	1	0
	Success Rate	0.722222222							

	Vocational	Summer 2023 Vocational Enrollment Count	Summer 2023 Vocational Success Count	Fall 2023 Vocational Enrollment Count	Fall 2023 Vocational Success Count	Spring 2024 Vocational Enrollment Count	Spring 2024 Vocational Success Count
Compton CCD							
	DSPS - Disabled Students Programs & Services Total	20	14	133	110	113	88
	Delayed Interaction (Internet Based)	11	7	23	17	37	24
	Non Distance Education Methods	9	7	108	91	69	62
	Simultaneous Interaction (Internet Based)			2	2	7	2
	Success Rate	0.796992481					

2024-2025 Success Rate

	Basic Skills	Fall 2024 Basic Skills Enrollment Count	Fall 2024 Basic Skills Success Count	Spring 2025 Basic Skills Enrollment Count	Spring 2025 Basic Skills Success Count
Compton CCD					
	DSPS - Disabled Students Programs & Services Total	23	17	23	19
	Delayed Interaction (Internet Based)				
	Non Distance Education Methods	1	0	23	19
	Simultaneous Interaction (Internet Based)	22	17		
	Success Rate	0.782608696			

	Credit	Summer 2024 Credit Enrollment Count	Summer 2024 Credit Success Count	Fall 2024 Credit Enrollment Count	Fall 2024 Credit Success Count	Spring 2025 Credit Enrollment Count	Spring 2025 Credit Success Count	Winter 2025 Credit Enrollment Count	Winter 2025 Credit Success Count
Compton CCD									
	DSPS - Disabled Students Programs & Services Total	43	29	455	311	438	315	33	24
	Delayed Interaction (Internet Based)	19	10	142	85	149	105	25	19
	Non Distance Education Methods	20	16	269	188	274	198	6	5
	Simultaneous Interaction (Internet Based)	4	3	44	38	15	12	2	0
	Success Rate	0.700722394							

	Degree Applicable	Summer 2024 Degree Applicable Enrollment Count	Summer 2024 Degree Applicable Success Count	Fall 2024 Degree Applicable Enrollment Count	Fall 2024 Degree Applicable Success Count	Spring 2025 Degree Applicable Enrollment Count	Spring 2025 Degree Applicable Success Count	Winter 2025 Degree Applicable Enrollment Count	Winter 2025 Degree Applicable Success Count
Compton CCD									
	DSPS - Disabled Students Programs & Services Total	43	29	429	291	413	296	33	24
	Delayed Interaction (Internet Based)	19	10	142	85	149	105	25	19

		Non Distance Education Methods	20	16	265	185	249	179	6	5
		Simultaneous Interaction (Internet Based)	4	3	22	21	15	12	2	0
	Success Rate	0.697167756								

		Transferrable	Summer 2024 Transferable Enrollment Count	Summer 2024 Transferable Success Count	Fall 2024 Transferable Enrollment Count	Fall 2024 Transferable Success Count	Spring 2025 Transferable Enrollment Count	Spring 2025 Transferable Success Count	Winter 2025 Transferable Enrollment Count	Winter 2025 Transferable Success Count
Compton CCD										
	DSPS - Disabled Students Programs & Services Total		42	28	429	291	411	294	33	24
		Delayed Interaction (Internet Based)	19	10	142	85	148	104	25	19
		Non Distance Education Methods	19	15	265	185	248	178	6	5
		Simultaneous Interaction (Internet Based)	4	3	22	21	15	12	2	0
	Success Rate	0.696174863								

		Vocational	Summer 2024 Vocational Enrollment Count	Summer 2024 Vocational Success Count	Fall 2024 Vocational Enrollment Count	Fall 2024 Vocational Success Count	Spring 2025 Vocational Enrollment Count	Spring 2025 Vocational Success Count	Winter 2025 Vocational Enrollment Count	Winter 2025 Vocational Success Count
Compton CCD										
	DSPS - Disabled Students Programs & Services Total		11	8	137	109	130	98	4	4
		Delayed Interaction (Internet Based)	4	2	22	16	24	17	1	1
		Non Distance Education Methods	6	5	115	93	105	80	3	3
		Simultaneous Interaction (Internet Based)	1	1			1	1		
	Success Rate	0.776595745								

c) If applicable, explain any patterns in student success, retention, persistence, graduation, and transfer in terms of student characteristics and program objectives and discuss planned responses or changes.

A review of SRC student outcomes from 2021–2022 through 2024–2025 demonstrates clear upward trends in completion, steady retention across course types, and generally strong success rates among students receiving accommodations. These patterns indicate meaningful academic progress while also highlighting areas where additional support remains essential.

Award and Completion Trends

SRC student completions increased significantly over the four-year period. Total awards rose from 35 in 2021–2022 to 80 in 2023–2024, more than doubling before stabilizing at 63 awards in 2024–2025. Growth occurred across multiple award categories, including associate degrees, transfer degrees, and certificates of various unit levels, indicating that SRC students are persisting across diverse educational pathways.

When compared with overall Compton College award totals, SRC students consistently make up a small but meaningful proportion of completers. While the college also saw increases in total awards collegewide, the sharper rise among SRC students, particularly between 2021–2022 and 2023–2024, signals improvements in student persistence, more consistent utilization of accommodations, and stronger integration with supportive services.

This rise in SRC student awards and completions also appears to coincide with the college's gradual return to more typical operations following COVID-19. As in-person services resumed, course offerings stabilized, and students regained access to consistent academic and disability-related support, more students were able to stay on track and reach their educational milestones. The increase in award attainment between 2021–2022 and 2023–2024 likely reflects both improved access to SRC services post-pandemic and students' renewed ability to engage fully in their programs after several years of disruption.

Course Success Patterns

Newly compiled success-rate data across five course categories (Basic Skills, Credit, Degree Applicable, Transferable, and Vocational) reveal several key findings:

- Basic Skills success has remained strong (ranging from approximately 78–87%), though slightly variable year to year.
- Credit, Degree Applicable, and Transferable courses show consistent mid-70% success rates with modest variation, indicating that most SRC students are meeting course learning outcomes across general education and transfer pathways.
- Vocational courses demonstrate the strongest outcomes across all categories, consistently ranging from 78–88%, aligning with the high number of SRC students pursuing CTE and workforce-oriented programs.

These patterns suggest that SRC students perform particularly well in structured, competency-based environments such as CTE courses, while foundational skill development continues to be an area where targeted support remains valuable.

Retention Trends

Fall-to-Fall retention rates are similarly stable across the four-year period:

- Basic Skills retention increased substantially by Fall 2024 (up to ~96%).
- Credit, Degree Applicable, and Transferable courses generally maintained retention between 84–87%, with only minor fluctuations.
- Vocational courses again showed the highest consistency, maintaining ~89–93% retention.

These data reflect strong engagement among SRC students and suggest that once enrolled and connected to accommodations, most students maintain continuous enrollment across terms.

Demographic Considerations

Demographic trends help contextualize these outcomes. SRC enrollment has grown most significantly among:

- Students ages 18–24, who now represent the largest SRC age group and often require foundational academic skill support, executive functioning strategies, and guidance navigating college systems.
- Students with learning disabilities, mental health conditions, autism, ADHD, and other health conditions, all of which align with increased demand for testing accommodations, assistive technology, and academic strategy support.

These demographic shifts reinforce the importance of maintaining strong onboarding processes (e.g., SRC 101), clear communication about accommodations, and targeted workshops that address college readiness skills.

Planned Program Responses

Based on these academic trends, the SRC will continue to refine and expand services that directly support persistence and success. Planned improvements include:

- Expanding Educational Development (EDEV) course offerings, including Specific Learning Strategies, Career Preparation, and Assisted Computer Literacy.
- Increasing workshops focused on time management, study strategies, executive functioning, and effective use of technology.
- Strengthening collaboration with tutoring, academic support centers, CTE programs, and Student Development to reinforce college-to-career pathways.
- Enhancing communication through updated student handbooks, revised website content, Canvas resources, and milestone-aligned reminders.
- Improving onboarding and early engagement for new students through continued development of SRC 101 and high school transition partnerships.

Overall, the data indicate that SRC students continue to make meaningful progress toward their academic and career goals. Continued investment in accommodations, instructional support, technology, and proactive communication will help sustain and strengthen these positive trends.

Student Services (5) - Customer Service First Submission: Version by **Brown, Allison** on **12/05/2025 17:15**

a) How was the survey conducted? Please include a copy of the survey.

Two surveys were administered to gather student feedback about SRC services. The first was the CCCCO DSPS Student Satisfaction Survey, which was sent by the Chancellor's Office directly to each California Community College DSPS program, including Compton College, with the expectation that each program would distribute the survey to its DSPS (SRC) students. The second was a locally developed Qualtrics survey. The Office of Institutional Effectiveness created the Qualtrics survey using questions developed by the SRC staff, after which the SRC distributed the survey link and information to students; Institutional Effectiveness then compiled, cleaned, and returned the final survey results to the program.

The SRC used the same outreach methods for both surveys to ensure broad student participation. Survey links were sent to students via email, communicated and posted in the SRC Canvas shell, and shared through courtesy phone calls to encourage completion. In-office support was also provided by displaying QR code signage throughout the SRC and setting up a computer station in the High Tech Lab where students could complete the survey with staff available to assist as needed.

This report is filtered
Only show: #1 Question 'What California Community College da/did you attend?
Please only put the college that you received this email from. ' is one of the following answers ('Compton College')

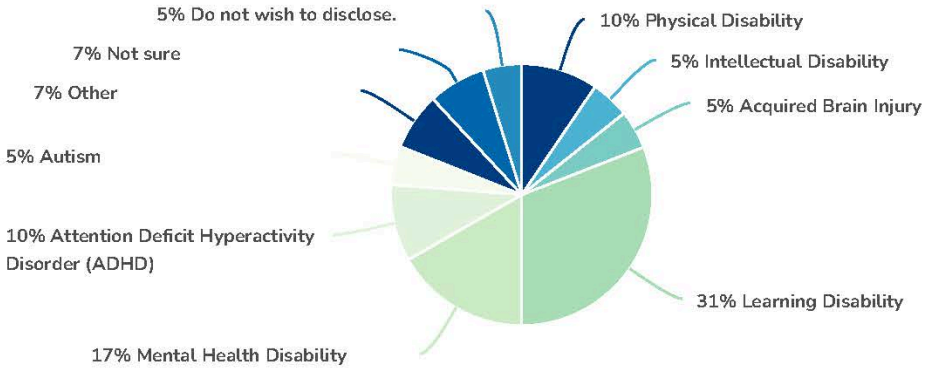
Report for DSPS 2025 Biennial Survey - Student

Response Counts

Completion Rate:	100%	
	Complete	42

Totals: 42

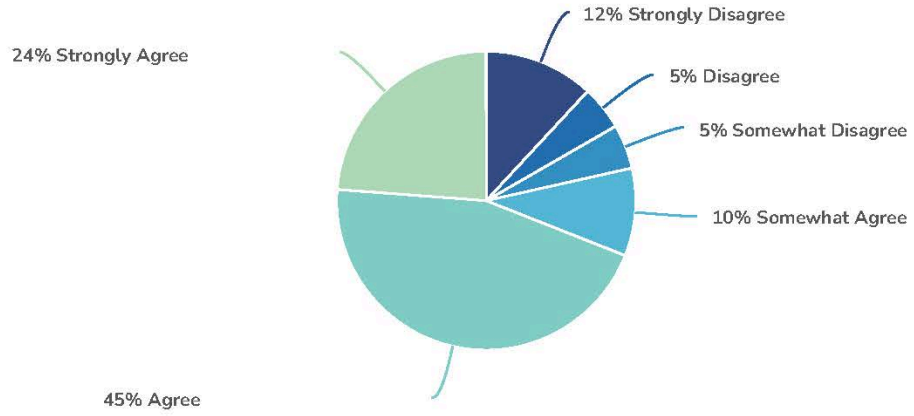
1. What is your primary disability?



Value	Percent	Responses
Physical Disability	9.5%	4
Blind or Low Vision	0.0%	0
Deaf or Hard of Hearing	0.0%	0
Intellectual Disability	4.8%	2
Acquired Brain Injury	4.8%	2
Learning Disability	31.0%	13
Mental Health Disability	16.7%	7
Attention Deficit Hyperactivity Disorder (ADHD)	9.5%	4
Autism	4.8%	2
Other	7.1%	3
Not sure	7.1%	3
Do not wish to disclose.	4.8%	2

Totals: 42

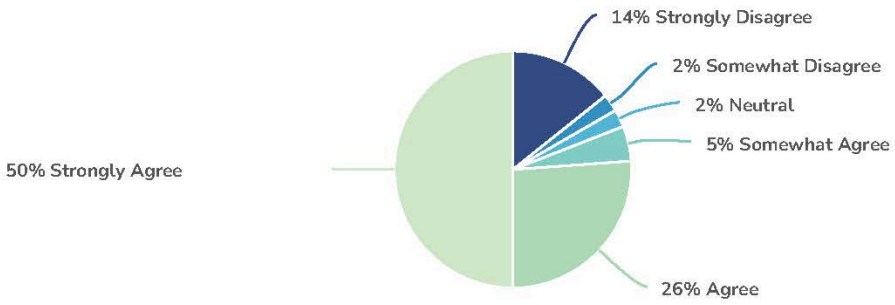
2. I understand how my disability affects my academics:



Value	Percent	Responses
Strongly Disagree	11.9%	5
Disagree	4.8%	2
Somewhat Disagree	4.8%	2
Somewhat Agree	9.5%	4
Agree	45.2%	19
Strongly Agree	23.8%	10

Totals: 42

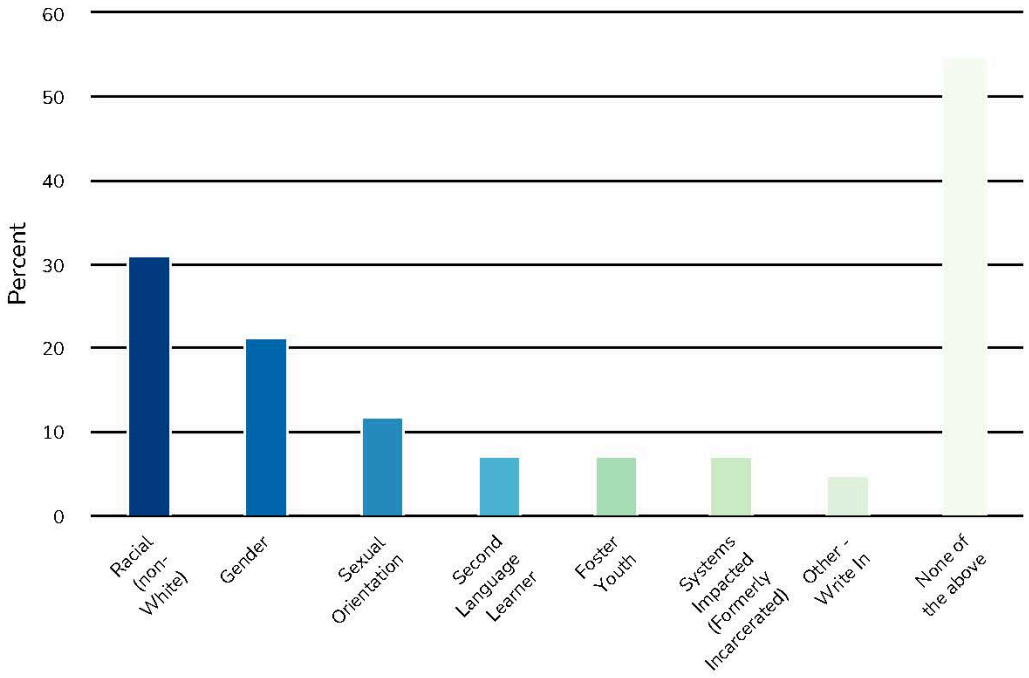
3. I feel welcomed and valued as a member of the campus community:



Value	Percent	Responses
Strongly Disagree	14.3%	6
Disagree	0.0%	0
Somewhat Disagree	2.4%	1
Neutral	2.4%	1
Somewhat Agree	4.8%	2
Agree	26.2%	11
Strongly Agree	50.0%	21

Totals: 42

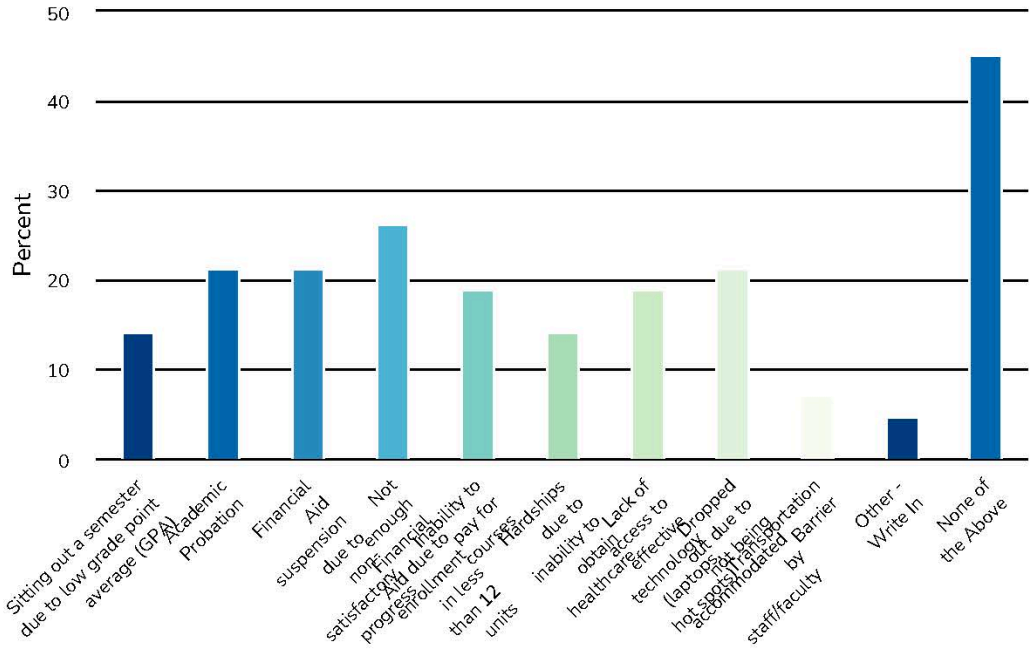
4. Along with managing a disability, I identify with the following socially marginalized group(s) (select all that apply):



Value	Percent	Responses
Racial (non-White)	31.0%	13
Gender	21.4%	9
Sexual Orientation	11.9%	5
Second Language Learner	7.1%	3
Dreamer	0.0%	0
Foster Youth	7.1%	3
Systems Impacted (Formerly Incarcerated)	7.1%	3
Other - Write In	4.8%	2
None of the above	54.8%	23

Other - Write In	Count
Afro-American woman	1
General	1
Totals	2

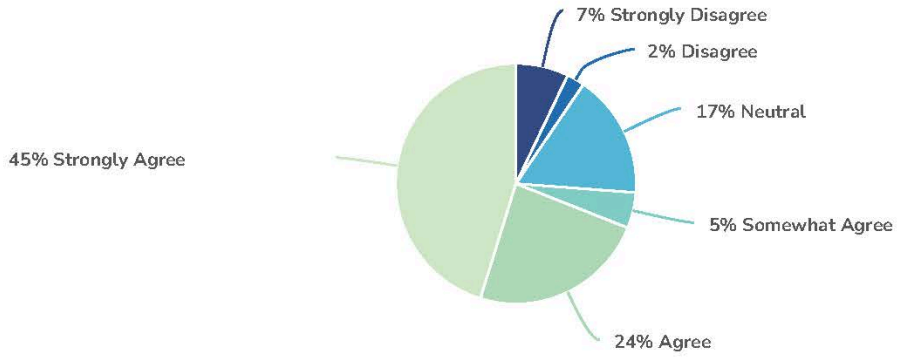
5. As a student, I have experienced the following (select all that apply):



Value	Percent	Responses
Sitting out a semester due to low grade point average (GPA)	14.3%	6
Academic Probation	21.4%	9
Financial Aid suspension due to non-satisfactory progress	21.4%	9
Not enough Financial Aid due to enrollment in less than 12 units	26.2%	11
Inability to pay for courses	19.0%	8
Hardships due to inability to obtain healthcare	14.3%	6
Lack of access to effective technology (laptops, hot spots)	19.0%	8
Dropped out due to not being accommodated by staff/faculty	21.4%	9
Transportation Barrier	7.1%	3
Other - Write In	4.8%	2
None of the Above	45.2%	19

Other - Write In	Count
Horrible nursing instructors, designed to fail you, I was violated as a SRC students and was tested in front of students and humiliated knowing I had a disease and was bleeding and was not allowed to go to the bathroom.	1
Instructors in the Nursing department not allowing approved accommodations for my disability	1
Totals	2

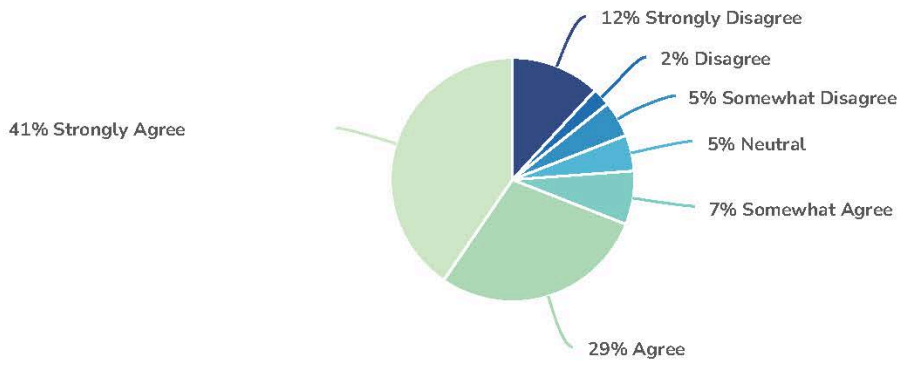
6. I understand my rights and responsibilities as a student with a disability:



Value	Percent	Responses
Strongly Disagree	7.1%	3
Disagree	2.4%	1
Somewhat Disagree	0.0%	0
Neutral	16.7%	7
Somewhat Agree	4.8%	2
Agree	23.8%	10
Strongly Agree	45.2%	19

Totals: 42

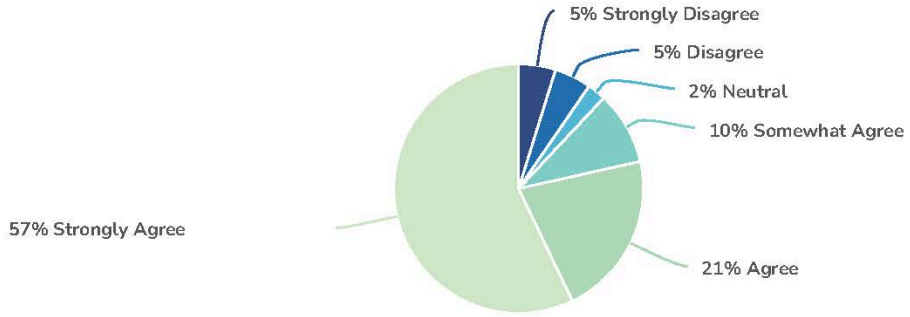
7. My instructors understand disability related resources and procedures:



Value	Percent	Responses
Strongly Disagree	11.9%	5
Disagree	2.4%	1
Somewhat Disagree	4.8%	2
Neutral	4.8%	2
Somewhat Agree	7.1%	3
Agree	28.6%	12
Strongly Agree	40.5%	17

Totals: 42

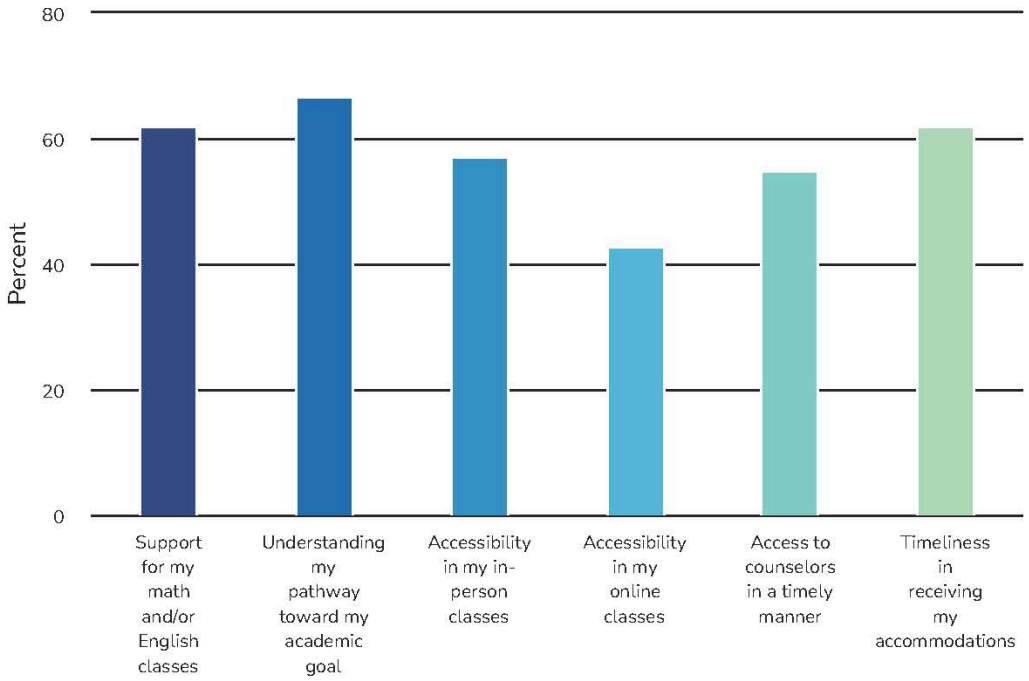
8. My academic accommodations and services help me reach my educational goals:



Value	Percent	Responses
Strongly Disagree	4.8%	2
Disagree	4.8%	2
Somewhat Disagree	0.0%	0
Neutral	2.4%	1
Somewhat Agree	9.5%	4
Agree	21.4%	9
Strongly Agree	57.1%	24

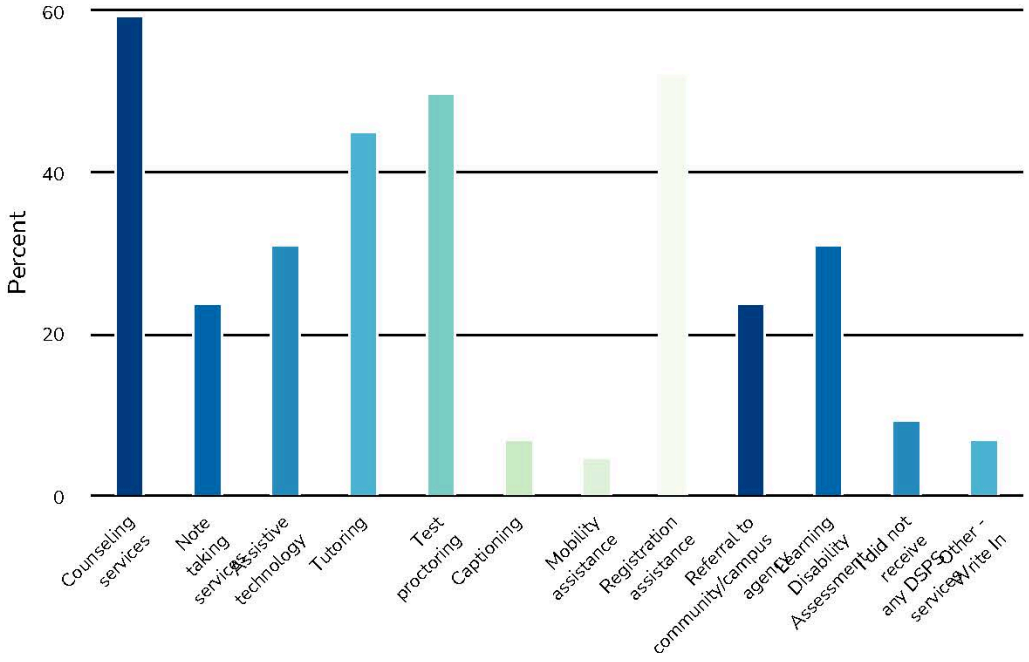
Totals: 42

9. As a student, the following DSPS services and support is/are the most important to me (select all that apply):



Value	Percent	Responses
Support for my math and/or English classes	61.9%	26
Understanding my pathway toward my academic goal	66.7%	28
Accessibility in my in-person classes	57.1%	24
Accessibility in my online classes	42.9%	18
Access to counselors in a timely manner	54.8%	23
Timeliness in receiving my accommodations	61.9%	26

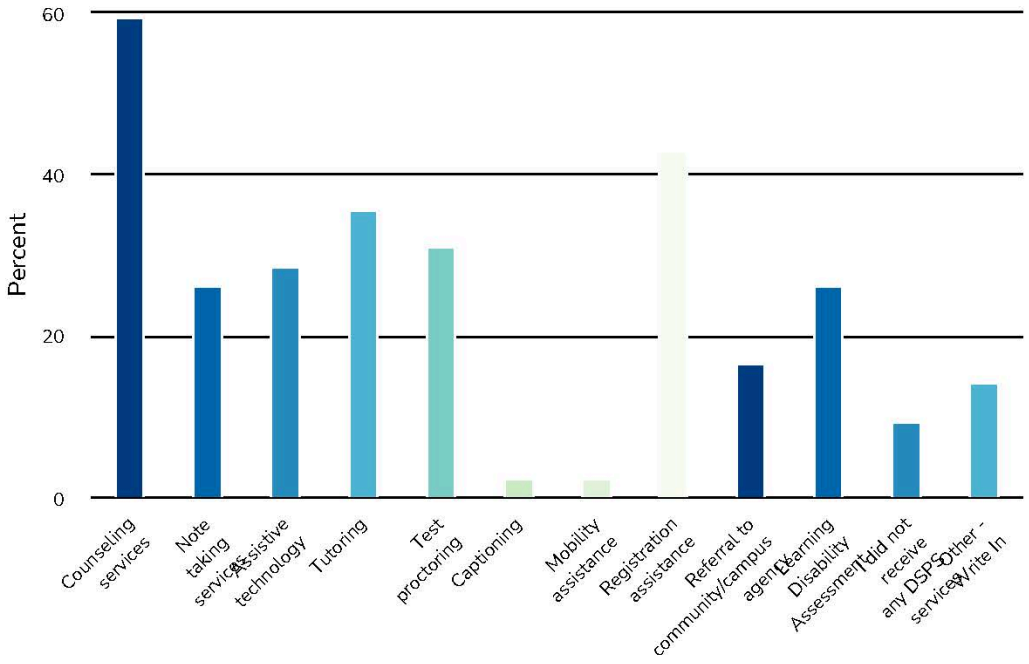
10. What services did you receive as a DSPS student? (select all that apply)



Value	Percent	Responses
Counseling services	59.5%	25
Note taking services	23.8%	10
Assistive technology	31.0%	13
Tutoring	45.2%	19
Test proctoring	50.0%	21
ASL interpreting	0.0%	0
Captioning	7.1%	3
Mobility assistance	4.8%	2
Registration assistance	52.4%	22
Referral to community/campus agency	23.8%	10
Learning Disability Assessment	31.0%	13
I did not receive any DSPS services	9.5%	4
Other - Write In	7.1%	3

Other - Write In	Count
Extra time on tests/exams	1
Reduced distraction environment	1
Test accommodations	1
Totals	3

11. Which services most helped you meet your educational goals? (select all that apply)



Value	Percent	Responses
Counseling services	59.5%	25
Note taking services	26.2%	11
Assistive technology	28.6%	12
Tutoring	35.7%	15
Test proctoring	31.0%	13
ASL interpreting	0.0%	0
Captioning	2.4%	1
Mobility assistance	2.4%	1
Registration assistance	42.9%	18
Referral to community/campus agency	16.7%	7
Learning Disability Assessment	26.2%	11
I did not receive any DSPS services	9.5%	4
Other - Write In	14.3%	6

Other - Write In	Count
Always keeping open communication with everyone	1
More time in test	1
Reduced distraction environment	1
Totals	3

12. Do you have anything else you would like to share regarding your time as a DSPS student at this college?

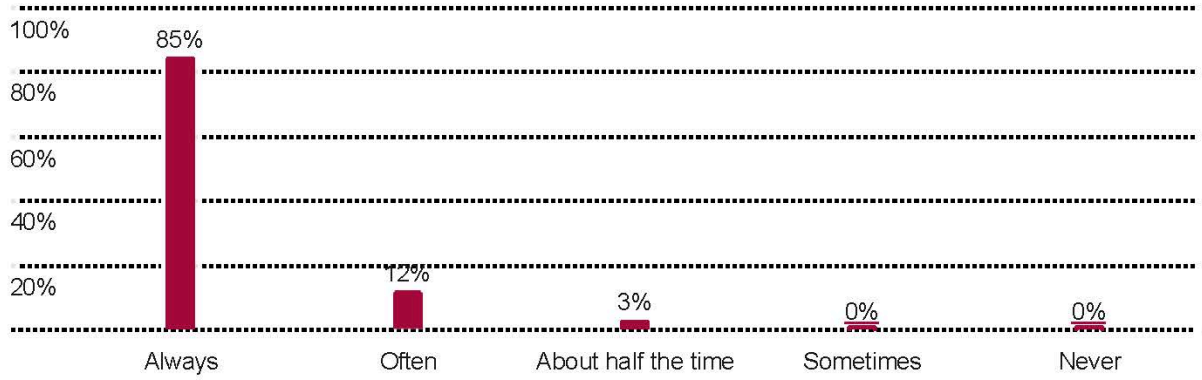
ResponseID	Response
466	No
479	Yes, I'm able to focus without distraction during my exam. My anxiety level is less and I'm able to pass my exams.
502	No
977	The ladies in the SRC office have helped me the most. When you have a disability to this extent you need to be able to b.elieve in yourself. Some staff and instructors at Compton College have lost sight or the vision of helping students
998	Positively, I have learn a lot of great subjects throughout this semester and I enjoyed college for the most part of it. Honestly, I like Compton college because there's eops services for helping students whatever they need traditional support by reaching their academic goal especially counselor's are always there for them to make sure every student becomes successful and moving forward.
2311	Compton College special resource center works hard for their students to succeed in school. They make time and make sure that students are receiving their accommodations in each class.
3219	None
5427	Just keep up the good work
5461	N/A
5462	No comment
5495	DSPS help me when I needed help on my classwork and tests.
5835	As a DSPS student I am really grateful for all the resources that were provided and also the staff for helping me reach my academic goal.
5844	They are good at helping people.With their support that they need to help them in all the educational goal
5864	Compton college DSPS program is one of the best. LBCC and El camino college dont work along with the students
6461	No they have done a amazing job
6550	Staff works with me 😇

ResponseID	Response
6721	While I'm not sure if I am a "DSPS Student" (This survey is literally the first time hearing about it) But since it seems that I am by being a college student with a disability, I say I had a strongly unpleasant appeal to the college I attended to (that shall remain anonymous) financial wise. I even considered moving to another college (after confirming they also have accommodations for disabled students.)
6976	The nursing department at compton college has an issue with students who have approved accommodations for disabilities. They do not honor them. They do not respect students or the src department.
6978	The DSPS staff at Compton College have been so helpful and welcoming. Thank you for encouraging me to keep going!
6996	One staff member in the Student Resource Center is very rude to the students who use the Students Resource Center. She told her colleagues to not allow only let the students be let into the testing room during the time of the examination, rather than allowing the students to get situated, then beginning the testing. This is unfair to the students who specifically need more time for testing.
7054	My career was ruined, because of Compton college and Keith Curry Cockiness.
7165	All of the people in there are very kind and willing to help you
7184	N/A
7200	Help with rent on a. Fix income help with rent
7372	Nah I have nothing to say but ty

Special Resource Center (SRC) Student Satisfaction Survey Report (Fall 2025)

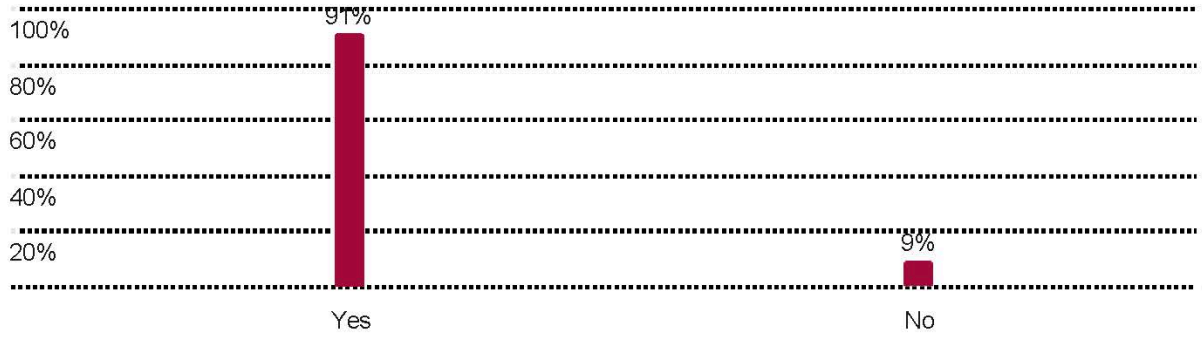
Does the SRC respond to your requests in a timely manner?

33 Responses



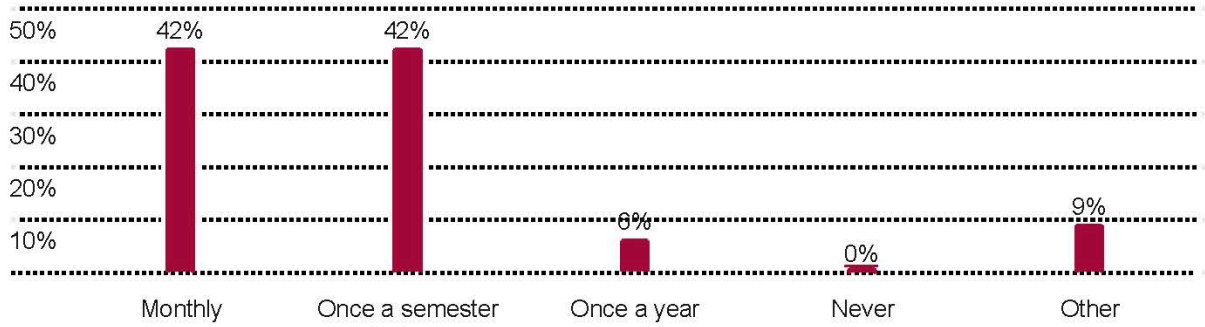
Do you understand how to request accommodations?

33 Responses



How often do you meet with an SRC counselor?

33 Responses



Other response on how often student meets with counselor:

3 Responses

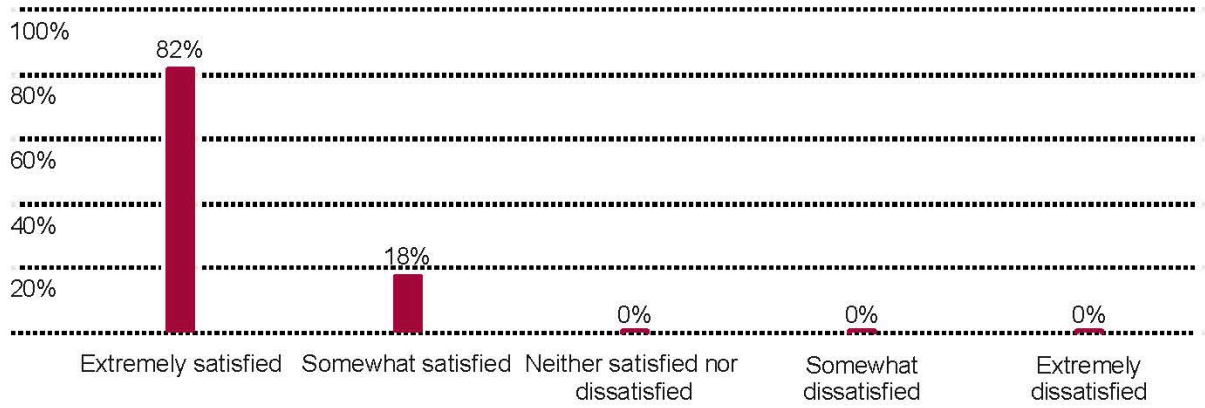
Whenever I get the call or email for something important I go there

once

When needed

After the initial contact, how satisfied were you with how the SRC staff member who assisted you answered your question?

33 Responses



Additional comments student feels relevant to intake and scheduling:

10 Responses

I have no problem

The people that I work with are so great and helpful love them

Thank you for all your support, guidance, and the resources you have provided. Your assistance has been a major help throughout my college experience, especially in navigating coursework, managing time effectively, and overcoming challenges. I truly appreciate your dedication and the positive impact you've had on my academic journey.

they are good

I wish I could get some help with my two classes. I really don't have a clue, just being honest. I was thinking to just drop out of school. What should I do?

I have a D at the ethics studies but I will try my best to get a C in that class

SRC counselors have been very great people they're very nice to all the students whenever they are supporting them for what's needed of their goal and ensuring that students are passing their classes strong and being successful and were having a great semester.

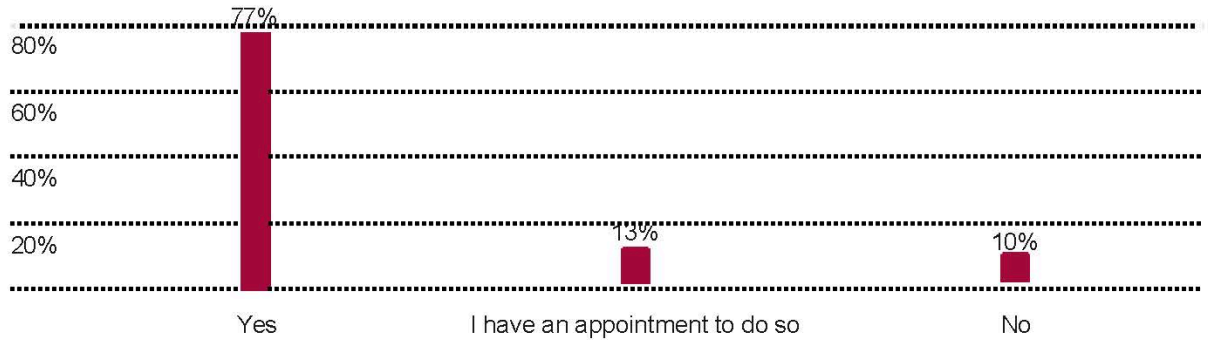
Keep up the good work staff.

I really appreciate the effort that the SCR puts in for the student to achieve their goals and classes

I love the people who work there they help me a lot with my questions, help me with my problems, and needs ❤

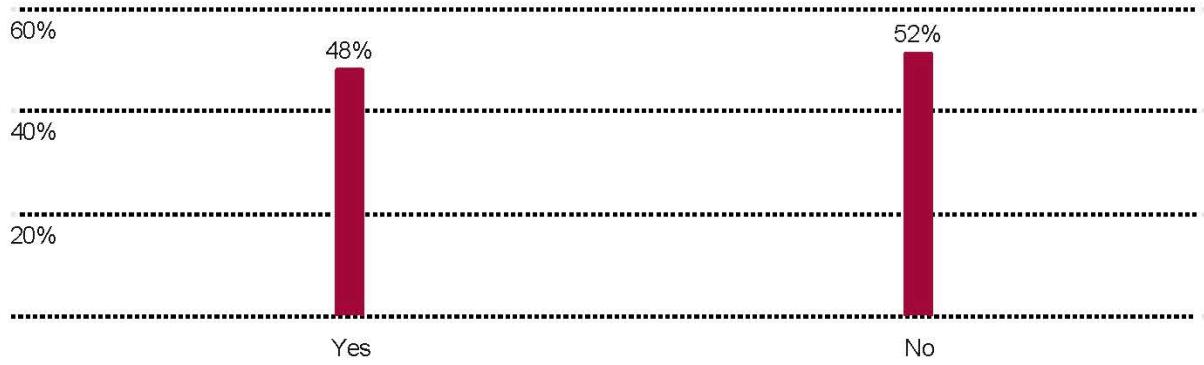
Have you completed a comprehensive education plan with your SRC counselor?

31 Responses



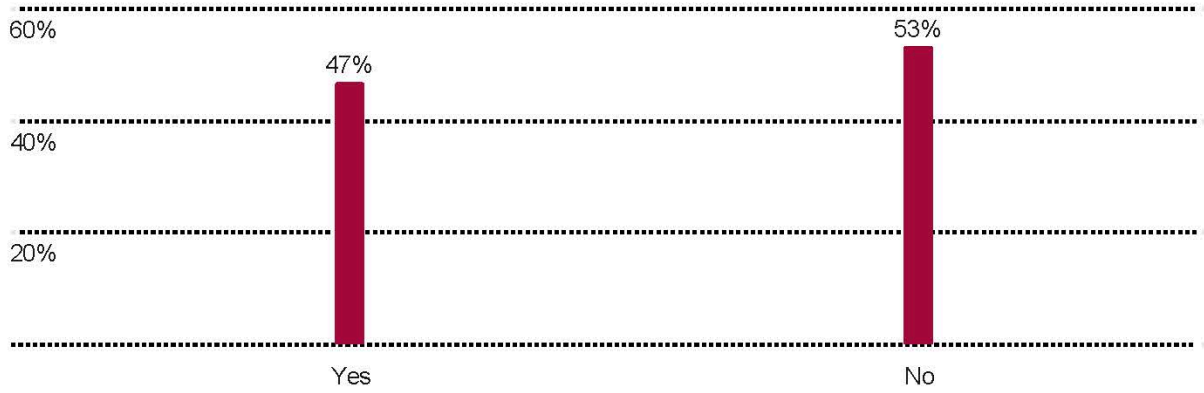
Are you currently enrolled in any Educational Development courses?

31 Responses



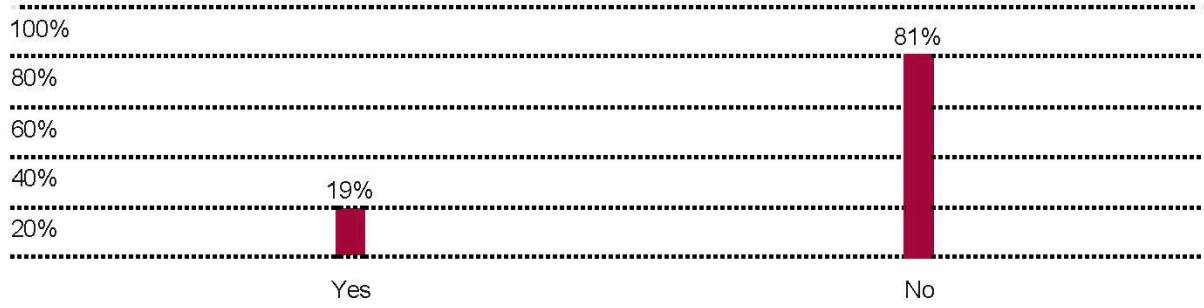
Have you repeated Educational Development courses more than once?

15 Responses



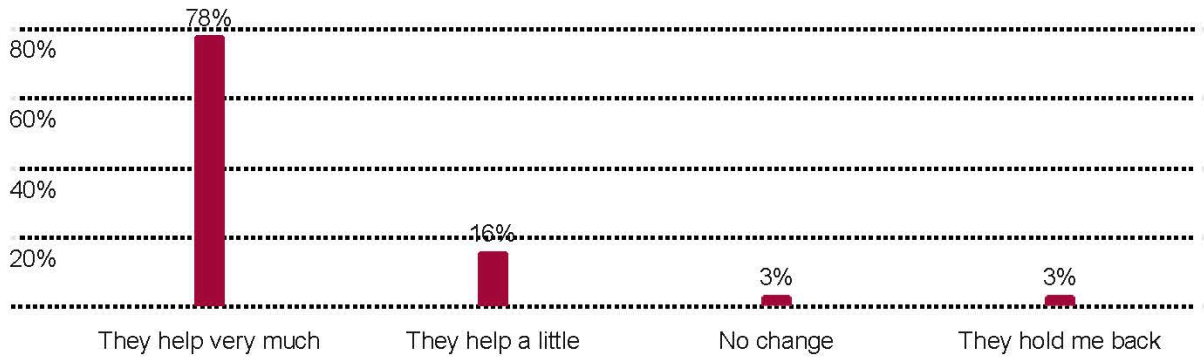
Have you ever taken Educational Development courses?

16 Responses



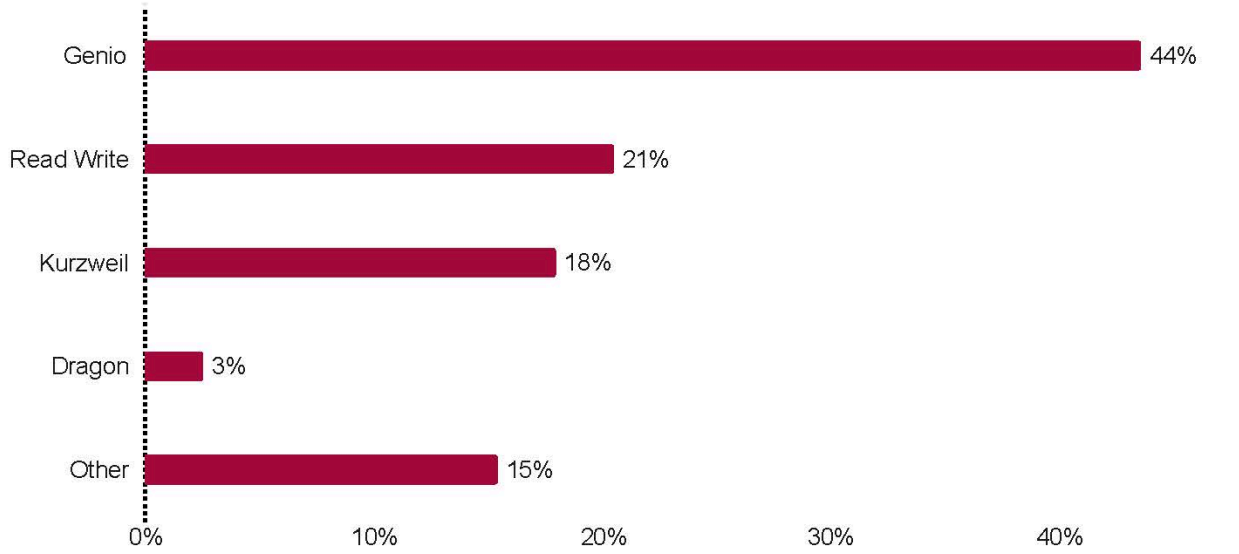
Ratings on How Accommodations Affect Classroom Performance

32 Responses



Assistive Technologies Used

29 Responses



Other assistive technologies used:

3 Responses

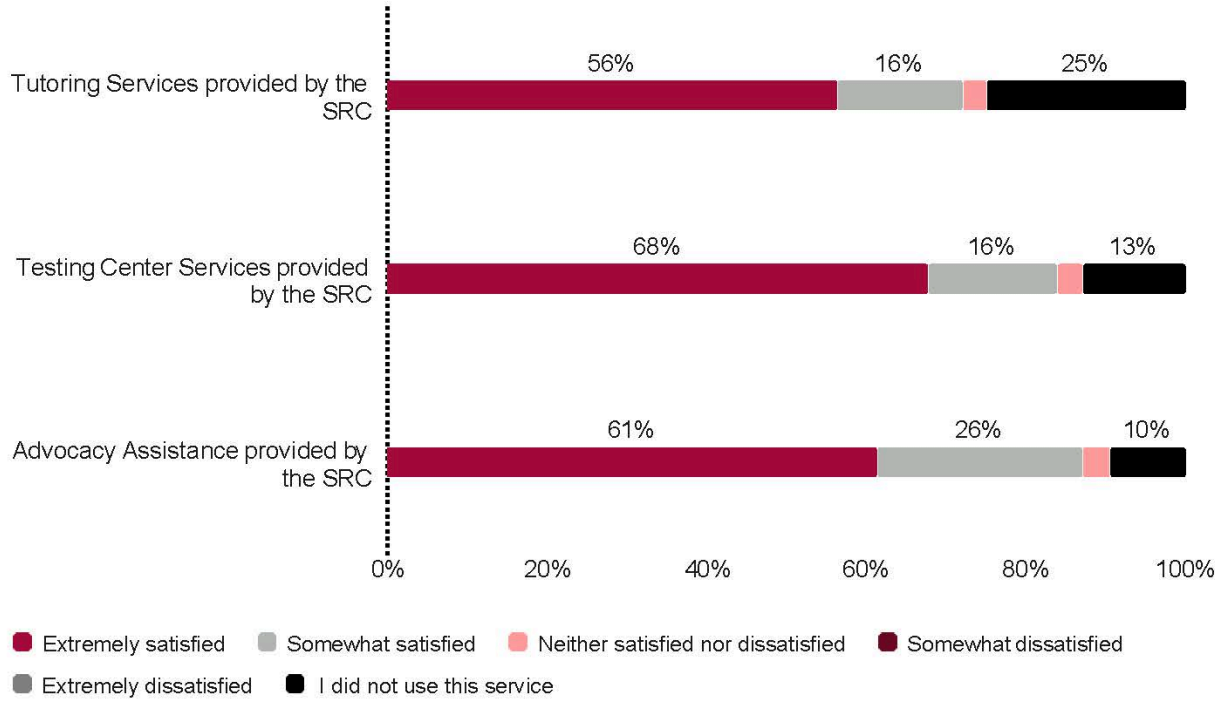
HP ProBook 450 G9

Like word canvas and so much more

Computer

Satisfaction with Services

32 Responses



Additional comments relevant to the ED Course, SRC Tutoring, Test Proctoring, and classroom accommodations provided by the SRC:

5 Responses

I love this services

With their help, I always choose to test there whenever I have an exam. It's a quiet, reserved environment with no pressures.

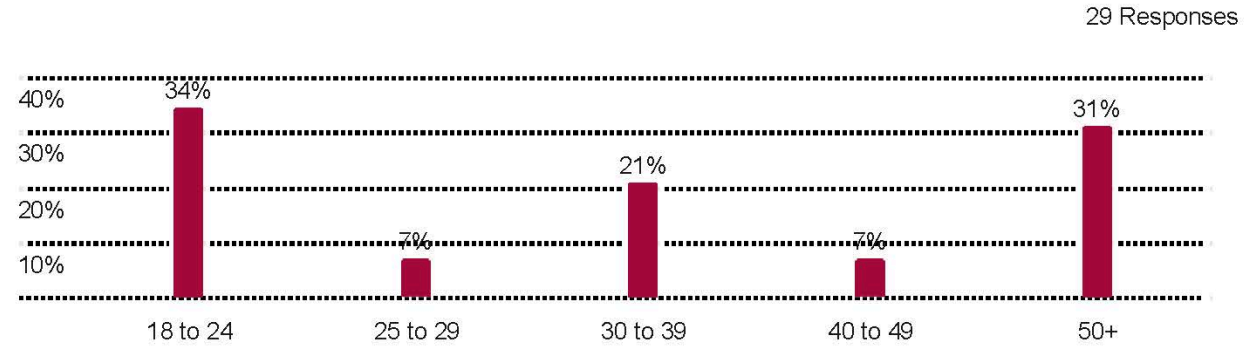
they good

I'm trying my best to get a C at the ethics studies class so I will complete the work by myself

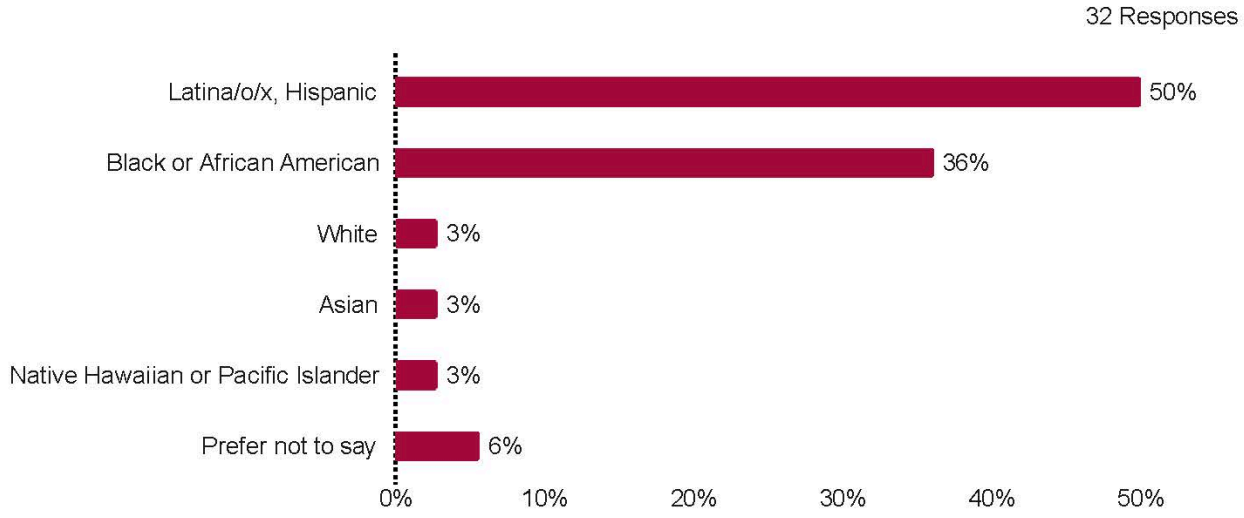
SRC tutoring is currently a useful service where assistants help students who are struggling with their assignments, or homework, they have everything for them and making sure they are not alone.

Demographics

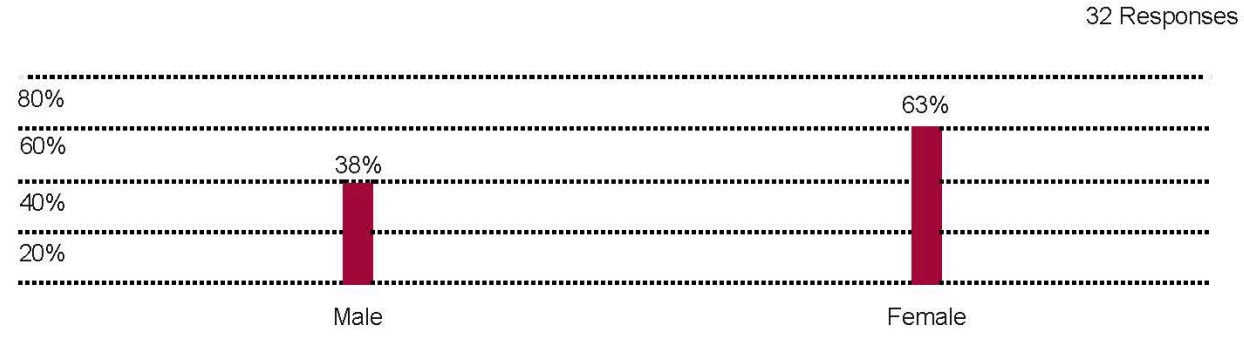
Age Group



Race/Ethnicity



Gender



b) What were the major findings of the customer service survey?

Overall, the survey results affirm that the SRC provides strong, high-quality services that students view as essential to their academic progress and sense of belonging at Compton College. Students consistently highlighted counseling, testing accommodations, assistive technology support, and staff responsiveness as the most impactful components of their experience. Many students expressed feeling welcomed, respected, and supported when interacting with SRC staff, underscoring the program's strength in building trust and fostering an inclusive environment.

Survey responses also showed that some students need clearer information about SRC processes, including how to request or update accommodations, how testing procedures work, and how to access assistive technology or workshops. This reflects a need to strengthen the clarity, consistency, and visibility of SRC's procedural communication, not the quality of staff interactions themselves, which students rated highly. Improving this area will help ensure that students understand the steps required to fully utilize their accommodations and resources.

At the same time, students face barriers beyond their disability, including financial challenges, transportation difficulties, academic preparedness gaps, and limited access to reliable technology. These findings highlight the ongoing need for holistic support and coordinated services across campus departments and community partners.

Overall, the surveys demonstrate that the SRC's core services are effective and highly valued, while also identifying opportunities to refine communication around processes, expand workshop offerings, enhance testing spaces, and continue faculty education on disability-related procedures.

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

While the SRC remains the only department authorized to provide disability-related accommodations, several effective practices within the program represent exemplary models that could be shared with or expanded in collaboration with other student support programs.

One key strength is the SRC's student-centered communication approach, which includes proactive outreach, individualized check-ins, and clear, supportive guidance that helps students navigate complex academic and administrative information. This communication style, not the disability-specific processes, could serve as a model for other programs working with students who benefit from additional structure, reminders, or step-by-step explanations.

Another exemplary practice is the SRC's use of workshops focused on general academic and life skills, such as time management, study strategies, self-advocacy, and technology literacy. These topics benefit a wide range of students beyond those receiving accommodations. Expanded collaboration with programs such as FYE, Tutoring, EOPS, CARE, NEXTUP, Career Center, and Workforce Development could extend the reach and impact of these skill-building opportunities.

The SRC's targeted outreach initiatives, such as the Road to Transition event for graduating high school seniors with disabilities and the SRC 101 summer onboarding program, also demonstrate effective early-engagement strategies. While SRC outreach focuses specifically on students with disabilities, the structure and approach of these efforts, especially the strong coordination with high schools, can inform broader collaborations with Compton College's Educational Partnerships to ensure smoother transitions for dual enrollment students and incoming freshmen.

Together, these transferable practices strengthen inclusiveness, improve student navigation, and encourage cross-campus consistency, while ensuring that all disability-specific functions remain solely within the SRC, as required by law.

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

Survey feedback indicated several areas where students would benefit from improved clarity, consistency, and communication regarding SRC processes. Students expressed uncertainty about how to request or update accommodations, how testing procedures work, and how to access assistive technology or workshops. To address this, the SRC will enhance its student-facing communication by updating online and printed guides, revising and expanding the student handbook, restructuring the SRC website for clearer navigation, increasing Canvas resources, and providing clearer step-by-step instructions and reminders throughout the semester, while also aligning communication with the campus Milestones and Communication Plan.

Survey results also highlighted concerns about the testing environment, particularly noise distractions and the limited availability of quiet or individualized testing spaces. Students shared that testing conditions can sometimes interfere with concentration. In response, the SRC will explore strategies to further minimize noise disruptions, clarify testing expectations, and communicate options for testing accommodations more clearly to students.

Additionally, students reported variations in faculty understanding of accommodations, noting inconsistencies in how instructors interpret or implement approved supports. To address this, the SRC will increase faculty-facing outreach by offering informational sessions, distributing concise guidance materials, developing a faculty handbook, and collaborating with academic divisions to strengthen awareness of disability-related procedures and responsibilities.

Students also expressed interest in additional skill-building workshops, particularly those focused on time management, study strategies, and technology use. In response, the SRC will expand the number and variety of workshops offered, aligning topics with student input, and demonstrated needs, and will collaborate with other campus programs to broaden access and increase student participation.

Together, these survey-informed improvements will help strengthen communication, clarify processes, enhance the student experience, and promote more consistent implementation of accommodations across the campus.

Student Services (6) - Conclusions and Recommendations First Submission: Version by **Brown, Allison** on **12/05/2025 17:15**

a) Summarize the program's strengths.

The SRC remains a critical component of Compton College's equity and access infrastructure, providing essential accommodations, academic support, and assistive technologies that ensure students with disabilities can fully participate in their courses and programs. Key strengths include:

Strong Commitment to Equity and Student Success: The SRC's mission aligns directly with Compton 2035's strategic goals, especially Completion by Design, Student Equity and Support, and expanding college-to-career pathways. The SRC's work reduces disability-related barriers, supports degree and certificate attainment, and contributes to rising completion trends among students with disabilities.

Comprehensive Scope of Services: The SRC provides a wide range of accommodations and supports, including academic counseling, testing accommodations, alternative media, assistive technology, and transition services that allow students to access instruction and persist toward their goals. The expansion of SRC 101, enhanced High Tech Center resources, improved assistive technology offerings, and increased outreach activities further strengthen the program's holistic approach.

Improved Student Experience and Communication: Survey results show that students value the professionalism, support, and responsiveness of SRC staff. Continued efforts such as updated Canvas messaging, courtesy calls, high-tech lab access, in-person workshops, and increased visibility in campus activities have improved students' understanding of services and strengthened their sense of belonging.

Successful Relocation and Space Improvements: Moving the SRC into the Student Services Building brought the department together in one unified space, improving collaboration among staff and accessibility for students. The expanded High Tech Center and ongoing acoustical improvements in the testing area reflect strong progress toward facility-related goals.

Growing Partnerships and External Collaboration: The SRC's work with high schools, Department of Rehabilitation, EDGE Program (California Resources Services for Independent Living), assistive technology vendors, and other campus and community agencies supports smoother transitions, enhances career preparation, and aligns with return on investment (ROI) focused initiatives. The return of on-campus Road to Transition events further strengthens community engagement.

b) Summarize the program's areas that need improvement.

Despite meaningful progress, several areas require focused attention over the next four years:

Staffing Gaps and Service Capacity: Increased SRC enrollment and rising demand for testing accommodations have outpaced current staffing levels. The program would benefit from

additional personnel, including a Program Technician and an adjunct Learning Disability (LD) Specialist, to meet compliance expectations, manage growing workloads, support LD assessments, data reporting, and technology coordination.
Limited Educational Development (EDEV) Course Offerings: EDEV courses were disrupted during the pandemic and have only recently returned to in-person delivery. Current offerings do not meet student demand for academic skill-building, executive-functioning support, and technology literacy. Additional sections and new offerings (EDEV 121, 140, and 33) would also be beneficial.
Need for Stronger Communication Tools and Self-Service Resources: Survey feedback revealed that some students remain unfamiliar with certain SRC processes, accommodation procedures, or available supports. This indicates the need for a redesigned website, a comprehensive SRC student handbook, updated how-to guides, and improved alignment with the College's milestone communication plan.
Testing Center Infrastructure and Oversight: The growing volume of testing accommodations requires continued improvements to the testing center, including:
• audio/visual camera installation,
• expanded testing spaces,
• individual testing rooms, and
• further soundproofing around windows and shared walls.
These are necessary to ensure FERPA/privacy protection, academic integrity, and equitable testing conditions.
Evolving Accessibility and Technology Needs: As disability demographics shift and AI-based tools evolve, the SRC must remain prepared to adopt new assistive technologies, maintain WCAG 2.1 AA digital accessibility for its own materials, and secure devices/software necessary for alternative media production and LD assessments.
Limited Capacity for LD Eligibility Assessments: Without an LD Specialist, students lack on-campus assessment options, leading to outside referrals, higher student costs, and potential loss of enrollment when students transfer to colleges offering LD evaluation services.

c) List the program's recommendations in a prioritized manner to help better understand their importance to the program.
The following recommendations reflect the program's most urgent needs, the College's strategic priorities, and statewide DSPS/CCCCO expectations. Items are listed in priority order:
1. Address Staffing Needs
1.1 Hire a Program Technician: To support data tracking, MIS/VAR reporting accuracy, software renewals and invoicing, and assist with proctoring demands.
Alignment: Compton 2035 – Completion by Design (1.A, 1.B), Student Equity and Support (1.H).
1.2 Hire an adjunct Learning Disability (LD) Specialist: To provide in-house LD assessment capability, conduct compensatory strategy workshops, and reduce equity gaps for students requiring eligibility evaluations.
Alignment: Completion by Design; Guided Pathways.
2. Increase Enrollment and Expand Educational Development (EDEV) Course Offerings: Improve enrollment and increase student access to existing Educational Development courses by assessing and adjusting the scheduling of EDEV 37 and EDEV 38 to identify the most effective days and times that align with student needs. In collaboration with the BIST Dean of Student Learning, expand the EDEV curriculum to include additional courses, such as EDEV 121 (Career Preparation), EDEV 140 (Assisted Computer Literacy), and EDEV 33 (Specific Learning Strategies), to provide students with disabilities greater access to structured instructional support in academic skills, technology literacy, and career readiness.
Alignment: ROI and College-to-Career pathways; Compton 2035 Strategy 2.A–2.C.
3. Improve Communication and Student Self-Service Resources
• Create a comprehensive SRC Student Handbook
• Redesign and streamline the SRC website
• Expand Canvas resources and how-to guides
• Strengthen communication through the College's milestone communication plan
Alignment: Completion by Design (clarify paths, support student navigation).
4. Enhance Testing Center Capacity and Infrastructure
• Install audio/visual camera systems for secure proctoring
• Increase testing-room capacity
• Identify individual testing rooms for students requiring a reduced-distraction environment
• Continue soundproofing improvements
Alignment: Strategic Initiative 3 — Facilities and Student Services Enhancement.
5. Expand Assistive Technology and Maintain Digital Accessibility
• Continue acquiring updated assistive software and hardware (e.g., Dragon, noise-canceling devices, screen readers, magnification tools, Braille displays)
• Ensure SRC-created materials meet WCAG 2.1 AA standards
• Proactively monitor student demographics and maintain readiness to support emerging accommodation needs, including potential increases in Deaf/Hard of Hearing (DHH) or Blind/Low vision students, by ensuring appropriate technology, resources, and service capacity are available.
Alignment: Compton 2035 – Technology and Innovation; Student Equity.
6. Strengthen High School Transition and Career Preparation Support
• Continue expanding the Road to Transition event
• Strengthen collaboration with Educational Partnerships and local high schools
• Explore DOR Workability III partnership to enhance college-to-career readiness
Alignment: Strategy 4 - Partnerships and Community Collaboration; ROI initiatives.
7. Strengthen Data Tracking and Outcomes Monitoring
Enhance SRC data systems and processes to more effectively measure student progress, identify service gaps, and support data-informed decision-making. Over the next four years, the SRC will:

- Track Educational Plan completion rates for all SRC students to ensure alignment between accommodations, course selection, and academic goals.
- Monitor dual enrollment participation in EDEV 37 and EDEV 38, with a focus on evaluating whether early engagement in these courses correlates with higher first-year completion rates in transferable English and Math.
- Improve tracking of SRC student course success, persistence, and completion, using both AIM and institutional data systems to identify trends and target interventions for disproportionately impacted groups.
- Analyze utilization of accommodations and support services to determine which services correlate most strongly with positive academic outcomes.
- Use data to guide program planning, refine workshops and academic support offerings, and strengthen early-term outreach strategies.

Alignment: Compton 2035 – Objective 1 (Student Completion and Success); Objective 2 (Student Learning and Achievement); Vision 2030 Metrics (Student Progress, Momentum Points, and Completion).