2. Planning assumptions, trends, internal and external factors impacting program/service

As indicated in the data provided from the Chancellor's Office Data Mart over the last three years 2014/15, 2015/16, and the fall semester 2016, EAC will continue to see an increase in student headcount. EAC has aggressively outreached to its six feeder schools in the Oxnard Union High School District in order to increase the students enrolled in its program at Oxnard College.

A strategy and growing trend within the Oxnard Union High School Special Education programs and Oxnard College EAC is to educate the families of non-traditional first time college students with regards to disability issues. The intent is to discuss stereotypes and stigma associated with disability and the laws and services that help students with disabilities accomplish their educational and vocational goals. This collaborative effort has over the last three years has increase our EAC student population from 5.2% of the total college student body at Oxnard College in 2014 to 8.1 % in 2016.

Service Strategies:

- Strengthen the network between EAC and local high schools and agencies that serve people with disabilities: "Oxnard Union High School District; DOR, VA, Tri-Counties and SELPA."
- Continue to work and educate OC faculty and staff regarding disability mandated support services.
- Continue classroom presentations in lower level English and math to discuss "what are learning disability traits" and EAC services.
- Provide EAC students with related and academic counseling to assist with accessing the programs and services available at OC.

EAC Success:

- EAC student success rates are equal to or higher than non-EAC students.
- The number of EAC students has increased by 7% between fiscal years 2014-2015 and 2015- 2016 and enrollment continues to grow annually.
- The increase in EAC-LS classes has been one of the major reason in the yearly increase of students receiving services in EAC.
- EAC continues to work with the Department of Rehabilitation (DOR) in referring people with disabilities to EAC programs.
- We have fulfilled our WA III student employment obligation under the terms of our contract for the last two fiscal years 2014-2015 and 2015-2016.

The Areas That Need Improvement:

- We need to increase our efforts to provide in-service training for faculty. Although we have been meeting with a number of faculty each semester, there are many faculty that we do not reach. We have seen an increase in the number of calls from instructors, many of them sharing a fearfulness they experience around agitated students. Training would be very helpful to these instructors. In spite of the fact that it is difficult to find a convenient time for everyone, this is an issue we think is critically important.

- We continue to receive regular complaints from students regarding the conditions of our test proctoring room. Proctoring as many tests as we do, the room is frequently filled. It is possible in another year that there will simply not be enough space. Creative solutions are limited by the demands of faculty who require that their students take tests on specific days and times. The increase in our ADHD and autistic populations mean that we have more requests for private, distraction-reduced room, of which we currently have one.