



Disability Support Services:

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- Program Review Non-instructional Cycle F 2015

Sorted by: Program

Disability Support Services

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Disability Support Services

PR Section 1.0

Program Review Non-instructional Cycle F 2015 Disability Support Services

1.0

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

Mission:

Fullerton College's mission is to prepare students to be successful learners. The entire DSS program has as its mission to help students with disabilities be successful in their educational goals. DSS accomplishes this by assisting the campus with the provision of mandated educational accommodations and services and with providing equal and timely access to all academic and campus-wide programs.

Included in these accommodations are the services that are provided in the DSS Adaptive Computer Lab (ACL). The ACL courses (COUN 071 and COUN 075) are designed to help all students with disabilities identify their educational weaknesses and develop strategies to overcome and/or mitigate their limitations and weaknesses. Students learn to use assistive technologies and to operate computer applications that support and promote the learning process to achieve educational success.

Vision:

Fullerton College's vision of creating a community that promotes inquiry and intellectual curiosity, personal growth, and a life-long appreciation for the power of learning is directly aligned with the goals of DSS's instructional classes, specialized academic counseling appointments, and success and retention goals for our students.

The ACL promotes inquiry and curiosity with its wide selection of workshops and trainings, but it also assists students on a practical learning and utility level as students are shown how the trainings apply to their specific needs. ACL has as its goal to offer and to encourage writing and computer software/access assignments involving campus-wide engagement.

Core Values:

Of the many Fullerton College core values, there are a number of them that the DSS Program supports.

1. Diversity- students with disabilities cut across all gender, age, and ethnicity lines.
2. Innovation- the DSS instructional component trains students in state-of-the-art vital adaptive and assistive computer technologies which allow greater access to course curriculum. The principle of universal design for learning is promoted campus-wide.
3. Student growth and learning- DSS students learn to advocate for themselves which is a must in receiving services in college vs. the special education programs from which many of them come to us. Academic growth and success is promoted in the counseling appointments and the instructional component of the DSS program. The DSS instructor presents a number of innovative workshops to enrolled students as well as provides educational support.
4. Belief in the power of the individual- DSS students gain much needed self-respect and confidence as they begin to experience success. DSS instills self-advocacy skills in its students.
5. Behavior and personal integrity- All DSS students must follow the same code of conduct standards as all students. DSS staff treats all students with utmost respect and the same is expected from students.
6. Responsibility for betterment- DSS staff and faculty take serious our charge of assisting all students with disabilities to become the best persons they can be.
7. This, in turn, contributes to the well-being of our campus community.

College Goals:

Fullerton College's goals of promoting student success, reducing the achievement gap, and strengthening connections with the community are evidenced through the DSS program.

1. DSS promotes student success by assisting faculty and staff in the provision of educational accommodations that "level the playing field" for students with disabilities so that they can compete with their non-disabled peers.
2. The mandated comprehensive services have been proven (via student equity data) to reduce the achievement gap. These services include test taking accommodations, specialized academic counseling, alternate media, interpreting services, note-taking assistance, learning disability assessment, classroom furniture accommodations, assistive and adaptive technologies, and adaptive computer lab classes.
3. DSS has much contact with the community which strengthens these connections. Some of the primary community contacts include all of the local feeder high schools, Department of Rehabilitation, Regional Center, Region 8 LD Specialists and Directors, St. Jude Hospital, OC Mental Health, doctor's offices, private psychologists and psychiatrists, social workers, Dayle McIntosh Center, and Goodwill Industries.

PR Section 2.1 - 2.3

Program Review Non-instructional Cycle F 2015 Disability Support Services

2.1 - 2.3

2.1 Describe the purpose, components, and staffing of this program.

The DSS program has as its purpose to provide mandated educational support services for students with disabilities and to act as a resource for staff and faculty on campus in the provision of these services in a timely and effective manner. These services include test taking accommodations, specialized counseling, alternate media, note-taking assistance, interpreting services, learning disability assessment, assistive and adaptive technologies, classroom furniture accommodations, Adaptive Computer Lab classes, referrals to campus and community resources, and priority registration. The services are authorized for each student by a DSS Learning Disabilities Specialist and are based on the functional limitations of the student's disability

The components of the program include the following:

1. Student Intake process - via reception, scheduling student appointments, collecting disability verification documents
2. Authorizing accommodations - via appointments with the Learning Disability Specialists who review medical and/or special education documentation to determine eligibility for services and authorize those services based on the functional limitations of the individual's disability or disabilities.
3. Learning Disability Assessment - via referrals because of poor or inconsistent academic performance or due to inadequate or outdated cognitive and achievement testing; done by LD Specialists
4. Providing accommodations - via classified staff members who arrange and oversee the proctoring of class tests, note-taking accommodations, the use of alternate media, and interpreter services
5. Specialized academic counseling which includes discussions regarding an appropriate and reasonable unit load, the completion of individualized Student Educational Plans (SEPs), and registration assistance.
6. Instruction - via a faculty member, an instructional assistant, and some volunteers, and adult hourlies in the adaptive computer lab classes that support students academically and trains them in the use of accessible computer technologies

FC DSS staffing includes one full-time Interim Director, two full-time Learning Disabilities Specialists, one adjunct Learning Disabilities Specialist, one full-time DSPS Instructor, one full-time Instructional Assistant, one Office Coordinator, one full-time Alternate Media Specialist, one full-time temporary Interpreter Coordinator, two full-time Student Services Specialists, one part-time Student Services Specialist, and several adult hourly employees who are utilized to provide mandated interpreter services as well as instructional support. Contract interpreters (at nearly double the cost) are used when in-house hourly interpreters are not available.

2.2 Staffing – complete the table below. Please list the total number of personnel in each type of position in the department/program. Within each classification in the first column, please list the position titles. For confidentiality, **do not** include the names of any people in the position.

CURRENT STAFF					
Classification (Include position titles)	# of staff in each position title	Percent of employe nt	Months per year of employe nt	Source of funding (General / Categorica l)	FTE
Managers					
Interim Director	1	100%	12	Categorical	1.0
Temporary Interpreter Coordinator	1	100%	12	Categorical	1.0
Classified					
Office Coordinator	1	100%	12	Categorical	1.0
Alternate Media Specialist	1	100%	12	Categorical	1.0

Instructional Assistant	1	100%	12	Categorical	1.0
Student Services Specialist	2	100%	12	Categorical	1.0
Student Services Specialist	1	50%	11	Categorical	.5
Faculty (full-time)					
Learning Disabilities Specialist/Counselor	1	100%	12	General	1.0
Learning Disabilities Specialist/Counselor	1	100%	12	Categorical	1.0
Instructor	1	100%	9	General	1.0
Faculty (Adjunct)					
Learning Disabilities Specialist/Counselor	1	50%	12	Categorical	.5
Hourly - Adult					
Instructional Support	3	Varies	10	Categorical	.65
Interpreters	4	Varies	10	Categorical	.65
Hourly - Student					
Clerical Support	1	varies	9	Categorical	.5
Instructional Support	1	varies	10	Categorical	
Professional Experts					
Project Managers	3	40%	7	Categorical	.25
Total FTE					13.05

2.3 Other Resources

OTHER RESOURCES				
Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)

Independent Contractors				
Agency Interpreters	Sign Language interpreters	146.75	\$8,251.25	Categorical
Volunteers				
Peer Note-Takers	Supply mandated note-taking accommodation		N/A	N/A
Four volunteers in the Adaptive Computer Lab	Provides specialized instruction for students in the lab.		N/A	N/A
Interns				
Total Hours & Costs			\$8,251.25	
Total FTE				12.92

PR Section 2.4-2.8

Program Review Non-instructional Cycle F 2015 Disability Support Services

2.1 -2.8

2.4 Utilize the data provided in the tables above in a discussion of the appropriateness of the staffing levels of this program.

It is exciting to report that staffing levels have increased since the last program review where it was shared that employees are stretched thin and that DSS programs statewide who serve a similar number of DSS students have up to double the amount of staff. FC's DSS

program, with the additional staff, is better equipped to assist the campus in carrying out the responsibilities of providing mandated educational accommodations for students with disabilities. The significant staffing changes include the following:

1. A DSS Student Services Technician was promoted to a Student Services Specialist which has been vital in the replacement of a Student Services Specialist who has been on maternity leave most of the Fall 2015 semester. The duties of this position include the handling of all the incoming office traffic plus the responsibilities that are involved in maintaining and processing the 1500 active DSS individual student file folders along with the MIS data entry that is required.

2. With the recent resignation of the above-mentioned Student Services Specialist who has been on maternity leave, DSS now has a vacant Student Services Specialist position which we are hoping to post and fill in the upcoming Spring 2016 semester.

3. It is also a relief to have a Temporary Interpreter Coordinator added to our staff that not only handles the scheduling of the in-house and agency interpreters but also offers valuable workshops and training opportunities to current interpreters. The trainings have met with great success which has had a residual positive effect on the budget as DSS's in-house interpreters are more committed and their retention has improved. Having a good pool of in-house interpreters means that the Coordinator does not have to rely as much on outside agency (or contracted) interpreters who cost double the amount. At the time of the last program review DSS had to rely on the assistance of its Administrative Assistant II to coordinate interpreters.

4. After ten years of having to rely on an adjunct Learning Disability (LD) Specialist to assist the two full-time LD Specialists, DSS was finally able to hire another full-time LD Specialist. Without this assistance, the two LD Specialists had been stretched thin which had resulted in wait lists and students not being served in a timely manner. This new hire has been able to assist with LD testing, review disability and LD documentation, and meet with students for all of the various DSS appointments including intake, specialized academic counseling, registration assistance, testing, test results, and all follow-up appointments.

1. The Administrative Assistant II that was mentioned in 2.4c above was reclassified as Office Coordinator in January 2015. As a result, the level of work that this employee does is reflected in the job title.

2. The Instructor of the Adaptive Computer Lab (ACL) has been able to secure additional assistance thanks to SSSP (SB1456) and Student Equity monies. The instructional component of the DSS Program is vital in the continued success of students with disabilities. The instructor of the ACL classes is responsible for the individually prescribed curriculum and also provides specialized workshops/small group trainings/software instruction (approximately 80 workshops/trainings per semester) for the over 150 students per semester who use the lab.

The full-time Instructional Assistant works with the Instructor in assisting the students and managing the positive attendance hours. The additional hourly help and volunteers are vital in providing much-needed assistance in the operation of the lab.

A long-term goal is to add a half-time instructor to support the planned increase in enrollment to earlier levels of class size and beyond. This would help meet the goal of increasing the availability of specialized math instruction, tutoring, and workshops.

The lab continues to offer a variety (up to 18) of workshops/trainings per semester (upwards of 80). The lab is continually assisting in the training and providing alternate media/software/technology for students including Kurzweil, Dragon and Livescribe Smartpen.

2.5 How many students are served? How has this number changed since the last review?

1. In Year 2013-2014, 1,605 unduplicated students were served – a decrease of 0.3% from Y 2012-2013. This decrease can be attributed to the lack of in-reach and outreach activities that DSS has been able to do because of the lack of staff and resources. DSS is actively working on increasing its in-reach and outreach activities to be in place for Spring 2016 semester with full activities restored by Spring 2017.

2. All nine disability groups were represented in the years reported in # 2.5a with the smallest group being students who are visually impaired and the largest group being students with “other” disabilities. The disability group that has increased the most since the last program review is students with autism.

1. The Chancellor’s Office completed a year-long process of revising the disability categories per Title 5 and its corresponding MIS data. One of the outcomes is that autism and ADD/HD will be “teased out” of the “Other” disability category which will result in more accurate numbers in this area.

1. The LD Assessment component of our program decreased by 4 in the number of students assessed for learning disabilities from 88 students in FY12-13 (752 hours) to 84 students (712 hours) in FY13-14. This is due to the more lenient eligibility regulations which now allow DSS to qualify students based on past special education documents instead of the previous regulations that required testing that was no more than three years old. This number is expected to increase as more faculty members (particularly the many new instructors) are informed of the referral process to DSS for students who are struggling in their classes.

1. The instructional component of the DSS program (which includes the Adaptive Computer Lab (ACL) classes of COUN 71 and COUN 75) data is as follows:

Fall 2015	156	(currently)
Summer 2015	19	
Spring 2015	134	
Fall 2014	162	
Summer 2014	13	
Spring 2014	162	

2.6 Since the previous Program Review Self-Study what significant changes have occurred that impact the services of this program?

1. One of the most significant changes that will fully impact the DSS Program is the recent hiring of a full-time Learning Disability Specialist as shared in section 2.4 (d). This person assists in all areas related to the process of students obtaining services in the DSS Program. It is projected that this will alleviate the strain on the department in the following ways:

1. DSS will now be better prepared to assess referred FC students and to matriculate incoming high school students in the determination of eligibility based on learning disabilities.

1. As of the last program review, students who were referred to DSS by staff and faculty due to a significant lack of progress in class or a reported pattern of failure had to be placed on a wait list for Learning Disability (LD) assessment. This translated into needed accommodations not being put in place in a timely fashion which can result in yet another

unsuccessful semester for the student. Once the current Interim Director goes back to her LD Specialist/Counselor position and the full effect of the new hire will be felt, we expect all referrals to be processed in a timely fashion.

2. In order for incoming high school students to obtain DSS services the students need to provide DSS with a copy of their medical verifications and/or special education documentation. This information goes into a "cue" for review by a DSS Specialist/Counselor and once reviewed, the student is called for an intake appointment. With the additional assistance the students' documentation will not "sit" in the cue for long periods of time waiting for review by the Specialist.

3. This additional LD Specialist position will assist in the efforts to restore high school outreach efforts to their previous levels and beyond.

4. Increased assessment will also take place in the provision of updated LD testing for incoming African American high school students who need to be given a full battery of assessment due to the "Larry P." case law that prohibits these students from having cognitive assessment in the K-12 system.

5. In addition, this will assist in the meeting of the SSSP mandates of orientation, placement, and SEP completion for all incoming and returning FC DSS students.

1. DSS will now be better able to effectively follow up with students to the extent that is needed once they are in the program.

1. DSS has streamlined its process of intaking increased numbers of incoming high school students by utilizing group orientations and a brand new online orientation rather than arranging 1:1 appointments. This is more efficient, but incoming DSS students still "get backlogged" as they then have to meet individually with a DSS Specialist for authorization and follow-up. The addition of DSS's LD Specialist will assist in the decrease of this "backlog".

2. DSS continues to experience a significant influx of special populations which include disabled veterans ("wounded warriors"), students with autism, and students with psychological disorders. Not having the resources to provide the amount of specialized counseling needed for these students has been a strain. The recent hire of the full-time LD Specialist/Counselor will make a difference in this availability of appointments for specialized counseling.

3. Student Equity Funds were approved which have allowed for the development and implementation of a DSS support club called "Club Ability". Club Ability is run by the new full-time LD Specialist and one of DSS's Student Services Specialists, and it provides a venue for sharing, coping, learning about resources, self-advocacy, and ways to get involved in the community.

1. Another significant impact on our program is the hiring of a Temporary Manager who has served as a much-needed Interpreter Coordinator in the DSS Office.

1. DSS's most expensive accommodation is for students who are deaf and need interpreter services. A typical hourly rate for an agency interpreter is \$65.00 and many classes have to be "teamed" which means that two interpreters have to be provided for one class at a cost of \$130 per hour. The hourly increase has gone up by \$5.00 per hour recently. The Interpreter Coordinator makes an excellent effort to use primarily in-house interpreters (whose hourly rate is \$40.00), but it is difficult to retain the in-house interpreters since our pay rates have become non-competitive. The District has not raised the hourly wage for in-house, hourly interpreters for many years so many of them go elsewhere.

2. DSS has strategized as much as possible to reduce its use of interpreters overall, but the huge expenses cannot be avoided. The Interpreter Coordinator now cross checks the intended schedule for each student who is deaf and she combines them in the same sections as possible, thus reducing the number of interpreters needed for the same course.

3. As the most expensive provided accommodation, interpreter services are also the most unpredictable. DSS needs to have resources available to assist this population despite its

variable utilization. Cost-efficient planning would include a raise in the hourly rates of our in-house interpreters in order to be competitive with the local market and in turn allow us to retain these in-house interpreters to minimize the college's expenses.

1. DSS's Instructional component (ACL) enrollment has been impacted. As mentioned previously, the ACL is a crucial service for students with disabilities. At the last program review students were still able to enroll in the lab as a repeatable class and the enrollment numbers were consistently high. Since then, students need to follow a petition to repeat process which has hindered many students from registering for the ACL classes. The ACL instructor has made efforts to remedy this by providing petition information, but it is clear that more has to be done to assist continuing students in enrolling in this lab.

1. In 2014-2015 AY, a half-time Student Services Specialist was re-assigned to the ACL which continues to make an impressive impact on students taking English and writing courses.

1. The campus has experienced an increase in more complicated requests related to alternate media. DSS's Alternate Media Specialist is the primary campus resource that assists faculty with these time-intensive requests and serves as a vital resource for instructional design and technology. Examples of these requests are from several blind students who are enrolled in art, math, and chemistry classes. Slides of art pieces need descriptive narratives produced in order for the student to "see" the slide, and significant art pieces need to be produced using a 3D printer. Chemistry lab models and materials need to be labelled in Braille and provided in tactile graphic format, and math software that does not convert into braille needs to be reconfigured. The Art Department faculty and more recently, a Chemistry faculty member have been a pleasure to work with on behalf of these students who are blind.

1. Testing accommodation requests continue to increase as DSS is used as a campus resource to proctor thousands of tests each year. Space in the DSS testing area continues to be inadequate to meet all of these requests. Campus space options that have been utilized in the past for "overflow" are much more difficult to procure.

1. Thanks to the efforts of the DSS Director and the Vice President of Administrative Services, the DSPS district allocation formula is no longer outdated which has resulted in equitable monies for FC's DSS program.

1. As of Fall 2015, DSS no longer receives VATEA/Perkins funds. The budget will need to be adjusted to account for this significant decrease.

2.7 Describe any laws, regulations, trends, policies and procedures or other influences that have an impact on the effectiveness of your program.

1. Per the federal laws which include the Americans with Disabilities Act (ADA), the ADA Amendments Act (ADAAA), Section 504 of the Rehabilitation Act, Title 5 regulations, Office of Civil Rights, and the Chancellor's Office, the campus must provide services "in a timely fashion" and DSS is the campus resource that assists with this mandate. DSS cannot restrict or deny access to its program, and therefore cannot "cap" the number of students served.

1. The “timeliness of services” mandate is a challenge when there are many student requests without enough staff to assist in the provision of the service. This is particularly so in the provision of alternate media **a)** for students with visual impairments who need materials converted into braille, art pieces put into 3D format, and non-compliant slides described, **b)** deaf and hard of hearing students who need non-compliant movies interpreted, explained, and/or closed captioned, **c)** and students with various disabilities who need labs on campus to be accessible.

1. Section 508 mandates mean that all electronic and information technology including websites, computer hardware and software, video and multi-media and web-based information be accessible. This also comes under the purview of DSS’s Alternate Media Specialist as she assists all faculty with compliance in this area.

1. The ADA was amended in 2008 and those changes are now referred to the ADA Amendments Act (ADAAA). The changes include a broader definition of the term “disability” due to the decision that the previous definition limited the rights of persons with disabilities. This broader definition means that DSS Specialists cannot place an undue burden of proof of disability on a student. As a result, students are being qualified for services earlier than in the past and more students meet the eligibility requirements of the program.

1. Case law in compliance issues continues to drive changes in how DSS is required to serve students with disabilities. DSS has to regularly update its paperwork and procedures in order to be in compliance with changes in legislation and mandates. DSS is in the initial stages of revising the Student Educational Contract (SEC) as a result of recent Title 5 changes.

1. These sweeping Disabled Programs and Services Title 5 regulation changes were approved by the California Community Colleges Chancellor’s Office on July 20, 2015. Implementation of the regulations has been delayed until July 1, 2016, as they include changes at the local level, the district level, and they involve MIS programming and operational procedural changes. The Chancellor’s Office will be providing training workshops throughout the 2016-2017 year in an effort to support campuses in the transition process under the new regulations.

1. SB 1456 (Student Success and Support Program) mandates that were in place last fall have increased the appointment time needed for DSS Specialists to meet with incoming and returning students to complete education plans, and assist in the navigation of orientation and placements.

1. As mentioned in Section 2.6 d above, Admissions and Records policy, following state mandates, requires students repeating the ACL classes (Coun 071 and 075) to complete a “Petition to Repeat” form. This process has resulted in a decrease in the number of students enrolled in the classes.

2.8 Provide any other data that is relevant to your self-study.

1. Testing accommodations is a mandated service to students with disabilities, and DSS is

the office that assists faculty in the provision of this accommodation. As such, DSS is responsible for informing students and faculty of the procedures related to testing at DSS and for the proctoring of the tests throughout the year. DSS has outgrown its testing space capacity, particularly during the mid-term and final periods of the semester. In 2012-2013, DSS proctored 2,103 tests and in 2013-2014, DSS proctored 2,373 for over 200 faculty.

1. The Adaptive Computer Lab (ACL) classes (COUN 071 and COUN 075) continue to provide group and individualized workshops and trainings to support student educational success. While the total number of students served by DSS has increased, the total number of students enrolled in the ACL has experienced a decrease – the residual effects of previous limitations in repeatability. The ACL will increase the outreach and recruitment of students, particularly recent high school graduates who would immediately benefit from the support and learning strategies that the ACL offers.

A long-term goal of the ACL is to add a half-time instructor to support the planned increase in enrollment to earlier levels of class size and beyond. The lab continues to offer a variety (up to 18) of workshops/trainings per semester (upwards of 80). The lab continues to assist students in the training and provision of alternate media/software/technology for students including Kurzweil, Dragon and Livescribe Smartpen.

1. DSS was able to purchase a VGO “robot” that attends class for a student who is too ill to come on campus. It allows the student to have a physical presence and to attend school again after being out for many years. Fullerton College is the first community college to purchase and use this type of technology, and it has made a big impression on campus as the student operates VGO from his home computer. VGO is in classroom and the student’s face is displayed on the VGO screen. The student is able to ask and answer questions and participate in group work. Technology has benefitted students with disabilities in so many ways.

1. DSS was able to assist the campus in the provision of adaptive equipment in the Physical Education Department and with anatomical models in the Natural Sciences Department.

1. DegreeWorks was put into place which involved extensive training for DSS Specialists in the use of this counseling software where student educational plans are electronically inputted along with case notes.

1. DSS “shares” many students with other departments on campus such as EOPS, CalWorks, CARE, Counseling and Financial Aid. Communication and referral processes have been developed over time and are effective. There is a mutual respect between the offices and its staff and faculty members.

PR Section 3.0

Program Review Non-instructional Cycle F 2015 Disability Support Services

3.1 - 3.4

3.1 Based on your analysis in 2.1 through 2.8, what are the strengths of your program?

1. The recent increase of staff in key areas (that was outlined in 2.6) has assisted in the strengthening of DSS's solid and knowledgeable team that goes "above and beyond" to serve students with disabilities.
2. DSS staff makes it a priority to provide in-class accommodations in an effective and efficient manner.
3. The Adaptive Computer Lab (ACL) offerings (classes, trainings and workshops) play a crucial role in students' success. The ACL instructor and the Alternate Media Specialist keep current with the many adaptive technologies that make accessing computers and educational content possible for all DSS students, including the most impaired (eg. physically and visually impaired). The ACL Instructor serves as Co-Chair on the campus Student Success Committee and the Alternate Media Specialist serves on the campus Distance Education Advisory Committee (DEAC). Both the ACL Instructor and the Alternate Media Specialist are considered experts in Universal Design for Learning (UDL) and have given on and off-campus presentations on this topic.
4. The Learning Disability Specialists/Counselors in DSS are considered to be experts in Region 8 and continue to be invited to speak at state-wide conferences (CAPED) and to teach in the state-wide training program out of Sacramento State.
5. DSS faculty are well integrated on campus, serving on the following committees— Program Review, Student Equity, Student Success, Accreditation, Faculty Senate, Campus Equity and Diversity, Basic Skills, and the Behavior Intervention Team.
6. As mentioned in 2.7, per Section 508 and ADAA, all course materials have to be accessible to DSS students, regardless of disability. DSS is fortunate to have an Alternate Media Specialist who has a Master's in Science in Instructional Design and Technology which suits her perfectly for this position.
7. One of DSS's Student Services Specialists has learned how to use DSS's 3D Printer which has assisted in the production of 3D art pieces for blind students. This has been helpful in the provision of these pieces in a timely fashion.
8. FC's DSS program has positive relationships with the district's DSPS Programs such as the School of Continuing Education which has allowed for an effective referral process.

3.2. Based on your analysis in 2.1 through 2.8, what are the weaknesses of your program?

1. With the loss of VATEA monies (as mentioned in 2.6, **i**) it will be difficult to continue the level of services to our CTE (vocational) students. This needs to be addressed.
2. DSS is also facing a reduced ability to provide testing accommodations to the hundreds of students who are authorized for and who request this accommodation. Additional space needs to be secured, particularly during mid-terms and finals.
3. The ever-increasing (and complicated) requests for alternate media that are explained in 2.6, **f**, are difficult to fill. These requests include making chemistry lab materials (eg. models, periodic table) accessible to blind students, making tactile graphics for blind students in the massage therapy program and ordering and labeling anatomy models in braille. DSS's Alternate Media Specialist needs additional assistance in this area as well as additional space to house the equipment to do the job.
4. Currently, DSS's high school outreach program is weak and it has been for several years. This has caused difficulty and confusion on the part of the incoming high school students. There are plans in place to improve and restore DSS's outreach efforts, but more resources may be needed.
5. As a result of #4, incoming special education students have waited until the last minute

to pursue DSS services, and DSS had a reduced ability to process this high number of incoming high school students prior to the start of the semester. Remediation of this weakness should be demonstrated with the recent addition of the additional LD Specialist/Counselor that was discussed in 2.61.

6. DSS needs to increase training capabilities for FC staff and faculty on compliance and access issues.

7. Instructional component (ACL) weakness is the petition process that is required to repeat the ACL courses after two times. This continues to be a deterrent to registration, thus keeping enrollment lower than the previous program review period.

1. Based on your analysis in 2.1 through 2.8, what opportunities exist for your program?

1. The ability to increase the success and retention rate of DSS students by developing a process where DSS students who are struggling and/or on academic probation meet more regularly with a DSS LD Specialist/Counselor.

2. The ability to develop a state-of-the-art alternate media program.

3. The ability to continue to redesign the program's policies and procedures in order to increase efficiency in the provision of timely, mandated services.

4. The ability to increase staffing in the instructional component (ACL) of the DSS program.

5. The ability to increase the number of DSS students who belong to our newly formed "Club Ability" support group.

6. The ability to restore DSS's outreach and in-reach services.

7. The ability to offer a DSS Coun 050 (College Orientation) course.

8. The ability to develop and implement an improved method to follow-up with students who are struggling academically.

9. The ability to refine and administer DSS's campus-wide staff development trainings.

10. The implementation of Clockwork, a district software product for DSS offices, will be an opportunity for DSS to finally have "paperless" files and a better way to collect pertinent information for MIS reporting.

3.4 Based on your analysis in 2.1 through 2.8, what challenges exist for your program?

1. Continuing to provide timely and effective services for the number of students that we serve.

2. Obtaining universal, local "buy-in" that providing mandated accommodations and services is a campus-wide responsibility.

3. Continuing to increase student accountability and responsible use of their DSS services.

4. Finding a way to increase program space particularly for testing accommodations and alternate media.

5. Finding a way to expand services for students who are in crisis.

6. Developing and implementing a coordinated effort with CTE programs to continue to support DSS vocational students in light of the termination of VATEA funds.

7. Covering test taking accommodations with Student Services Specialists who are fully trained and consistent in the provision of this service.

8. Improving services for the increasing number of students on the autism spectrum. This includes campus services as well as the coordinating of services with Department of Rehabilitation and Regional Center particularly in the area of providing Personal Services Attendants.

9. Training campus staff and faculty in numerous areas dealing with their role in the provision of mandated accommodations.

10. Continuing to coordinate efforts between local feeder high schools in the provision of

outreach and matriculation services.

11. Reinstating campus-wide in-reach activities.

12. Continuing to effectively address the improvement of basic skills for DSS students—especially in the math area.

13. The implementation of Clockwork, though listed above as an opportunity, will also be a challenge train on and to implement.

PR Section 4.1 - 4.2

Program Review Non-instructional Cycle F 2015 Disability Support Services

4.1 - 4.2

4.1 List your SAO/SLOs and complete the expandable table below.

Service Area Outcomes (SAO) / Student Learning Outcomes (SLO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
<p>1. DSS will develop and implement an improved method to follow-up with students who are struggling academically. [The plan that was developed is two-fold—A. to have DSS counselors follow-up with additional specialized academic counseling appointments, and</p> <p>B. to provide more academic assistance in the instructional component of the DSS program, the Adaptive Computer Lab (ACL).</p>	<p>Plan A will be put into place in Spring 2016 now that an additional full-time LD Specialist has been hired.</p> <p>Plan B was put into place in Spring 2015 and is pending data from OIR.</p>	<p>(New SAO)</p> <p>Ongoing</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Ongoing</p> <p>Ongoing</p>
<p>2. DSS will refine</p>	<p>Campus-wide</p>	<p>Ongoing</p>	<p>Ongoing</p>	<p>Ongoing</p>

and administer its campus-wide staff development strategy to ensure that awareness and training in access and compliance mandates are achieved in all campus departments and division.	staff development trainings are still in process.			
3. Students will be able to define their educational goals on their Student Educational Contract (SEC) through the DSS intake and update processes.	July 2015	Ongoing from Fall 2013 to Fall 2015.	Fall 2013 to Fall 2015	Two
4. Students will communicate appropriate and timely requests for services in relation to their educational accommodation needs.	Ongoing	Ongoing	Ongoing	Ongoing
5. The student will be able to operate computer applications appropriate to student's disability in context of the course.	Spring 2015 evaluation. Added a student survey which includes self-identifier of SLO assessment.	Fall 2013 – Summer 2015	Fall 2013-Summer 2015	Two
6. The student will be able to apply assistive technologies appropriately in coursework.	Spring 2015 evaluation. Added a student survey which includes self-identifier of SLO assessment.	Fall 2013 – Summer 2015	Fall 2013-Summer 2015	Two

4.2 Assessment: Complete the expandable table below.

Service Area Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>1. DSS will develop and implement an improved method to follow-up with students who are struggling academically. [The plan that was developed is two-fold—A. To have DSS counselors follow-up with additional specialized academic counseling appointments, and</p> <p>B. To provide more academic assistance in the instructional component of the DSS program, the Adaptive Computer Lab (ACL)].</p>	<p>Criteria for success will be based on academic/progress probation numbers and student success data from the Office of Institutional Research and Planning.</p>	<p>Baseline data from Spring 2013: 53 progress probation 124 academic probation</p>	<p>Via student equity funds, DSS was able to provide additional assistance in the ACL. Once DSS is able to benefit from having the recently hired LD Specialist, a plan will be put in place to provide the additional academic counseling appointments. These interventions will reduce the number of students on academic probation.</p>
<p>2. DSS will refine and administer its campus-wide staff development strategy to ensure that awareness and training in access and compliance mandates are achieved in all campus departments and division.</p>	<p>Data will be compiled on participation by departments and number of their respective staff. Student complaints related to accommodations will be grouped by department.</p>	<p>Baseline data: Math, English and Distance Education have had good participation in trainings and complaints from these departments are minimal.</p>	<p>See which departments and divisions on campus need ongoing training in access and compliance mandates.</p>
Student Learning Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	Means of Assessment &	Summary of Data Collected	Use of Results

	Criteria for Success		
1. Students will communicate appropriate and timely requests for services in relation to their educational accommodation needs	DSS accommodation request forms will be completed in a timely fashion so as not to affect course success.	When students do not follow accommodation policies and procedures they meet with the Director to review student progress.	This strategy has reduced the number of instances where students break policy or procedure related to acquiring or using accommodations. Continued refining of policies and procedures will continue.
2. Through the DSS intake/update process, students will define their educational goals on their Student Educational Contract.	100% of DSS Student Educational Contracts are now being reevaluated each academic year through our revised update process.	Completed through student appointments with LD Specialists and para-professionals.	Updated educational goals are developed on SECs. All DSS registered students have updated educational goals which will assist in the selection of appropriate coursework and academic/vocational programs. This will lead to higher student equity data results.
3. The student will be able to operate computer applications appropriate to student's disability in the context of the course.	Completion of one workshop (skills demo) and required lab hours is PASS. Spring 2015 evaluation. Added a student survey which includes self-identifier of SLO assessment.	Fall 2013 – Summer 2015 91% retention rate 75% successful pass rate for all classes/sections 86% of responding students identified as meeting this intended outcome. 5% did not.	Discussed and may implement revisions. Discussion on modifying assessment, i.e. samples to be submitted, survey, etc
4. The student will be able to apply assistive technologies appropriately in coursework.	Completion of one workshop (skills demo) and required lab hours is PASS. Spring 2015 evaluation. Added a student survey which includes self-identifier of SLO assessment.	Fall 2013 – Summer 2015 91% retention rate 75% successful pass rate for all classes/sections 90% of responding students identified as meeting this intended outcome. 5% did not.	Discussed and may implement revisions. Discussion on modifying assessment, i.e. samples to be submitted, survey, etc.

PR Section 4.3 - 4.6

Program Review Non-instructional Cycle F 2015 Disability Support Services

4.3 - 4.6

4.3 How has assessment of program SAOs led to improvements in services provided to students by this program?

1. With the development of the new SAO listed above in #1, students who are struggling academically will benefit from meeting with the DSS Specialists/Counselors on a regular basis to address their academic needs. Students will continue to benefit from the enhanced instruction in the ACL.

1. DSS students will continue to benefit from the results of the staff development workshops and trainings on compliance issues for instructors. Workshops will resume now that additional staff is in place. It is still the hope of DSS that departments will only purchase accessible materials like the math department did three years ago and like the art department assists with currently. Facilities staff and construction contractors need to continue to be included in the ongoing concerns regarding physical access issues on campus.

4.4 How has assessment of SLOs led to improvements in student learning and achievement?

1. DSS students were sent an email in Fall 2014 when they did not make a request for services in a timely fashion. This led to a decrease in Fall 2015 of students who did not make their requests in a timely fashion. They also had to abide by DSS's "No Show" Policy which meant that they had to meet with the Director of the program after two "no shows". This continues to be an effective way to decrease the number of DSS students who are not following policy and procedure.

1. With the Student Success and Support Program (SSSP--SB 1456) mandates in place, it is a "must" for DSS students to identify a major and an educational goal and to have a Student Educational Program Plan (SEPP) in place during the first semester. In the past most of the academic counseling has been under the purview of the academic counselors in the Counseling Division, but now DSS Specialists have a much higher demand for the specialized counseling of DSS students and the completion of SEPPS for our students. This has caused a greater need for more counseling time in the DSS Department, but it has also led to the clarification and goal of assisting DSS students in choosing realistic goals. Students have improved in their ability to self-advocate as they are guided in the DSS counseling appointments to choose realistic educational goals and how to best utilize their prescribed accommodations

1. The Instructor of the Adaptive Computer Lab classes works individually with each student to evaluate and determine the most applicable adaptive technologies based on the student's needs. Each student is trained on the technologies and is expected to operate the computer applications that are deemed appropriate to student's disability. This has led to increased success and retention rates.

2. After the student is trained on disability-specific computer applications, the student is assisted in the consistent use of the skill and is encouraged to incorporate assistive technology and other computer applications into assignment completion and study skills. The effective training in the Adaptive Computer Lab classes has led to a 91% retention rate.

4.5 What challenges remain to make your program SAOs/SLOs more effective?

1. Being able to meet the demands of the additional SSSP requirements which include orientation, placements, and SEPPS for DSS students in an effective and efficient way.
2. Administering more surveys to DSS students re: services and coordinating data results with the Office of Institutional Research.
3. Providing adequate, timely specialized counseling appointments.
4. Providing FC staff and faculty with more opportunities to enhance their knowledge of DSS students and compliance issues.
5. Keeping DSS students accountable for their responsibilities in the accommodation process.

4.6 Describe how the program's SAOs/SLOs are linked to the college's goals. (See <http://programreview.fullcoll.edu/>)

The program goal of developing and administering a campus-wide staff development strategy to ensure awareness and training in DSS access and compliance mandates is linked to the college's goals. Student success will be promoted as faculty and staff will have a greater understanding of how to work with students with disabilities. Students will be better incorporated in the campus and classroom environment as the need to be "singled out" will be decreased. This will affect the achievement gap as DSS students experience more success as a result of being accommodated appropriately as instructors are better able to competently address individual needs.

4.7 Describe how the program's SAOs/SLOs support the achievement of the institution level SLOs.

The DSS program SLOs support the institution SLOs of being able to communicate, make decisions, resolve issues, set realistic goals, and take personal responsibility. Student educational goals and related course selection are primary discussion items in the specialized academic counseling appointments with the LD Specialists/Counselors. Students are guided in the goal-setting process to consider the functional limitations of their disabilities and to set up a plan of success that includes realistic goals, use of campus resources, and understanding of their individualized accommodations. They learn self-advocacy and communication skills as they are held accountable for timely requests to instructors and to DSS staff related to accommodation use. In the process, DSS students become better advocates for themselves as well as more competent problem solvers. The instructional component of the program addresses academic strategies, training on adaptive technologies, and much needed academic support.

4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?

1. Institutional research data on success and retention in courses on campus
2. Student evaluations in instructional component of DSS program
3. Program data on use of DSS services (End of Year reports-testing, note-taking, DHH, etc.)
4. Enrollment and completion data of DSS classes- COUN 72,75, and 71

5. Instructor and student evaluations of sign-language interpreters and other service providers
6. VTEA data (Spring 2015 was the last semester for these funds)
7. MIS data
8. Graduation lists
9. Deans and Presidents Lists
10. DSS Chancellor's Office Visits and Audits
11. DSS Instructional Component methods of evaluation include retention and success rates used, Spring 2015 class evaluations from students and workshop/training attendance.
12. Argos reports

B. What do the results of the above methods of assessment indicate about the effectiveness of the program?

1. That DSS students have higher retention and success rates than most non-DSS student groups at FC.
2. That the instructional component of the DSS program is consistently rated by students as the service with the highest ranking on the evaluations.
3. That services used have increased along with the increase in the DSS population
4. That enrollment in the COUN 71 and COUN 75 classes has decreased as the result of the petition process for returning students.
5. That enrollment for COUN 72 (The LD Assessment class) is slowly increasing with the recent hire of a full-time LD Specialist.
6. That students and instructors alike rate DSS interpreting services highly.
7. That VTEA money was well spent on DSS students who opted for certificate and vocational goals and that DSS will no longer be able to count on these funds.
8. That MIS data confirms the increase in students with autism, psychological disabilities, and student veterans who are considered Wounded Warriors.
9. That DSS graduation rates have increased dramatically over the years.
10. That DSS students on the deans and presidents lists have increased significantly over the years.
11. That the Chancellor's Office uses FC's DSS program as a model for other DSS programs statewide.
12. That mandatory attendance for the ACL workshops and trainings appear to promote success. DSS ACL students apply information from the workshops to succeed in classes. Spring 2015 student evaluations bear this out.

C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.

1. Assessment results were used to increase the number of workshops/trainings in the ACL.
2. Results were used to streamline and to improve the effectiveness of accommodations. Examples include-
 - a. Interpreting services- Deaf and Hard of Hearing (DHH) students have their schedules coordinated with other DHH students in terms of sections where one interpreter is provided. The temporary Interpreter Coordinator also actively recruits and makes efforts to retain highly-skilled, in-house interpreters which is the most cost-effective way to provide services in this area (see 2.4 c).
 1. Incoming high school students- DSS will increase outreach and matriculating efforts for incoming high school special education students (See 2.6 a).
 2. Testing accommodations- because this is such a highly impacted area with DSS

proctoring over 1,200 tests per semester, stricter procedures have been put in place regarding the use of this accommodation, and adequate space issues need to be addressed.

3. LD Testing- DSS will increase its in-reach and outreach efforts.

4. Note-taking assistance – DSS is in the process of developing yet a better way to offer copies of notes to students. All instructors are still being encouraged to post their notes online so that all students can access them. This is in hopes of saving hundreds of DSS dollars as the specialized note-taking book costs \$8.00 each. This is one of many ways that the promotion of Universal Design for Learning (UDL) for all students is vital.

5. Universal Design for Learning (UDL)- More workshops and trainings will be offered to assist instructors in utilizing the UDL principles which benefit all students, including those with disabilities. UDL principles maximize access to all students which in turn minimizes the need for accommodations assistance through DSS.

6. Reading accommodations- DSS is assisting students to set-up their own Learning Ally accounts which provides audio formats of materials, therefore reducing the volume of textbooks that the Alternate Media Specialist need to convert into audio format.

7. The Adaptive Computer Lab classes- Analysis will lead to future implementation of new policies and procedures for registering, attendance, completion and success.

1. DSS plans on increasing the number of hours devoted to specialized academic counseling to meet the demands of the (SB 1456) SSSP requirements.

PR Section 5.0

Program Review Non-instructional Cycle F 2015 Disability Support Services

5.0

5.1 List the goals from your last self-study/program review.

Short-term Goal # 1:

Increase availability of specialized counseling hours to address current student need for appointments and learning disability assessments.

Short-term Goal #2:

Create a better way to follow up with our continuing students who are struggling academically.

Short-term Goal #3:

To better address basic skills deficiencies through the instructional component of the DSS program.

Short-term Goal #4:

Create a more systematic way to gather data in order to evaluate the effectiveness and efficiency of the DSS program and services.

Long-term Goal #1:

Ensure that mandated DSS services are provided in a timely and effective manner at all times on this campus.

Long-term Goal #2:

Identify funding sources to augment this categorical program.

Long-term Goal #3:

Create a program where DSS follows-up with all continuing DSS students at least once per semester.

Long-term Goal #4:

To have students who are enrolled in the DSS classes be able to consistently incorporate assistive technology, such as Dragon, and other computer applications, such as Inspiration, into assignment completion and study skills through the instructional component of the DSS program.

Long-term Goal #5:

Offer staff trainings on pertinent topics such as Universal Design for Learning (UDL).

Long-term Goal #6:

Develop an internship program for individuals who are going through the Chancellor's Office training for LD Specialists.

5.2 Describe the level of success and/or progress achieved in the goals listed above.

Short-term Goal #1- DSS is in place to provide increased specialized counseling and LD Assessment to students as of Spring 2016 because of the addition of a full-time LD Specialist.

Short-term Goal #2- DSS will develop and implement a plan that involves seeing DSS students who are struggling academically on a more regular basis. Again, this can be a reality with the newly hired full-time LD Specialist.

Short-term Goal #3- The Instructor of the Adaptive Computer Lab has done an excellent job of procuring Student Equity Funds to augment instruction in this instructional component of DSS. The offering of workshops, trainings, academic assistance, and academic planning by the Instructor contributed to making this lab an even more effective support service of DSS.

Short-term Goal #4- The positive changes in the Office of Institutional Research will allow DSS to increase its efforts in updating pertinent data re: DSS students including success and retention. The DSS Director will meet with the Institutional Research Assistant in Spring 2016 to develop and implement additional ways to collect this data. The DSS Office continually inputs (all year long) MIS data which gets reported regularly to the district for allocation purposes.

Long-term Goal #1- DSS continues to make efforts on campus to educate staff and faculty of Title 5 mandates which include timeliness and effectiveness of services. DSS conducts Staff Development workshops and also regularly responds to the many instructor calls, emails, and questions related to best practices. This is the second year that DSS is included in the regular new faculty meetings where the DSS Director and an LD Specialist present on topics related to working with students with disabilities. As mentioned previously (2.7, #6), there have been many changes to Title 5 Regulations that may need to be shared with administration and faculty.

Long-term Goal #2- Student Equity Funds have been vital in allowing DSS to provide augmented services to DSS students. The services that have already been put in place include the additional trainings, workshops, and one-on-one assistance in the Adaptive Computer Lab (ACL) classes as well as the initial Club Ability meetings. More outreach events and materials will be paid for by Student Equity monies this Spring 2016 semester. With the loss of VATEA monies, DSS will need to identify additional funds to assist its vocational/technology education students.

Long-term Goal #3- As shared in 4.0, DSS has plans on following-up with all continuing students at least once a semester to prevent students from “falling through the cracks”. This, too, is one of the goals of the DSS Student Equity Proposal that was funded for 2016.

Long-term Goal #4- Students who participated in the adaptive computer training workshops consistently applied the technology to complete their coursework as reported by the ACL Instructor.

Long-term Goal #5- Universal Design Trainings have been offered and attended by faculty on campus to learn how to better assist all students. The trainings have been offered via Staff Development and presented by DSS’s Alternate Media Specialist and the DSS ACL Instructor.

Long-term Goal #6- The long-term goal of developing and supervising an LD internship program was too ambitious of a goal to consider during this program review cycle. It will be revisited in the future, but at this time there is no projected date.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

The level of success of the above goals that include workshops, trainings, and presentations to faculty and staff on campus were measured by attendance lists and evaluations.

The ACL goals were measured by attendance numbers in each of the student workshops, trainings, and presentations that were offered. The instructor and the ACL assistants then worked individually with students on an ongoing basis to help them apply and practice the assistive technology that was learned (e.g. Kurzweil, Inspiration), the workshop presentation that was given (e.g. time management, test anxiety) and the academic subject competency (e.g. Math concepts, English grammar).

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

DSS will see the full extent of its program improvement goals now that more staff is in place. Prior to this, the DSS Director and Faculty continually assessed components of the program, listened to students’ needs and made improvements by streamlining accommodation processes and procedures in order to serve students as effectively as possible.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

Monies were provided for an adjunct LD Specialist who assisted with SSSP requirements (See 2.7, #7) and the inputting of DegreeWorks’ SEPs and notes.

A half-time instructional assistant was reassigned to the Adaptive Computer Lab courses (COUN 071 and 075). The reliability of this staff member and the assistance that she provided for DSS students in writing assignments contributed to their success.

5.6. If funds were not allocated in the last review cycle, how did it impact your program?

Funds that were not provided prevented the hiring of an additional ACL Instructional Assistant.

The lack of funds also prevented the hiring of a Student Services Specialist. As of this fall, this has been remedied.

PR Section 6.0**Program Review Non-instructional Cycle F 2015 Disability Support Services****SAP**

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name: (formerly called short-term goal)	To increase the number of students enrolled in Adaptive Computer Lab classes (COUN 071 and COUN 075) by 25% over three years.
List College goal/objective the plan meets:	College Goal #1: Fullerton College will increase student success. Objective #: 1, 2,3,5
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	By collaborating with the DSS high school outreach program, classes and orientations, the ACL Instructor (along with DSS Specialists) will be involved in recruiting new students before the start of the semester to register for Adaptive Computer Lab classes, explaining the benefits and support offered toward their educational success. The focus on Math and other Basic Skills improvement will be emphasized. Timeframe: Over the next three years
What <i>Measurable Outcome</i> is anticipated for this SAP?	The registration census date should reveal an increase in the percentage of students enrolled in Adaptive Computer Lab classes compared with previous year semester, i.e. Fall 2015 to Fall 2016.
What specific aspects of this SAP can be accomplished without additional financial resources?	<ul style="list-style-type: none"> • Current and incoming DSS student attendance at outreach and orientation events that are specially designed for DSS students. • Assisting returning DSS students with the appeal process to repeat the ACL classes. • Keeping the DSS Specialists informed about the number of openings in the class sections as the semester progresses.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.			
Type of Resource	Requested Dollar Amount	Potential Funding Source	
Personnel			
Facilities			
Equipment			
Supplies (outreach materials)	\$500.00	Categorical (Student Equity Funds)	
Computer Hardware			
Computer Software			
Training			
Other			
Total Requested Amount	\$500.00		

STRATEGIC ACTION PLAN # 2	
Strategic Action Plan Name: (formerly called short-term goal)	To develop Math work and support groups through the Adaptive Computer Lab (COUN 071 and COUN 075) to increase completion and success in Basic Skills Math courses.
List College goal/objective the plan meets:	College Goal # 2: Fullerton College will reduce the achievement gap. Objective #: 2, 3, 4, 5
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Identify and contact students who would benefit (those registered in Basic Skills Math courses and perhaps college-level Math courses). Collaborate with LD Specialist/Facilitator(s) to schedule regular sessions. Initial start-up was spring 2015 with end-of-semester assessment. Currently continuing through 2015-2016 academic year. Timeframe: ASAP
What <i>Measurable Outcome</i> is	Anticipate a higher completion and course success rate for participating students

anticipated for this SAP?			
What specific aspects of this SAP can be accomplished without additional financial resources?	Identifying and contacting students to participate. Using existing personnel to run the work and support groups.		
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.			
Type of Resource	Requested Dollar Amount	Potential Funding Source	
Personnel			
Facilities			
Equipment			
Supplies			
Computer Hardware			
Computer Software			
Training			
Other			
Total Requested Amount			

STRATEGIC ACTION PLAN # 3	
Strategic Action Plan Name: (formerly called short-term goal)	To add a half-time Instructor to the DSS Instructional Program (ACL).
List College goal/objective the plan meets:	College Goal #: 1, 2: Fullerton College will increase student success and reduce the achievement gap. Objective #: Goal 1- Obj. 2 and Goal 2- Obj. 5
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150	The addition of a half-time Instructor in the ACL would eliminate the dependency that currently exists on using volunteers who cannot always be available during the peak hours of operation.

words or less.	<p>The Instructor of the lab and the Instructional Assistant would be responsible for training this individual and ideally this new position would be in place within two to three years.</p> <p>The addition of a half-time Instructor would also give the current Instructor more latitude within her schedule to participate and implement the important committee work in which she is involved.</p>		
What <i>Measurable Outcome</i> is anticipated for this SAP?	Higher success and retention of students with disabilities in their courses.		
What specific aspects of this SAP can be accomplished without additional financial resources?	The training of the new half-time Instructor.		
<p>If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.</p>			
Type of Resource	Requested Dollar Amount	Potential Funding Source	
Personnel	\$36,000 + related benefits	Categorical and/or General	
Facilities			
Equipment			
Supplies			
Computer Hardware			
Computer Software			
Training			
Other			
Total Requested Amount	\$52,000.00		

STRATEGIC ACTION PLAN # 4

Strategic Action Plan Name: (formerly called short-term goal)	To maintain and upgrade the software and hardware in the Adaptive Computer Lab.
List College goal/objective the plan meets:	College Goal #1: Increase student success Objective #2
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<p>The ACL is a training ground for accessibility for students with disabilities. Students learn how to use vital technologies such as Kurweil, ZoomText, Inspiration, Dragon Naturally Speaking, the LiveScribe Pen, Word Prediction Software, etc. Without the proper computer equipment and software updates, DSS students are put at a disadvantage as accessibility is hindered.</p> <p>The Instructor of the lab, the Director of DSS and the DSS Office Coordinator, in coordination with the ACT department on campus would be responsible for the requesting the needed hardware and software purchases along with the ongoing maintenance and upgrades.</p>
What <i>Measurable Outcome</i> is anticipated for this SAP?	The anticipated outcome is a higher knowledge and training base for students with disabilities (without being hindered with outdated, slower, and obsolete products) which will lead to higher success and retention rates.
What specific aspects of this SAP can be accomplished without additional financial resources?	None

<p>If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.</p>			
Type of Resource	Requested Dollar Amount	Potential Funding Source	
Personnel			
Facilities			
Equipment			
Supplies			
Computer Hardware (33 PCs)	\$39,600.00	General Funds	
Computer Software	\$20,000.00	General Funds	
Training			
Other -- Adaptive technologies	\$10, 0000	Categorical Funds	
Total Requested Amount	\$69,600.00		

STRATEGIC ACTION PLAN # 5	
Strategic Action Plan Name:	To add two more workstations for additional DSS staff and two more data ports.
List College goal/objective the plan meets:	College Goal #1: Increase student success Objective #1

<p>Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.</p>	<p>With the addition of staff in DSS comes the need for more workstations even though space is at a premium.</p> <p>The DSS Director and Facilities will be responsible for the goal with a timeline of one to 2 years.</p>		
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>The anticipated outcome is improved services for DSS students which will increase their ability to obtain degrees and certificates.</p>		
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>None</p>		
<p>If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.</p>			
<p>Type of Resource</p>	<p>Requested Dollar Amount</p>	<p>Potential Funding Source</p>	
<p>Personnel</p>			
<p>Facilities</p>			
<p>Equipment</p>			
<p>Supplies</p>			

Computer Hardware _(data ports)	\$2,600.00	General Funds	
Computer Software			
Training			
Other (Two workstations)	\$10,800.00	General Funds	
Total Requested Amount	\$13,400.00		

STRATEGIC ACTION PLAN # 6

Strategic Action Plan Name:	To procure additional space for DSS testing accommodation, especially during the peak times of midterms and finals.
List College goal/objective the plan meets:	College Goal #1: Increase student success Objective #1
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	DSS has long-outgrown its testing center space and it has become increasingly difficult to reserve additional space on campus for the overflow of students who need to use their mandated testing accommodations. It is vital that testing be held in a distraction-reduced environment in a timely fashion in order to avoid formal complaints. The DSS Director and facilities will be responsible for this plan.
What <i>Measurable Outcome</i> is anticipated for	The anticipated outcome is improved services for DSS students which will increase their ability to obtain degrees and certificates.

this SAP?			
What specific aspects of this SAP can be accomplished without additional financial resources?	It depends on whether existing space is used or if additional space is constructed.		
<p>If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.</p>			
Type of Resource	Requested Dollar Amount	Potential Funding Source	
Personnel			
Facilities			
Equipment			
Supplies			
Computer Hardware			
Computer Software			
Training			
Other – <ul style="list-style-type: none"> • Existing space • Additional space 	0 \$60,000.00	General	

Total Requested Amount	\$60,000.00		
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STRATEGIC ACTION PLAN # 7	
Strategic Action Plan Name:	To increase in-reach efforts on campus and outreach efforts off campus (to incoming high school students).
List College goal/objective the plan meets:	College Goal #1, #3: Increase student success and strengthen connections with the community. Objective #: 3- Strengthening partnerships with local feeder high schools
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<p>After having to reduce in-reach and outreach DSS activities over the last several years because of a lack of adequate staff to participate, DSS is finally in a position to improve and restore its in-reach and outreach activities. DSS will do this by visiting basic skills classes on campus where a higher percentage of students with learning disabilities are enrolled, and it will coordinate outreach efforts to the local feeder high schools.</p> <p>DSS will also produce a new video to replace its current outreach DVDs.</p> <p>With a timeframe of ASAP, DSS Specialists and the Interim DSS Director have initiated plans.</p>
What <i>Measurable Outcome</i> is anticipated for this SAP?	The anticipated outcome is improved services for DSS students which will increase their ability to obtain degrees and certificates.
What specific aspects of this	DSS has already developed and implemented a high school orientation for incoming DSS students

<p>SAP can be accomplished without additional financial resources?</p>	<p>that can be accessed via the DSS website. The production of a new DVD for in-reach purposes needs to be planned and completed.</p>		
<p>If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.</p>			
Type of Resource	Requested Dollar Amount	Potential Funding Source	
Personnel			
Facilities			
Equipment			
Supplies	\$400.00	Categorical	
Computer Hardware			
Computer Software			
Training			
Other – New video	\$5,000.00	Equity funds AB77 funds General funds	
Total Requested Amount	\$5,400.00		

STRATEGIC ACTION PLAN # 8

<p>Strategic Action Plan Name:</p>	<p>To hire a part-time Alternate Media Specialist to assist in the increasing demands and work load of this position</p>
<p>List College goal/objective the plan meets:</p>	<p>College Goal #1: Increase student success Objective # 1</p>
<p>Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.</p>	<p>With the ever-increasing number of students with disabilities who need and are authorized for alternate media, this vital accommodation is very time-intensive, time sensitive, and demanding on the current Alternate Media Specialist. This is particularly true as DSS blind and deaf students venture into classes that need a lot of academic adjustments.</p> <p>The DSS Director, the Alternate Media Specialist, and a Learning Disability Specialist would be responsible for this plan.</p> <p>Timeframe: One to three years</p>
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>The anticipated outcome is improved services for the most at-risk DSS students which will increase their ability to remain and be successful in their classes.</p>
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>The training of the part-time Alternate Media Specialist via the free High-Tech Training Center in Cupertino via the state Chancellor's Community College Office.</p>
<p>If additional financial resources would be required to accomplish this SAP, please complete the</p>	

section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.			
Type of Resource	Requested Dollar Amount	Potential Funding Source	
Personnel	\$53,160 + related benefits	Categorical	
Facilities			
Equipment			
Supplies			
Computer Hardware			
Computer Software			
Training	\$500.00	Categorical	
Total Requested Amount	\$76,515.00		

PR Section 7.0

Program Review Non-instructional Cycle F 2015 Disability Support Services

7.0

Describe the long term plans (four-six years) for your program. Please consider future trends in your narrative. Identifying financial resources needed for these plans is optional.

Fullerton College’s Disability Support Services (DSS) Office has a vision of obtaining a larger space within which to operate. This larger space would **a)** allow for DSS’s most recent additional staff and future staff to have adequate work stations with the necessary furniture and data ports. This space would also **b)** accommodate the high volume of students who use their mandated testing accommodations in a distraction-reduced setting with the necessary computer stations that are equipped with the various adaptive technologies that many DSS students need for accessibility purposes. Additional space would also **c)** contain a state-of-the-art Alternate Media Center. This center would give the Alternate Media Specialist and a half-time Alternate Media Specialist one area to receive student requests and to fill them with the

needed equipment nearby. This equipment includes computers, scanners, the Braille Printer, the 3D Printer, and the VGO robot and docking station (which are currently in three different rooms in DSS because of lack of space).

Universal Design for Learning continues to be the recommended set of principles for curriculum development which gives all individuals equal opportunities to learn. A simple example of this is for all instructors to make their notes available online to students. This means that students with disabilities can access the notes as everyone else instead of having to arrange note-taking accommodations. Long-term plans would include the majority of faculty to be trained in this area and to implement the principles in the delivery and assessment of course content. Ongoing trainings and informational presentations would be welcomed at division and department staff meetings.

The addition of a half-time instructor to the Adaptive Computer Lab (ACL) would assist in the efforts toward student success. As DSS increases its outreach efforts, more students will be enrolling in the ACL classes (COUN 071 and COUN 075). A part-time instructor would be a benefit in the instruction, small group workshops and software/technology training that is offered in the ACL which currently serves upwards of 80 students per semester.

DSS has a long-term goal of assisting students who are struggling to cope with the demands of school and life in general. This would be accomplished by offering survival skills workshops along with personal counseling appointments.

DSS plans to continue its efforts to cross-train staff in the office – particularly in the provision of accommodations. Trainings include front office tasks such as processing the files, directing the flow of traffic, and answering/handling all of the individuals who come to the DSS Office, and the provision of testing accommodations.

It is also the hope of the DSS staff to be formally trained in the handling of disruptive, volatile, and angry students. Given the nature of the population that the DSS Office serves, staff has to frequently de-escalate students. More efforts are needed in active shooter trainings as well.

PR Section 8.0

Program Review Non-instructional Cycle F 2015 Disability Support Services

8.0

This section provides the reader with an overview of the highlights, themes, and key segments of the self-study. It should not include new information that is not mentioned in other sections of this document.

The Disability Support Services (DSS) program has a unique charge of assisting the campus in the provision of mandated educational accommodations and academic adjustments to students with disabilities. The program cannot “cap” the amount of students served nor turn students away. DSS is fortunate to have a positive staff and administrator that works as a team to help students with disabilities as needed. DSS has found ways to streamline services and to use staff in the most effective and cost efficient way.

The financial challenges of meeting these charges have changed for the better since the last self-study in 2012/2013 when the economic climate of California was worse than it is now. With

an augmented state budget, DSS has been able to hire key staff and faculty that have and will make it easier for DSS to assist the campus in providing services in a timely and effective way. DSS does an excellent job of making sure the campus follows the legal mandates of Title 5, Section 504 of the Rehabilitation Act, the ADAA, and Section 508. DSS appreciates the mutual respect between its office and other departments/divisions on campus and the way the campus staff and faculty is comfortable in seeking out information and assistance from DSS as necessary regarding their students.

DSS continues to try to meet the additional demands that SB1456 has brought to the campus (See 2.7 #7) which involve an increase of its Specialists' time with each incoming and returning student. In addition, DSS offices statewide are facing the implementation of revisions by the Chancellor's Office to Title 5 regulations. This will add to the learning curve along with the implementation of the district software package, Clockwork, which in part will result in a "paperless file" system in the DSS offices after having hard-copy files since its inception.

DSS will continue to determine "best practice" ways to serve its fastest growing populations of students who are on the autism spectrum, students who have psychological disorders, and wounded warriors. DSS Specialists, the Instructor of the ACL, and the Alternate Media Specialist are experts in their fields, but continue to attend conferences, trainings, and workshops in the field. DSS has also benefitted greatly from having an Interpreter Coordinator who assists with all aspects of serving the Deaf and Hard of Hearing population.

DSS also takes pride in the way it holds its students accountable for their responsibilities related to using DSS services. DSS administration, staff and faculty believe that the promotion of responsibility and self-advocacy is a "must" for students with disabilities as they navigate college demands.

The majority of the DSS SAOs, SLOs and SAPS involve ways and requests to improve in the provision of services for its students including more assistance with academic struggles and coping skills, increased availability of counseling hours, additional staff to assist in the ACL and to assist the Alternate Media Specialist along with additional work stations and space for staff and students.

As pointed out previously, prescribing and supplying accommodations and services to students with disabilities is a campus-wide obligation. DSS is the designated office to support the campus in the provision of these mandated accommodations and the campus needs to understand that resources MUST be available when a mandated need arrives. It is not possible to predict what classes students with disabilities will enroll in at the college and what their mandated accommodation requests might be.

As a result, it is difficult to make accurate budget predictions. For example, the campus could have an influx of just five deaf students who require equal access through the campus's provision of qualified sign language interpreters. This could increase the costs for interpreter services by as much as \$1000 per enrolled unit. If these five students enroll in 12 units each that would increase costs for interpreters by \$60,000. Because the costs for mandated services is a campus responsibility and is unpredictable, the primary request for funding is to have necessary staff in place to follow through with the mandated services for the campus in a timely and effective manner.

DSS is appreciative and excited about the recent acquisition of addition staff, and it is optimistic that this will improve the ability to meet its goals. With general funds in place, more of the State allocation would be available for the provision of mandated services. The hope of DSS is to be able to continue to be the resource for the campus in the provision of services, instruction, and assessment to students with disabilities so they can meet their goals of

academic success.

At the time of the writing of this summary, DSS is also excited that a new DSS Director is in place. He shares many of the same philosophies and passions in regards to working with students with disabilities, and he has a positive energy and management style that is appreciated by DSS staff and faculty alike. The future of DSS is bright!