



FULLERTON COLLEGE

ELEVATING. EXCELLENCE.

Instructional Programs

2017-2018 Self-Study

Three-Year Program Review Template

Disability Support Services

Counseling Division

Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

Participants in the Self-Study

- Lynette Pratt
- Ruth Sipple
- Renee Mills
- Cory Thomas
- Bryan Ouchi
- Blanca Dobson

Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

Lynette Pratt	<i>Lynette Pratt</i>	Instructor, ACL	11/20/17
Printed name of Principal Author	Signature	Title	Date
Eddie Roth	<i>Eddie Roth</i>	Director, DSS	11/20/17
Printed name of Department Coordinator	Signature	Title	Date
Lisa Campbell	<i>Lisa Campbell</i>	Dean, Counseling	11/20/17
Printed name of Dean	Signature	Title	Date

1.0 Mission and Goals

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

Mission:

Fullerton College's mission has at its core to, "... foster a supportive and inclusive environment for students to be successful learners..." The entire DSS program has as its mission to help students with disabilities be successful in their educational goals which is an important accomplishment on their way to becoming, "...responsible leaders and engaged community members." DSS accomplishes this by assisting the campus with the provision of mandated educational accommodations and services and by providing students with disabilities equal and timely access to all academic and campus-wide programs.

Included in these accommodations are the services that are provided in the instructional component of DSS's program--the Adaptive Computer Lab (ACL). The ACL courses (Coun 071 and Coun 075) are designed to help students with disabilities develop strategies to compensate for their limitations by participating in specialized instruction and workshops and by training on assistive technologies as necessary.

In addition to Coun 071 and Coun 075, DSS offers Coun 072 which is the Learning Assessment class. This class provides individualized intensive diagnostic learning assessment for students who are referred (by self, FC faculty, or FC counselors) for possible learning disabilities. With the results of this assessment students are given an opportunity to not only better understand their learning style, but to utilize specifically prescribed support services to facilitate successful learning.

These course offerings have been instrumental in helping DSS students receive the specialized educational assistance that is needed to reach their academic goals. These academic goals may include an AA/AS degree, a certificate, career growth, and/or a transfer goal.

Vision:

Fullerton College's vision of transforming lives and inspiring positive change in the world is directly aligned with the goals of DSS's instructional classes in which students receive the specialized assistance needed to meet their educational and vocational goals.

There is a process in place to determine each student's eligibility for these instructional classes and support services. This process begins with students submitting documentation to verify a disability. Once documents have been reviewed, a one-on-one meeting with a specialist/counselor is scheduled. At this initial meeting the specialist/counselor describes the authorized services and explains how to use these services.

As a part of this process the student receives specialized academic counseling and may have the opportunity to enroll in the Adaptive Computer Lab (ACL) for academic support. This specialized lab offers instructional support through a Coun 071 or Coun 075 class. The ACL courses are highly

recommended for most students, as all DSS ACL surveys have reported that students have a higher success rate in their courses when they are concurrently enrolled in Coun 075 or Coun 071. Students who do not have documented disabilities and are struggling with learning may participate in the Coun 072 learning assessment course. This course provides an in-depth assessment of learning and achievement, and ultimately facilitates a better understanding of the student's learning style. The assessment allows for appropriate support services to be prescribed. Throughout the assessment process the DSS counselor/specialist offers a great deal of opportunity for the student to share his/her goals and visions, and to discuss what will be required to meet these goals. The counselor/specialist assists the student with determining a reasonable unit load based upon the assessment results and past academic performance.

Additionally, the counselor/specialist refers the student to the appropriate resources and relevant programs on campus. For many students, the information gleaned and shared from the assessment process replaces compromised confidence and damaged self-worth with action-ready, confident students learning to capitalize on their strengths and compensate for the functional limitations of their disabilities.

This cycle of being assessed, receiving specialized academic counseling along with specialized instruction has proven to be an excellent formula in transforming students with disabilities into academically successful and more confident students.

Core Values:

The DSS program supports and implements many of the Fullerton College [core values](#)

- a. Community- The DSS office is welcoming and students report feeling comfortable requesting services and interacting with staff. Referrals are made campus-wide and DSS students are well-engaged in other programs on campus (e.g. EOPS, Cadena/Cultural and Transfer Centers, Health Center, Associated Students).
- b. Equity and Diversity- students with disabilities cut across all gender, age, and ethnicity lines. They are a protected class under ADA and Title 5 regulations.
- c. Excellence- DSS is proud of the tradition of excellence it maintains by offering state-of-the-art adaptive technologies and specialized accommodations as necessary.
- d. Growth- 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. 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.
- e. Inclusivity- The instructor of the ACL meets individually with each class member to discuss and determine the methodologies, assistance, and strategies that will be used for that student's success.

- f. Innovation- the DSS instructional component (ACL) instructor presents a number of innovative workshops for enrolled students which further enhance the student's authorized academic support. Additionally, the ACL instructor and staff train students in state-of-the-art vital adaptive and assistive computer technologies which allow students a greater access to course curriculum. The principle of universal design for learning is promoted within the DSS program as well as campus-wide.
- g. Integrity- DSS students must follow the same code of conduct standards as all students. DSS staff treats all students with utmost respect and encourages the same from students.
- h. Partnership- DSS coordinates outreach events with the on-campus outreach coordinator. A designated DSS faculty works with the local high schools by meeting with case carriers, conducting presentations at the feeder high schools, coordinating campus tours, and conducting on-campus orientations for incoming high school students.
- i. Responsibility - DSS staff and faculty are committed to assisting all students with disabilities to reach their full potential, to capitalize on their strengths, and to downplay their weaknesses through strategies and supports implemented within the DSS program. Ultimately, the DSS goal is to assist students with disabilities to become the best students they can be. DSS holds students accountable to follow DSS and college policies and procedures. This contributes to the overall well-being of our campus community.

College Goals:

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

- a. DSS increases 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. Many DSS students have received Special Education services in K -12. With these services, many incoming high school students have become accustomed to utilizing an altered curriculum and differential course goals. Unfortunately, this often results in a high number of DSS students entering college underprepared. As students use their DSS accommodations and specialized assistance, course completion and retention rates increase. This is evidenced by the end of year self-reported surveys by students. The mandated accommodations that have contributed to student success may 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.
- b. The achievement gap also decreases as DSS students participate in specialized academic instruction that is offered in the Adaptive Computer Lab (ACL) classes. In the ACL classes, students train on assistive technologies, work at their own pace to improve academic skills, and receive specialized instruction in math and English. Many students are referred to DSS with undiagnosed learning disabilities and are able to participate in the LD Assessment class (Coun 072). This class facilitates the identification of students with learning disabilities and provides a framework of reasonable accommodations to support identified students. The assessment

class has been shown to be particularly beneficial for African American students who are prohibited to participate in IQ/cognitive testing in high school due to the historically significant Larry P. case.

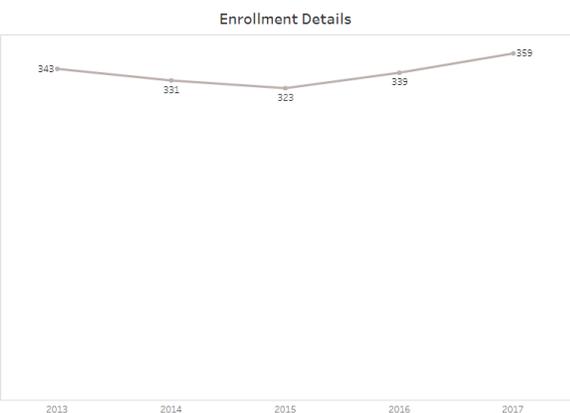
- c. DSS has a great deal of contact with the community which strengthens community relationships and connections. Some of the primary community contacts include all of the local feeder high schools, Department of Rehabilitation, Regional Center, Region 8 LD Specialists and Directors, St. Jude Hospital, OC Mental Health, doctor’s offices, private psychologists and psychiatrists, social workers, Dayle McIntosh Center, and Goodwill Industries. DSS was finally able to re-implement its high school outreach program by assigning one of its specialists to this task. In addition, each year DSS invites an alumni student to share his/her story at the Graduation and Scholarship Ceremony in May. These contacts serve to strengthen and enhance our connection with the community as a whole.

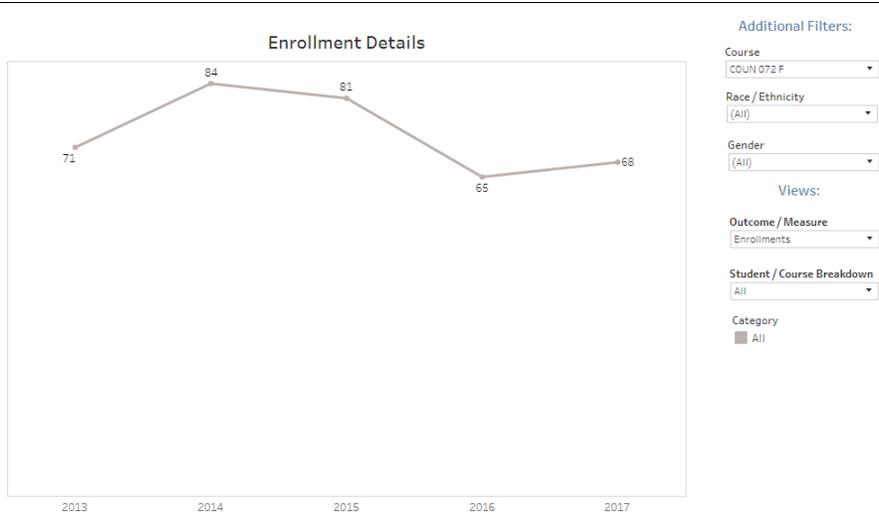
2.0 Program Data & Trends Analysis

2.1 Key Performance Indicators (KPI)

For each KPI listed below, analyze and report your findings and describe what they mean.

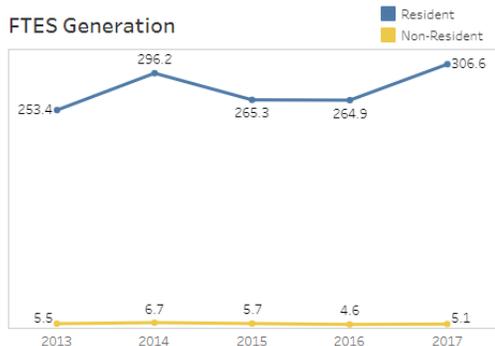
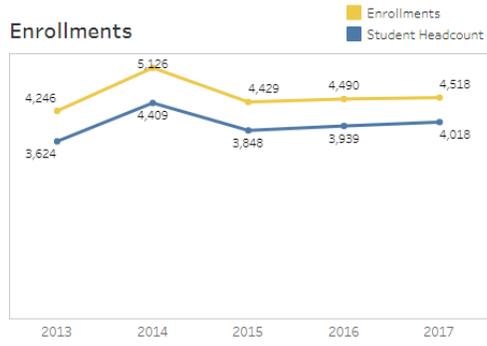
(Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

KPI	Findings												
Enrollment	<p>For ACL courses Coun 071 and Coun 075, enrollment for 2016-2017 increased overall by 4.6% in the last five years, after a dip of 5.8% in 2014-2015. This increase could be the result of high school outreach and students becoming more familiar with the petition to repeat process.</p>  <table border="1" data-bbox="362 1115 932 1528"> <caption>Enrollment Details</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>343</td> </tr> <tr> <td>2014</td> <td>331</td> </tr> <tr> <td>2015</td> <td>323</td> </tr> <tr> <td>2016</td> <td>339</td> </tr> <tr> <td>2017</td> <td>359</td> </tr> </tbody> </table> <p>For Coun 072, enrollment decreased by 4% in the same time period. However, that is after an initial 18% increase in 2013-2014 with a slide in subsequent years. This slide in subsequent years was the result of two major changes—1) the three-year mandate to reassess incoming high school students with learning disabilities (LD) was removed, and the Title 5 Regulations took effect which allowed colleges to claim students as LD based on a diagnosis in high school of specific LD. Enrollment increased in 2017 as DSS was able to reinstate its outreach efforts.</p>	Year	Enrollment	2013	343	2014	331	2015	323	2016	339	2017	359
Year	Enrollment												
2013	343												
2014	331												
2015	323												
2016	339												
2017	359												



Total FTES

The changes in total FTES probably reflect similar Enrollment findings.



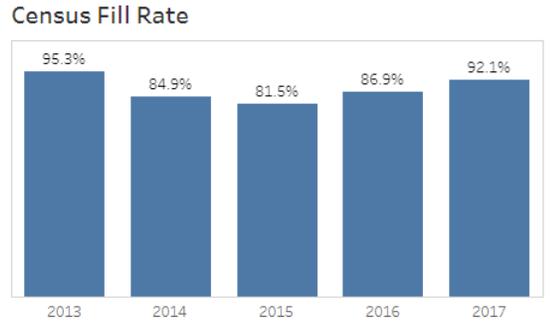
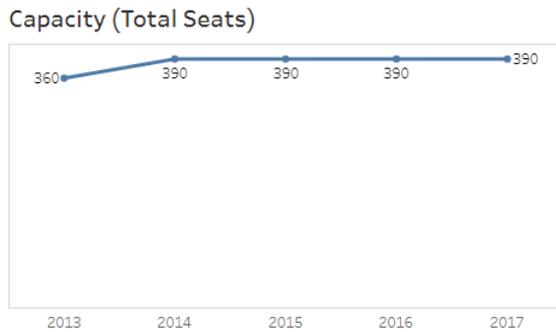
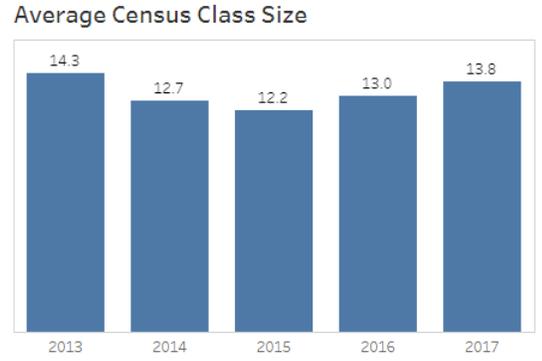
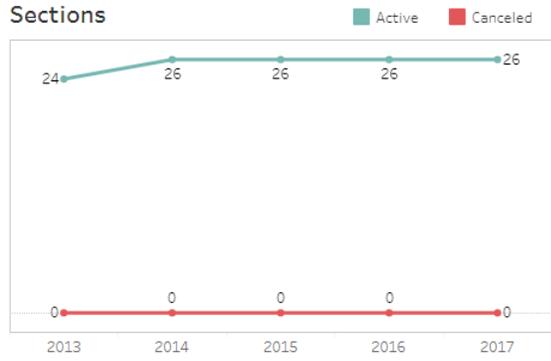
Course Enrollments

Course	2013	2014	2015	2016	2017	Grand Total
COUN 050 F	1,234	1,096	1,268	1,168		4,766
COUN 060 F	18					18
COUN 071 F	175	173	161	171	181	861
COUN 072 F	71	84	81	65	68	369
COUN 075 F	168	158	162	168	178	834

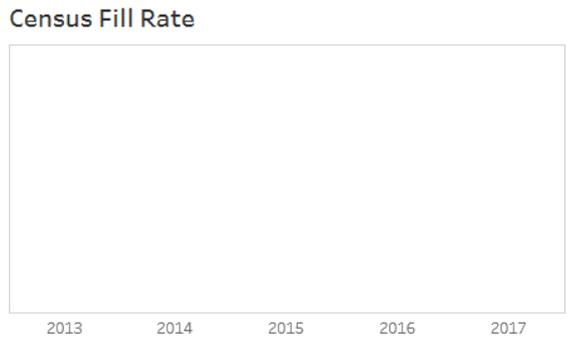
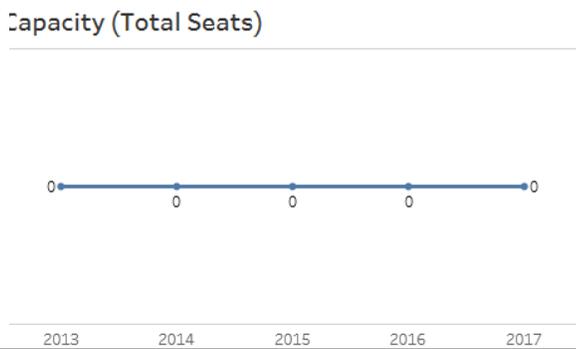
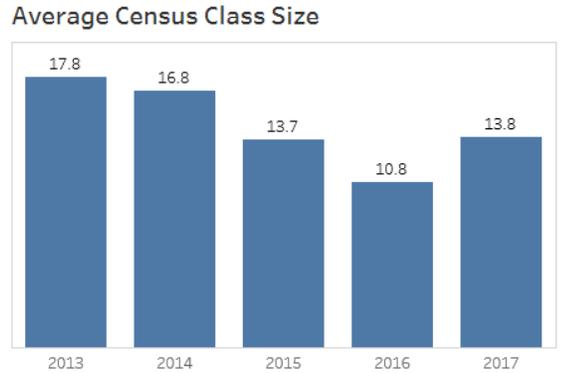
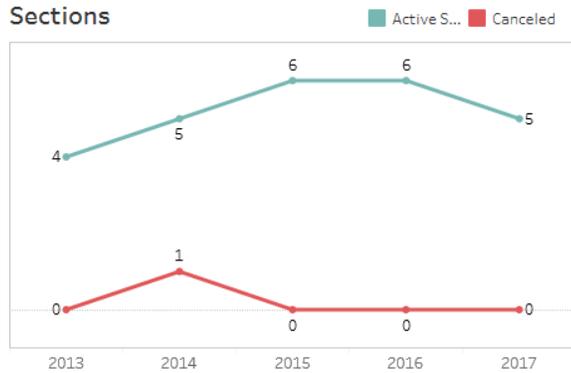
Sections

The number of sections of ACL courses has not changed, nor has the capacity changed during the last five years. The average census class size and fill rates reflect the high point in 2012-2013, trending downward and dipping in 2014-2015, and then swinging up. The percentages start at 95.3% and end at 92.1%, as illustrated below.

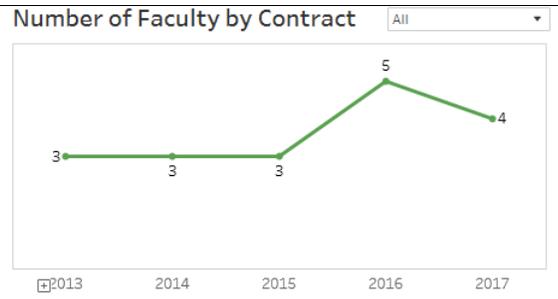
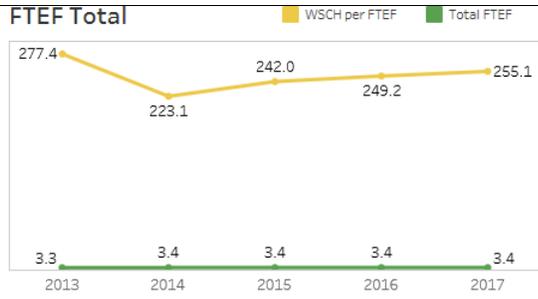
COUN 071 AND 075 BELOW



COUN 072 BELOW COUN 072 has always offered two sections during the Fall and Spring Semesters and one section during the Summer Session.



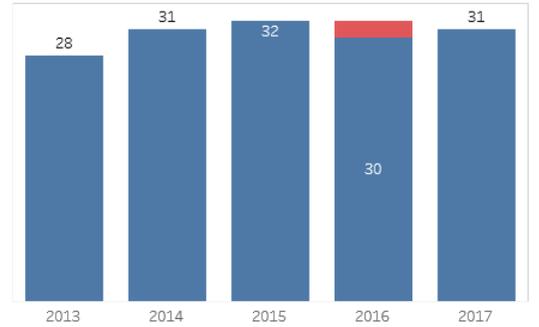
FTEF



FTEF Total by Contract



Sections by FT / Adjunct Status



Fill Rate

Historically, enrollment figures are higher in fall than in spring. Interestingly, the trends for each semester are contrasting. One reason may be due to the implementation of a required petition to repeat form after two enrollments in the ACL classes.

The overall trend for Fall Semesters has been a decrease, from 108% to 92%, but holding steady. Perhaps this is due to students becoming more familiar with the process of petitions to repeat.

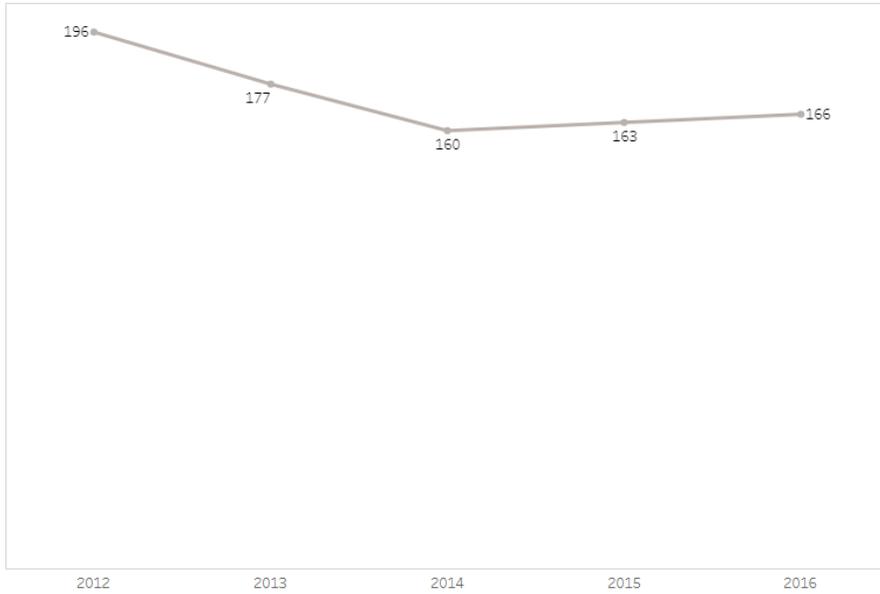
COUN 071 AND 075 BELOW PER SEMESTER



*NOTE: An Academic Year combines the Summer, Fall, and Spring terms (e.g., Academic Year 2013 includes Summer 2012, Fall 2012, and Spring 2013).

View By*:
Fall Terms

Enrollment Details



Additional Filters:

Course
(Multiple values)

Race / Ethnicity
(All)

Gender
(All)

Views:

Outcome / Measure
Headcount

Student / Course Breakdown
All

Category
All

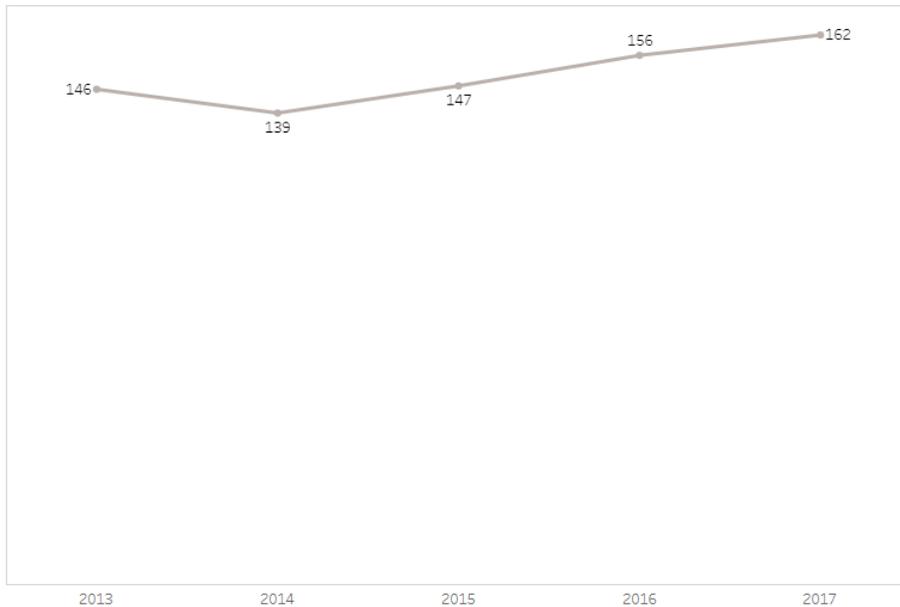
From Spring 2013 to Spring 2017 the overall trend is one of increase, from 81% to 90%.



Spring terms (e.g., Academic Year 2013 includes Summer 2012, Fall 2012, and Spring 2013).

View By*:
Spring Terms

Enrollment Details



Additional Filters:

Course
(Multiple values)

Race / Ethnicity
(All)

Gender
(All)

Views:

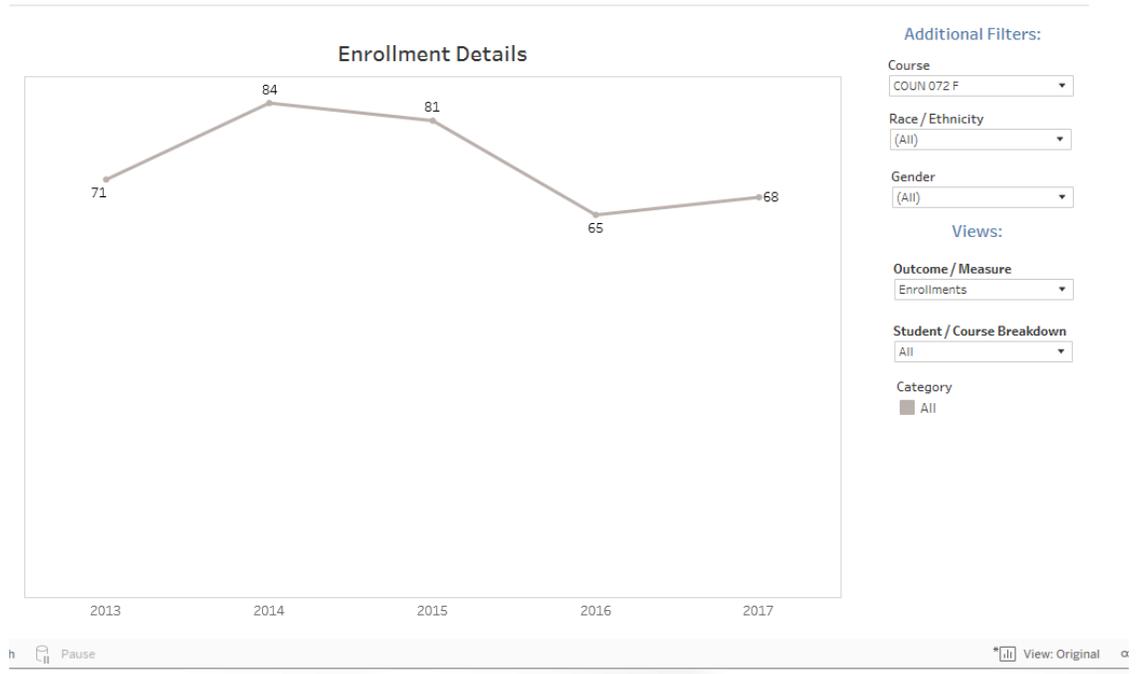
Outcome / Measure
Headcount

Student / Course Breakdown
All

Category
All

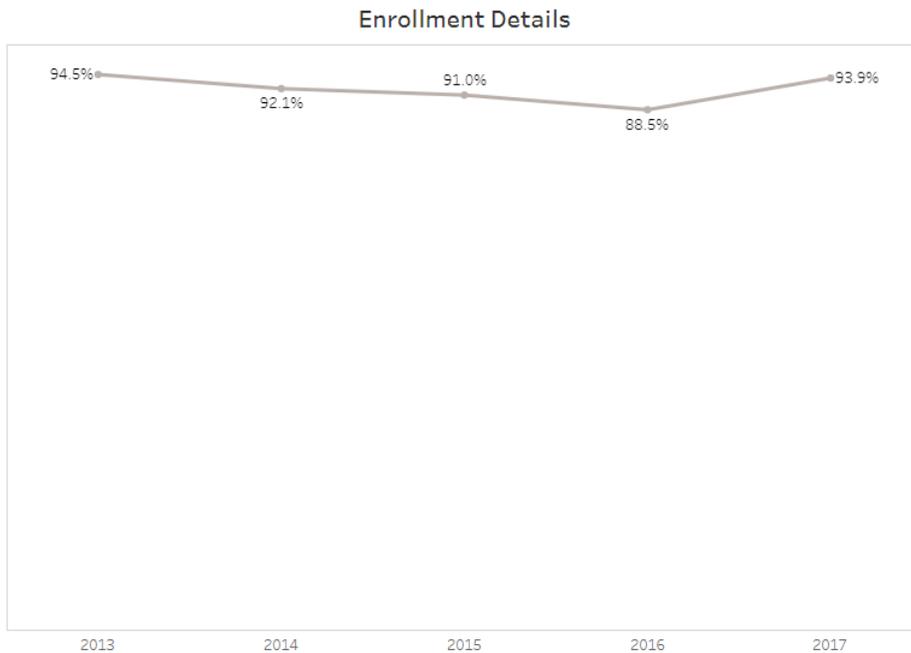
BELOW IS COUN 072 Again, the fill rate has decreased as the mandates and criteria for testing have changed. However, there are still many students who need to be assessed (referrals,

African American students who couldn't be assessed in high school) so enrollment will continue to increase.



WSCH/FTEF The decline for learning disability (LD) assessment (testing) is not a reflection of the number of students who are being served under the DSS LD category—it is a reflection of the easing of criteria for LD that has resulted in fewer incoming high school students needing updated LD testing.

Retention The retention rate averaged 92% for the past five years in **Coun 071 and 075**, with 94.5% in 2012-2013 and 93.9% in 2016-2017.



Additional Filters:

Course: (Multiple values) ▼

Race / Ethnicity: (All) ▼

Gender: (All) ▼

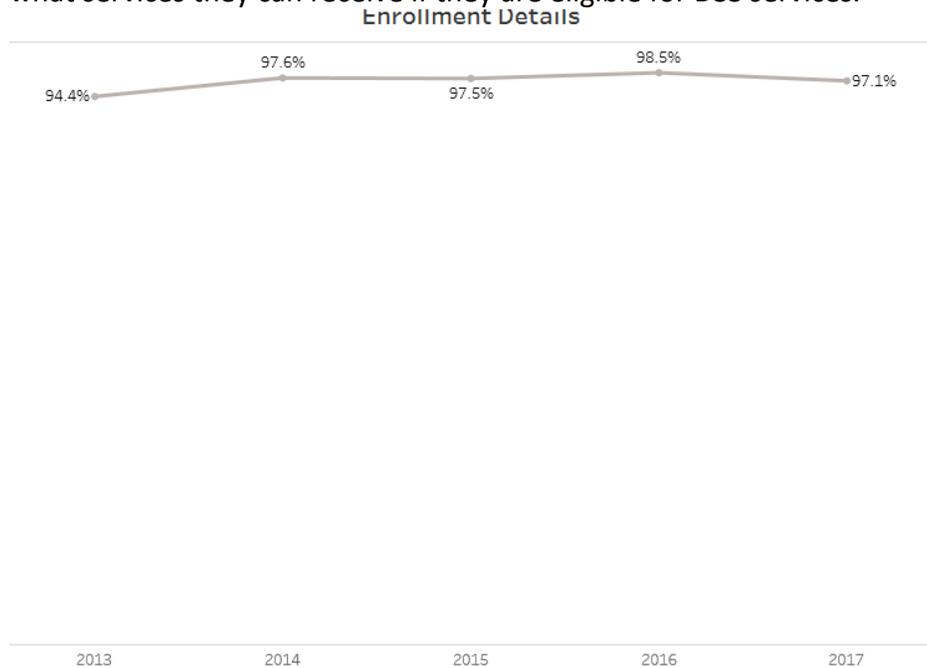
Views:

Outcome / Measure: Course Retention ▼

Student / Course Breakdown: All ▼

Category: All

COUN 072 BELOW Students who are enrolled in Coun 072 Learning Assessment sections have high retention rates as they are motivated to know whether they have learning disabilities and what services they can receive if they are eligible for DSS services.



Course: COUN 072 F ▼

Race / Ethnicity: (All) ▼

Gender: (All) ▼

Views:

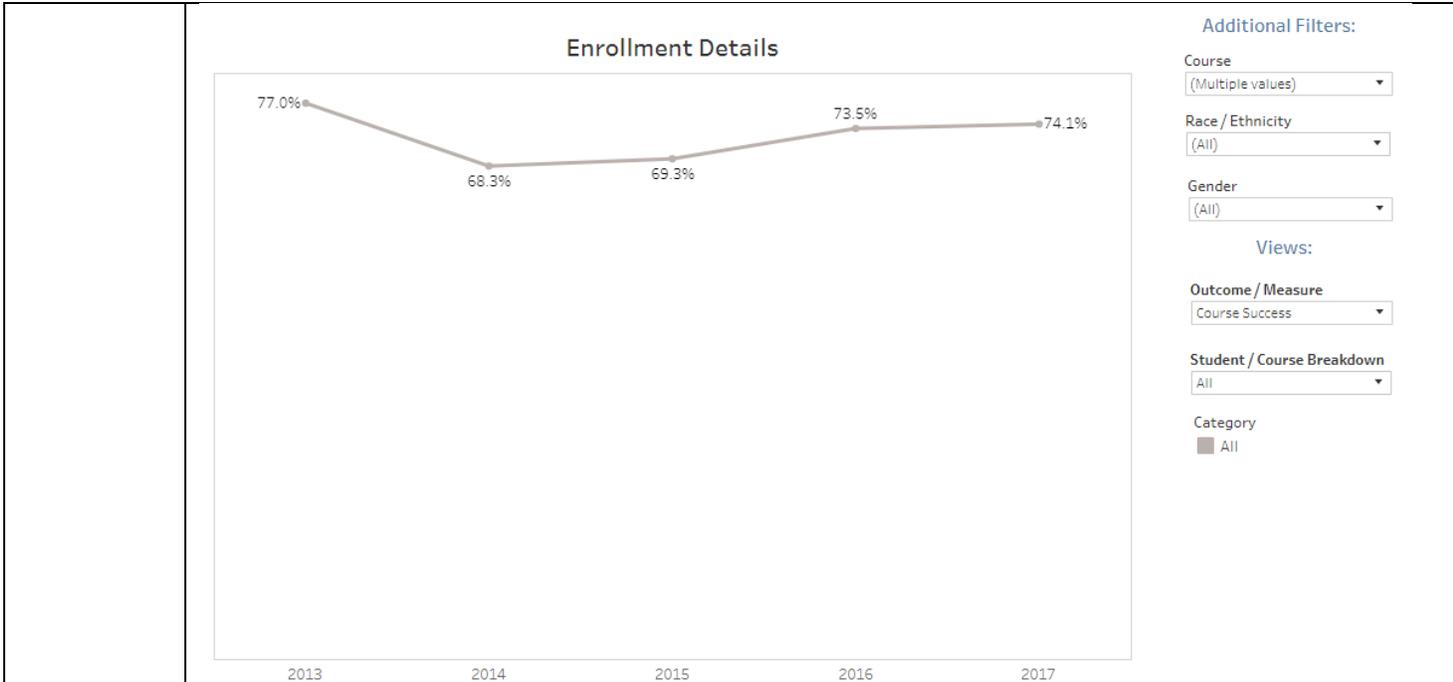
Outcome / Measure: Course Retention ▼

Student / Course Breakdown: All ▼

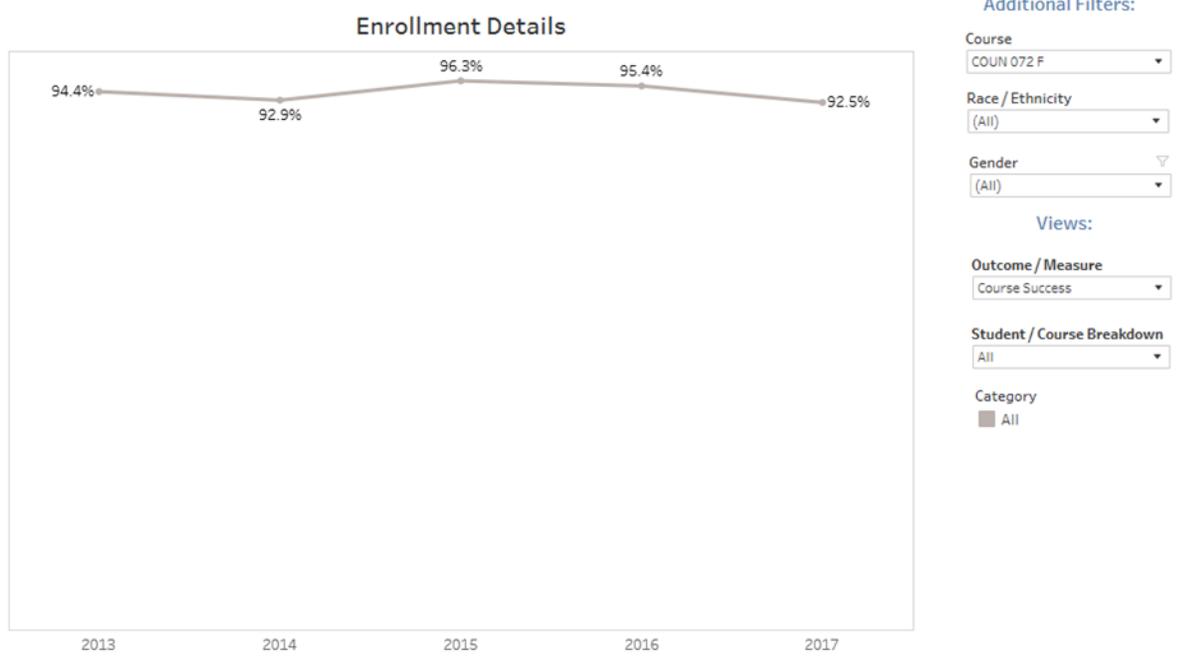
Category: All

Success

The ACL (**Coun 071 and Coun 075**) success rate was at its highest in 2012-2013 at 77%, its lowest the next year at 68.3% and has trended upwards since with 74.1% in 2016-2017.



COUN 072 BELOW Success rates are high for the Assessment sections as students are highly motivated to obtain the support that they need.



2.2 Peer Institution Comparison

College/Program:	Fall 2014	Fall 2015	Fall 2016
Retention: ACL/Coun 72	90.7%/100%	87.1%/100%	94.6%/93.8%
Success: ACL/Coun 72	65.4%/97.5%	68.7%/92.9%	74.9%/90.6%
Degrees Awarded:	N/A	N/A	N/A
Certificates Awarded:	N/A	N/A	N/A

Transfers:	N/A	N/A	N/A
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How does your program compare with peer institutions? Provide a *narrative* of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

An extensive search took place to find colleges from the provided list that have a similar ACL and assessment class as FC. In general, specific courses at the three colleges are components within the Adaptive Computer Lab class at Fullerton College. Golden West Learning Skills courses are in Reading and Math Readiness only, which may account for higher success rates. Mt. San Antonio College individual courses include Career Exploration, Orientation, Academic Success Strategies, Math, Writing, and Technology. They, like Fullerton College, note lower success rates than retention rates. In addition to Assessment, Rio Hondo College offers an Independent Living course. Their retention and success rates are somewhat similar to Fullerton's combined sections.

		Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2016	Fall 2016
		Credit	Credit	Credit	Credit	Credit	Credit
		Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate
Golden West Total		94.74 %	86.84 %	91.21 %	81.60 %	92.77 %	75.50 %
	Non Distance Education Methods	94.74 %	86.84 %	93.04 %	76.32 %	92.77 %	75.50 %
		Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2016	Fall 2016
		Credit	Credit	Credit	Credit	Credit	Credit
		Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate
Mt San Antonio Total		95.65 %	81.88 %	93.48 %	76.81 %	96.67 %	81.33 %
	Non Distance Education Methods	95.65 %	81.88 %	93.48 %	76.81 %	96.67 %	81.33 %
		Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2016	Fall 2016
		Credit	Credit	Credit	Credit	Credit	Credit
		Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate
Rio Hondo Total		91.38 %	69.54 %	93.26 %	78.76 %	92.77 %	75.50 %
	Non Distance Education Methods	91.38 %	69.54 %	93.26 %	78.76 %	92.77 %	75.50 %

2.3 Achievement Gap

(ACL courses only in chart below. See attached graphs for visual of data below for Coun 071 and Coun 075 as well as for Coun 072.)

Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)

Group	COUN 071 and COUN 075	% Retention	% Success
Males		AN1213-96.8%, AN1314-93.3%, AN1415-84.7%, AN1516-87%, AN1617-96.1%	AN1213-73.8%, AN1314-64.8%, AN1415-63.4%, AN1516-71.7%, AN1617-71.1%
Females		AN1213-92.9%, AN1314-91.7%, AN1415-95.1%, AN1516-89.6%, AN1617-92.3%	AN1213-79.2%, AN1314-69.7%, AN1415-73%, AN1516-75%, AN1617-75.2%

Asian-American	AN1213-80%, AN1314-94.1%, AN1415-100%, AN1516-80%, AN1617-100%	AN1213-80%, AN1314-70.6%, AN1415-70%, AN1516-60%, AN1617-65%
African-American	AN1213-100%, AN1314-89.5%, AN1415-93.3%, AN1516-87.5%, AN1617-88.9%	AN1213-68.2%, AN1314-52.6%, AN1415-66.7%, AN1516-75%, AN1617-61.1%
Filipino	AN1213-100%, AN1314-100%, AN1415-83.3%, AN1516-100%, AN1617-no data (API)	AN1213-100%, AN1314-100%, AN1415-83.3%, AN1516-100%, AN1617-no data (API)
Hispanic	AN1213-95.8%, AN1314-93.2%, AN1415-92.7%, AN1516-90.5%, AN1617-92.6%	AN1213-80.1%, AN1314-72.9%, AN1415-74.7%, AN1516-74.1%, AN1617-75.7%
Native American	AN1213-100%, AN1314-75%, AN1515-50%, AN1516-0% (1 enrolled), AN1617-100%	AN1213-71.4%, AN1314-50%, AN1415-0%, AN1516-0% (1 enrolled), AN1617-25%
Two or More	AN1213-100%, AN1314-87.5%, AN1415-100%, AN1516-91.7%, AN1617-100%	AN1213-54.5%, AN1314-68.8%, AN1415-54.5%, AN1516-66.7%, AN1617-85.7%
Pacific Islander	AN1516-100%, AN1617-100%	AN1516-100%, AN1617-66.7%
White	AN1213-89.8%, AN1314-92.8%, AN1415-88%, AN1516-88%, AN1617-95.4%	AN1213-73.9%, AN1314-62.7%, AN1415-62.7%, AN1516-77.2%, AN1617-78.7%
Unknown	AN1213-100%, AN1314-81.8%, AN1415-87.5%, AN1516-68.8%, AN1617-90%	AN1213-80%, AN1314-54.5%, AN1415-68.8%, AN1516-43.8%, AN1617-50%
Range (Max-Min)	AN1213-80-100%, AN1314-75-100%, AN1415-50-100%, AN1516-0-100%, AN1617-88.9-100%	AN1213-54.5-100%, AN1314-50-100%, AN1415-0-83.3%, AN1516-0-100%, AN1617-25-85.7%

2.4 Program Effectiveness

Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?

After ten years of relying on an adjunct Learning Disabilities (LD) Specialist to assist the two full-time LD Specialists, DSS was able to hire her as a third full-time LD Specialist. This has helped with the provision of services to students with disabilities in a timely manner as she has more time to devote to the following activities: assisting with the case load of students who need to be tested for learning disabilities, reviewing disability and LD documentation of incoming students, and meeting with students for the various DSS appointments including intakes, specialized academic counseling, registration assistance, testing, test results, and follow-up appointments.

Some of the services/tasks above result in a student being assessed for learning disabilities and/or being referred to the ACL classes which impact the Coun 072 LD Assessment, the Coun 075 Learning Strategies, and

the Coun 071 Adaptive Computer Access sections which comprise the instructional component of the DSS program.

DSS continues to experience a significant influx of special populations which include disabled veterans ('wounded warriors'), students with autism, and students with psychological disorders. The hiring of a third full-time LD Specialist has also made a difference in the availability of appointments for specialized counseling and referrals for these at-risk students.

The passing and implementation of the SB 1456 (SSSP) matriculation requirements has greatly impacted the DSS program and counselor time. In addition to the all of the LD Specialists' tasks mentioned above, the following requirements were added to be completed with each incoming and returning student to DSS-- (1) navigating online orientation, (2) assisting with Assessment Center appointments, and (3) completing educational plans which then need to be entered into the FC DegreeWorks computer program. These additional requirements could not have been completed without the hiring of the third full-time LD Specialist. Student Equity monies have impacted the DSS instructional program in very positive ways. It has not only allowed students to attend specialized workshops in math and English, but it has also provided training in adaptive technologies along with special topic workshops on math anxiety, procrastination, and time management. Student Equity has positively impacted the non-instructional components of DSS as well. Unfortunately, Student Equity monies have decreased each year.

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 hindered by the petition to repeat process in registering for the ACL classes. The ACL instructor has made efforts to remedy this by providing petition information and some gains have been made, but it is clear that more has to be done to assist continuing students in enrolling in this lab.

Additionally, the ACL is impacted by the reduction in student equity funding. The ACL is unable to renew Merit Software for English and Math Help in Spring 2018. This is important supplemental software that allows students to work at their own pace to assist in, or prepare for, their English and Math courses. Reduced equity funding also restricts the ACL's ability to hire hourly for English and Math specialized assistance. Additionally, at the time of the last program review DSS had to rely on the assistance of its Administrative Assistant II to coordinate interpreters.

Replacing the temporary Interpreter/Coordinator position with a permanent Interpreter/Coordinator has proven of great benefit to DSS. The full time Interpreter/Coordinator not only handles scheduling for the in-house and agency interpreters but also offers valuable workshops and training opportunities to current interpreters. The current Interpreter Coordinator has interviewed, evaluated and hired 5 new in-house interpreters thus significantly decreasing the cost of agency interpreters. Deaf and Hard of Hearing student requests for interpreter accommodations and Ubi-Duo use has expanded as deaf students are working on campus, increasing enrollment in the ACL and participating in on-campus internships. Upon encouragement of the VP of Instruction, a goal has been set to establish American Sign Language classes on campus with the assistance of the DSS Office.

DSS 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.

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 no longer available for use.

2.5 Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

The DSS Program is bound by several laws and regulations which include the following:

1. Per federal law, which includes 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”. 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.
The “timeliness of services” mandate is a challenge when the number of student requests exceeds staff and space availability. This can be an issue 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)** for deaf and hard of hearing students who need non-compliant movies interpreted, explained, and/or closed captioned, and **c)** for the hundreds of DSS students who need to be accommodated during finals week for their mandated testing accommodations.
2. The ADA was amended in 2008 and those changes are now referred to as 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.
3. 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.
4. Sweeping changes to Title 5 Disabled Students Programs and Services were approved by the California Community Colleges Chancellor’s Office on July 20, 2015, and they took effect on July 1, 2016. They included changes at the local level (operational procedural changes) and at the district level (MIS reporting). Key DSS staff attended Chancellor’s Office training workshops throughout the 2016-2017 year to implement the changes needed under the new regulations

5. DSS continues to support and implement the SB 1456 (Student Success and Support Program) mandates which 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.
6. Admissions and Records policy, following state mandates, requires students who need to repeat the ACL classes (Coun 071 and 075) to complete a “Petition to Repeat” form. This process has resulted in a more complicated process for DSS students to use the ACL classes that they need.

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

1. DSS services are many and varied and they include the instructional component of our program. Students are authorized to enroll in Coun 075 (Adaptive Computer Access: Learning Strategies), Coun 071 (Adaptive Computer Access) and Coun 072 (Learning Assessment). Coun 075 and Coun 071 make up the curriculum in the Adaptive Computer Lab (ACL). Coun 071 and 075 have a variable unit offering—from .5 to 2.0. There are six sections of Coun 075 and 071 each and there are two sections of Coun 072. Coun 072 is offered for .5 units. The courses are offered in the fall, spring, and summer sessions.
2. Testing accommodations are 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 2013-2014, DSS proctored 2,373 tests for 424 instructors, in 2015-2016, 2,391 tests were proctored for 430 instructors, in 2016-2017, 2,401 tests were proctored for 460 instructors, and so far in 2017-2018, 969 tests have been proctored for 217 instructors.
3. In addition to providing assistive technologies and computer applications for students, the Adaptive Computer Lab (ACL) classes (Coun 071 and Coun 075) are focusing on small group and individual specialized assistance in the areas of Basic Skills educational success. The yearly enrollment average is 340, including an upswing last year due to increased high school outreach and recruitment of students.
4. The ACL has increased the Math assistant student hourlies and they have been instrumental with the individual and small group help. English and writing assistance continues to benefit students via the half-time student services specialist, an adult hourly and a volunteer. The ACL continues to offer a variety (up to 18) of workshops/trainings per semester (upwards of 60). The lab also continues to assist students in the training and provision of alternate media/software/technology for students including Kurzweil, Dragon and the Livescribe Smartpen.
5. DSS continues to assist a student who attends class via a VGO “robot”. Fullerton College is the first community college to purchase and use this type of technology. Technology has benefitted students with disabilities in so many ways.
6. DSS continues to “share” 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 staff and faculty members.

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

Based on your analysis in 2.1 through 2.6, answer the following questions:

3.1 What are the strengths of your program?

While the sections and capacities do not change, most recently, there has been an increase in students registering for the ACL courses, especially in spring semester. The retention and success rates are on the increase as more students are seeking help in math and English specialized assistance. The ACL is unique in its offerings of individual and group assistance in math and English. Students are fortunate to have numerous workshops in technology and software along with learning and study strategies. ACL courses are offered for all terms, fortunately, because spring enrollment is trending up, which may in part be due to some students struggling through the fall without the ACL. While the African-American success rate dipped in 2013-2014, it did rebound subsequently.

The ACL is a major component for the success of students with disabilities, and it has the flexibility to respond quickly to the individual needs of students. The staff of instructor, instructional assistant, student services specialist and hourly assistants offer individual and group help to students. Using equity funds, lately, the ACL has become more effective in boosting its math assistance for students. The ACL has also utilized English and math software in the last two semesters to replace outdated and incompatible software.

Coun 072 (Learning Assessment) has been a vital resource for students who need to participate in an individualized intensive diagnostic learning assessment. This includes students who have been referred by faculty, students who self-refer because of long-term learning difficulties that have gone undiagnosed, and African-American students who could not be assessed in high school. As a result of the assessment process hundreds of students have been able to receive the educational support services and accommodations that they need.

DSS does an excellent job of assisting the college in the provision mandated services for students with disabilities.

3.2. What are the weaknesses of your program?

DSS has outgrown its testing accommodations space as described in 2.6 #1 above.

Equity funds appear to be decreasing, strongly threatening the use of hourly assistants for math and English assistance, as well as supplemental software for math and English. This will result in a negative impact on students as early as spring 2018, abruptly after students have come to rely on and benefit from the personal and software assistance.

The petition to repeat requirements still pose somewhat of an obstacle for students to register for the ACL.

3.3 What opportunities exist for your program?

The primary opportunity for the ACL is to continue on a consistent basis to offer the individual and group special assistance as well as supplemental software help.

The purchase of the latest assistive technology is an important opportunity as technology continues to evolve to provide better access for students with disabilities (i.e., Sensus Access, graphic organizers, assistive listening systems, proofreading software [e.g., Ginger, Ghotit], math tools [e.g., MathTalk], Kurzweil 3000 upgrades, magnifiers, UbiDuo upgrades, computer hardware upgrades.

3.4 What challenges exist for your program?

- The challenge for the ACL is to consistently maintain the English and math help students are receiving, which is a direct contribution to their academic success.
- Establish an “adequate” testing space for students with disabilities (i.e., 5-10 private rooms, 30-40 “distraction limited spaces”)
- As the most expensive provided accommodation, interpreter services for the deaf are also the most unpredictable. DSS needs to have resources available to assist this population.

4.0 Student Learning Outcomes (SLO) Assessment

4.1 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	The student will be able to use assistive technologies appropriate to student's unique disabilities and abilities.	May 2017	August 2017	August 2017	One
2.	2. The student will be able to operate computer applications appropriate to student's disability in context of the course.	May 2017	August 2017	August 2017	One
3.	The student will plan strategies and utilize educational accommodations to circumvent his/her learning disability in order to be academically successful.	May 2017	August 2017	August 2017	One

4.2 Assessment: Complete the expandable table below.

<i>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</i>			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1.The student will be able to use assistive technologies appropriate to student's unique disabilities and abilities.	Completion of one workshop (skills demo) and required lab hours is PASS.	Summer 2013 – Spring 2017 91.4% retention rate and 71.3% successful pass rate for all ACL classes.	In addition to current assessment and criteria, using end of semester student surveys for more specific results tied to Equity.
2. The student will be able to operate computer applications appropriate to student's disability in context of the course.	Completion of one workshop (skills demo) and required lab hours is PASS.	Summer 2013 – Spring 2017 91.4% retention rate and 71.3% successful pass rate for all ACL classes.	In addition to current assessment and criteria, using end of semester student surveys for more specific results tied to Equity.
3. The student will identify his/her specific learning disability and learning style based on a comprehensive diagnostic	Completion of the assessment process is PASS.	Fall 2013-Spring 2017 90.5% retention and	Use of intake interview, assessment, test interpretation, and

assessment of academic achievement, learning modalities, aptitudes, strengths and weaknesses as related to their vocational and academic goals.		successful pass rate for COUN 072.	academic accommodation plan.
4. The student will plan strategies and utilize educational accommodations to circumvent his/her learning disability in order to be academically successful.	Completion of the assessment process is PASS.	Fall 2013-Spring 2017 90.5% retention and successful pass rate for COUN 072.	Use of intake interview, assessment, test interpretation, and academic accommodation plan.
5. The student will devise a Student Educational Contract (SEC) with a Learning Disability Specialist.	Completion of the assessment process is PASS.	Fall 2013-Spring 2017 90.5% retention and successful pass rate for COUN 072.	Use of intake interview, assessment, test interpretation, and academic accommodation plan.

4.3 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

For the ACL classes, all SLOs are assessed at the end of every semester. The progress of assessment is ongoing, being more comprehensive at the end of the academic year.

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

For Coun 071, 73.7% met each SLO for the course (compared to a low of 68.9% in 15-16). For Coun 075, 73.2% met each SLO for the course (compared to a low of 65.2% in 14-15). The success rates were the same. Student learning and achievement continues to be strong.

4.5 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

The DSS program does not have transfer or certificate/degree awards.

4.6 What challenges remain to make your program level SLOs more effective?

N/A

5.0 Evaluation of Progress Toward Previous Goals/SAP's (Future program review templates for this section will identify "previous goals" as "previous *strategic action plans*"-- SAP's.)

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

1. Add an ACL half-time instructor to support the planned increase in enrollment.
2. Increase the number of incoming students with disabilities in the DSS Adaptive Computer Lab classes (COUN 071 and COUN 075) by 25% over three years.

3. Develop Math work and support groups through the DSS Adaptive Computer Lab (COUN 071 and COUN 075) above and beyond what is offered on campus to increase completion and success in Basic Skills Math courses

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

1. Adding an ACL half-time instructor is no longer a goal for two reasons: 1) Enrollment for the entire campus is projected to decrease in the future. 2) Assistance to ACL students is sufficient with the half-time Student Services Specialist and adult and student hourlies providing English and Math help.
2. The number of incoming students to the ACL classes has increased, but far below the goal of 25% over three years. To speculate, this may be due to an ambitious goal of attempting to reach previous levels when no Petition to Repeat was required, and possibly students moving through to degree/certificate completion and transfer more quickly, reducing the number of ACL class repeats.
3. The Math work and support groups through the Adaptive Computer Lab has evolved to increased specialized individual and group assistance. Additionally, other group sessions such as Health Services and Stress workshops specifically for ACL students, Test Anxiety Workshops, and specific Math Learning and Testing Strategies workshops also fulfill the support aspect.

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

- 1 and 2. Yearly enrollments and student surveys are used to measure success and/or progress. Since ACL classes are not increasing at the level of the previous program review goal, and along with decreased projected enrollments, the ACL can support and assist students with the current staff of instructor, instructional assistant, half-time student services specialist and hourly assistants.
3. The ACL tracks students receiving individualized and group assistance. The end of semester/year student surveys also inform the ACL of the number of students receiving assistance and how the assistance is affecting their success in math and English courses. Overall, there are positive responses and comments from the students. The current assistance is satisfactory.

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

The third goal regarding Math and support groups through the ACL has been a catalyst to constantly seek ways to help students succeed academically. The result is quality improvement in the depth of help students receive as well as constant available help for students. The ACL is looking forward to the next end of semester self-reported surveys from students to gage the most recent contributions to students' retention and success.

The last end of semester ACL self-reported surveys show a strong overall satisfaction with the Lab, and a few qualitative comments for math were: "The Math tutors were very helpful throughout the semester...very patient...she helped me when no one else could...With the ACL I was able to pass my math class...I also was able to understand everything...Very good informational math help...I believe it was helpful to learn in workshops, ways to prepare to test in math and also various help was great."

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?

The DSS Program has never been allocated resources from Program Review monies.

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

Though DSS did not receive any funds in the last review cycle, it was able to obtain Student Equity monies which allowed for requested augmented services in the Adaptive Computer Lab classes.

6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1		
Describe Strategic Action Plan: (formerly called short-term goal)	Purchase the learning disability assessment materials needed to test students for learning disabilities per Title 5 mandates and criteria. These include the WAIS-V and WJ-V batteries, testing protocols, and response and record booklets.	
List College goal/objective the plan meets:	College Goal #: 1, Increase student success Objective #: 1, Address needs of underprepared students	
Describe the SAP: (Include persons responsible and timeframe.)	The assessment batteries are updated by the publisher every 4 years so new batteries, protocols, and response and record booklets need to be purchased to stay in compliance. Currently, FC DSS is using the WAIS-IV and the WJ-IV. The WAIS-V will be coming out in about 2 yrs, and WJ-V in about 3 yrs. DSS Learning Disability Specialists are the responsible persons.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Greater retention and success rates for students with disabilities.	
What specific aspects of this SAP can be accomplished without additional financial resources?	none	
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	\$9, 290 every 4 to 5 years (this includes 2 WAIS-V kits, 2 WJ-V kits, 375 WAIS-V response booklets and record forms (75 per year), and 375 WJ-V response booklets and record forms (75 per year))	
Computer Hardware		
Computer Software		
Training		
Other		

Total Requested Amount	\$9, 290 every 4 to 5 years	
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STRATEGIC ACTION PLAN # 2		
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Describe Strategic Action Plan: (formerly called short-term goal)	Purchase Sensus Access	
List College goal/objective the plan meets:	College Goal #: 1, Increase student success. Objective #: 1, Address needs of underprepared students	
Describe the SAP: (Include persons responsible and timeframe.)	Sensus Access converts files for alternate media purposes.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Greater retention and success rates for students with disabilities.	
What specific aspects of this SAP can be accomplished without additional financial resources?	None	

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	\$10, 000.00	
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$10, 000.00	

STRATEGIC ACTION PLAN # 3		
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Describe Strategic Action Plan: (formerly called short-term goal)	Continue with targeted individual and group assistance in Math for Adaptive Computer Lab students. Additionally, provide Math Help which is a supplemental internet-based program for students to use independently.	
List College goal/objective the plan meets:	College Goal #1: FC will increase student success. Objective #1: Address needs of underprepared students. Objective #2: Increase course retention and success. Objective #3: Increase the persistence rate of students. College Goal #2: FC will reduce the achievement gap. Objectives #2-4: Increase retention, success and persistence rates of Hispanic and African-American students.	

Describe the SAP: (Include persons responsible and timeframe.)	Targeted individual and group assistance in Math for ACL students involves retaining two hourly Math assistants in addition to the full-time instructional assistant. Group Math sessions as well as individual Math assistance are offered regularly. The ACL instructor will be responsible for scheduling the hourly assistants and Math sessions. Additionally, the ACL instructor will track and provide end-of-semester data along with self-reported survey information for Math class success. The instructor will provide Math Help accounts to students who are interested in the supplemental help. Approximately, 40 accounts would be adequate.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Greater retention and success rates for Math classes.
What specific aspects of this SAP can be accomplished without additional financial resources?	None

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	Approximately \$4,500 per semester for Math assistants	
Facilities		
Equipment		
Supplies	\$1,000/40 Math Help accounts	
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$5,500	

STRATEGIC ACTION PLAN # 4

Describe Strategic Action Plan: (formerly called short-term goal)	Hire a full-time instructor in the Adaptive Computer Lab for 2020 when the current instructor retires.
List College goal/objective the plan meets:	FC will increase student success/increase the numbers of degrees and certificates awarded.
Describe the SAP: (Include persons responsible and timeframe.)	The ACL classes have been vital in the successful completion of courses for students with disabilities.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increased number of degrees and certificates awarded.
What specific aspects of this SAP can be accomplished	none

without additional financial resources?		
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	\$121, 368.00 (includes benefits)	
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$121, 368.00	

STRATEGIC ACTION PLAN # 5		
Describe Strategic Action Plan: (formerly called short-term goal)	Purchase 5 more Ubi Duos for campus-use.	
List College goal/objective the plan meets:	Fullerton College will increase student success/ Increase course retention and success.	
Describe the SAP: (Include persons responsible and timeframe.)	Ubi Duo is a communication device that is used for deaf and hard of hearing students. It allows an office staff member or faculty person to communicate without the use of an interpreter.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Greater retention and success for deaf and hard-of-hearing students.	
What specific aspects of this SAP can be accomplished without additional financial resources?	none	
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	5 Ubi Duos at \$2,000.00 each	
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		

Total Requested Amount	\$10,000.00	
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7.0 Long Term Plans

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.)

- Establish a peer-to-peer mentorship program.
- Establish a social media presence (i.e., Facebook, Instagram, Tumblr, Flickr).
- Establish Clockwork as the primary Learning Management System (LMS).
- Establish “Club Ability” as a viable “student-led disability organization” for students with disabilities.
- Establish a deeper relationship with the Career & Life Planning Center with a focus on serving students with disabilities (i.e., interview skills particular to students with disabilities, self-disclosure, legal rights).
- Establish a regular “Faculty Training Series” with a focus on practical strategies for working with DSS students (i.e., PDF conversions, testing process, Clockwork implementation, UDI, writing “welcoming syllabi,” teaching online, use of apps)
- Establish a “Disability Awareness Week” for October.
- Establish student transition workshops particularly for students coming from high school.
- Establish an “adequate” testing space for students with disabilities (i.e., 5-10 private rooms, 30-40 “distraction limited spaces”)
- Establish a deeper presence at professional associations such as CAPED and AHEAD (i.e., DSS staff regularly presenting workshops)
- Purchase the latest Assistive Technology as technology continues to evolve to provide better access for students with disabilities (i.e., Sensus Access, graphic organizers, assistive listening systems, proofreading software [e.g., Ginger, Ghotit), math tools [e.g., MathTalk], Kurzweil 3000 upgrades, magnifiers, UbiDuo upgrades, computer hardware upgrades.
- Clockwork (new LMS system) upgrades and additions.
- The current full-time faculty member of the Adaptive Computer Lab will retire in August 2020, and a full-time faculty member will need to be hired for the ACL for the start of Fall 2020.

8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key elements of this 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 DSS program aligns with the college's mission, vision, values, and goals as we embrace the differences and challenges of students with disabilities. It is rewarding to work alongside these amazing students on their way to achieving their educational goals.

DSS services include the instructional component of its program. Students are authorized to enroll in Coun 075 (Adaptive Computer Access: Learning Strategies), Coun 071 (Adaptive Computer Access) and/or Coun 072 (Learning Assessment). Coun 075 and Coun 071 make up the curriculum in the Adaptive Computer Lab (ACL). The counseling classes discussed above have resulted in students being able to receive specialized instruction as well as specialized training on adaptive computer technologies. Overwhelmingly, students with disabilities report that they would not have done well in their math and English classes had it not been for the assistance that was provided by the ACL.

Hundreds of students who otherwise would have gone without academic assistance because of their inability to be diagnosed for learning disabilities, have greatly benefitted from participating in Coun 072 Learning Assessment. This course allows students to be assessed for learning disabilities by trained DSS Learning Disability Specialists. For many students this is a life-changing event as they finally have proof of learning challenges for which they can receive mandated educational support services.

All three DSS program courses have high retention rates as students with disabilities are motivated to receive the assistance they need in order to be successful in college. This assistance, by law, follows them through their entire college career.

The DSS instructional component (the ACL) is strong, but the challenge is to be able to continue offering its excellent services at the current level.

Challenges also exist to be able to expand in other areas such as re-instituting Club Ability (a support group for students with disabilities), establishing a peer-to-peer mentorship program, establishing a Disability Awareness Week in October, establishing adequate testing accommodation space, and purchasing the latest technology for the Alternate Media Specialist and the Adaptive Computer Lab.

The DSS Strategic Action Plans address the ongoing needs of updated assessment instruments and protocols for the Learning Disability Assessment class (Coun 072), the need for math and English software in the ACL, the need for additional hourly help in the ACL, and the need for equipment and software such as Sensus Access and more Ubi Duos.

The Disability Support Program is proud of its excellent staff and faculty who work as a true team under the direction of an excellent director. The rewards are many when you work with students who, despite incredible physical, learning, and/or psychological difficulties, work their hardest to be the best they can be.

9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, pamphlets, etc.), when they were last reviewed, and denote the publication is accurate in all representations of the College and program missions and services. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at lmcpheon@fullcoll.edu. Information on the college’s graphic standards is available here: <http://news.fullcoll.edu/campus-communications/web-help/graphics/>.

Please identify when the publication was last reviewed, and confirm that it is accurate in how it represents the college. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the internet, please provide a sample of the publication with your program review self-study.

Publication	Date last reviewed	Is the information correct?	URL of publication
DSS Website	11/14/17	Yes	dss.fullcoll.edu
Faculty & Staff Resource Guide	2/27/17	Yes	http://dss.fullcoll.edu/wp-content/uploads/sites/12/2017/06/DSS-Faculty-Staff-Resource-Guide-6th-ed-accessible.Rev-2.27.17.pdf
Accommodations Guide	2/2017	Yes	http://dss.fullcoll.edu/wp-content/uploads/sites/12/2017/05/Accommodations-and-Services-Guide-Feb-2017.pdf
DSS Brochure	4/13/15	Need to update website info & add email address	attached
High School Outreach Brochure	2/16/17	Yes	attached
FC DSS Steps to Transition from High School to College	10/31/17	Yes	http://dss.fullcoll.edu/wp-content/uploads/sites/12/2017/09/Steps-to-Becoming-a-DSS-Student-Oct-2017.pdf
CDs – “Struggle: A Student Perspective” and “Struggle: An	?	?	The videos are linked on our website, but not working as of 10/2017. Staff will troubleshoot with campus web specialist.

Instructional Perspective"			
DSS Academic Student Planner	3/27/2017	Pages will be updated with new order in March 2018	We submit 16 customized pages to manufacturer to include in the Academic Planner. (attached)

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Routing & Response Page

Originator → IMS → Appropriate President's Staff Member → Program Review Chair

Originator

Electronically submit completed Program Review to Division Dean/IMS for review.

Appropriate Immediate Management Supervisor (IMS)

RESPONSE

Lisa Campbell

Dean Counseling and Student
Development

12-11-17

Printed name of IMS

Title

Date

Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.

I concur with the findings contained in this Program Review.

I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):

Area of exception:

I do not concur with the findings contained in this Program Review (include a narrative explanation):

**Appropriate President's Staff Member
Acknowledging Receipt**

Dr. Gilbert Contreras

Printed Name

Signature

Title

Date

Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.



Fullerton College Mission Statement

MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College
President's Advisory Council and
accepted by President Schulz
May 2017.*

VALUES

Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Diversity

We embrace and value the diversity of our entire community.

Equity

We commit to equity for all we serve.

Excellence

We honor and build upon our tradition of excellence.

Growth

We expect everyone to continue growing and learning.

Inclusivity

We support the involvement of all in the decision-making process.

Innovation

We support innovation in teaching and learning.

Integrity

We act in accordance with personal integrity and high ethical standards.

Partnership

We work together with our educational and community partners.

Respect

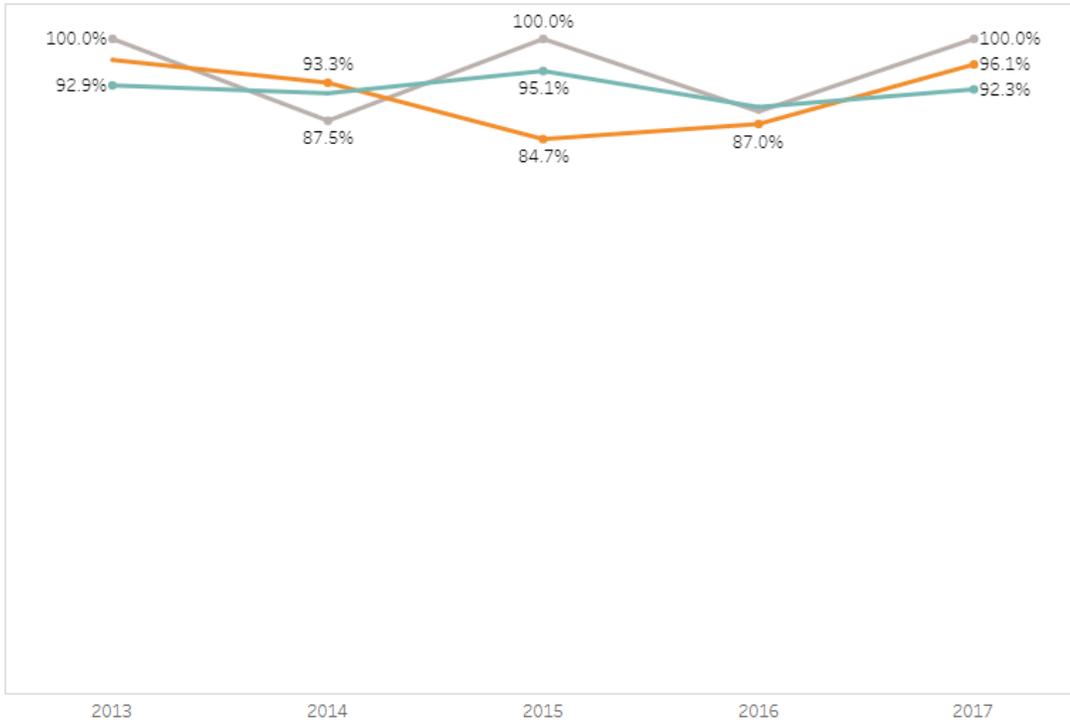
We support an environment of mutual respect and trust that embraces the individuality of all.

Responsibility

We accept our responsibility for the betterment of the world around us.

APPENDIX I (for 2.3 Achievement Gap)
COUN 071 and COUN 075 BELOW

Enrollment Details



Additional Filters:

Course

Race / Ethnicity

Gender

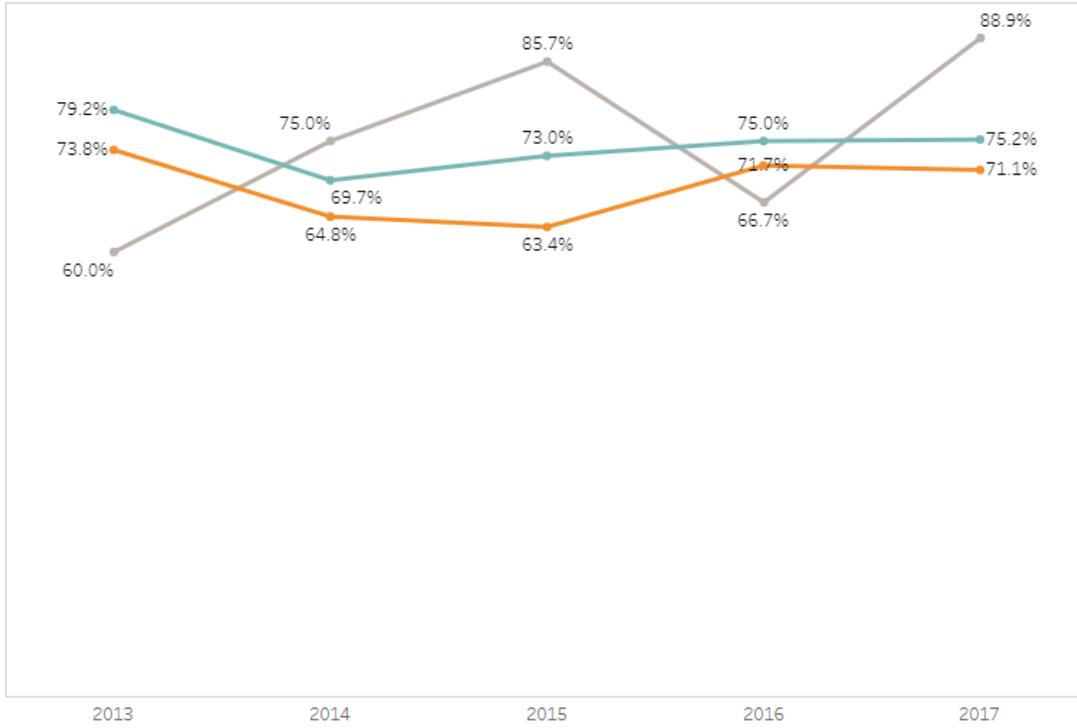
Views:

Outcome / Measure

Student / Course Breakdown

- Category
- Female
 - Male
 - Different / Unknown

Enrollment Details



Additional Filters:

Course
(Multiple values)

Race / Ethnicity
(All)

Gender
(All)

Views:

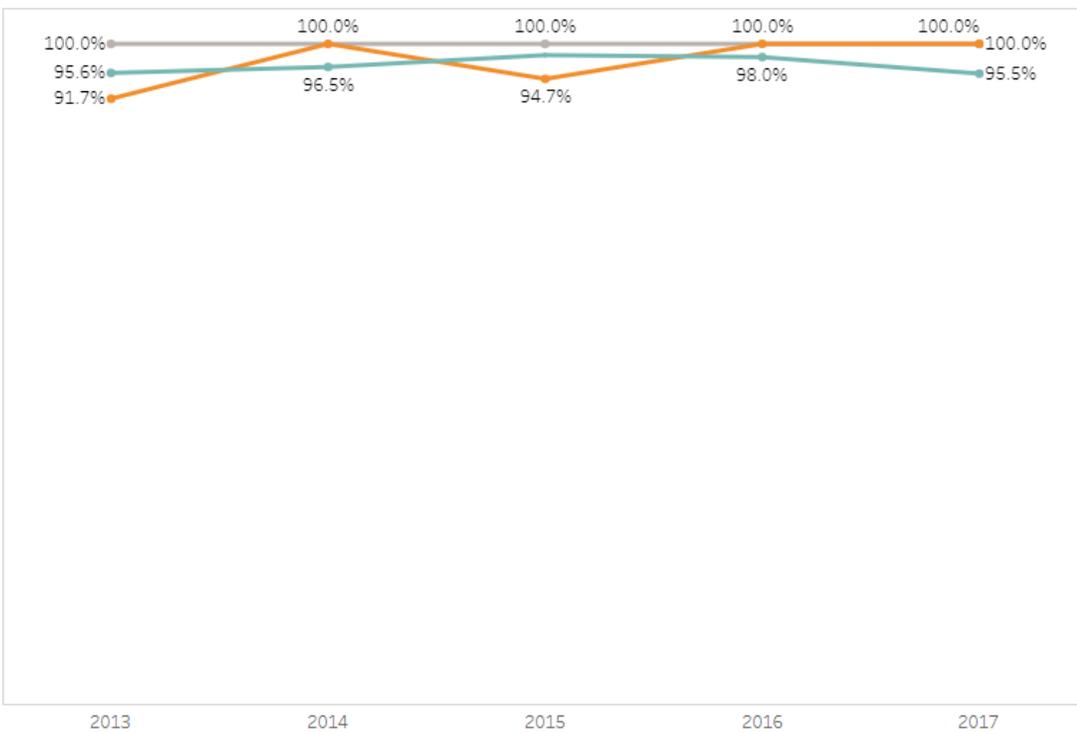
Outcome / Measure
Course Success

Student / Course Breakdown
Gender

Category
■ Female
■ Male
■ Different / Unknown

COUN 072 BELOW

Enrollment Details



Additional Filters:

Course
COUN 072 F

Race / Ethnicity
(All)

Gender
(All)

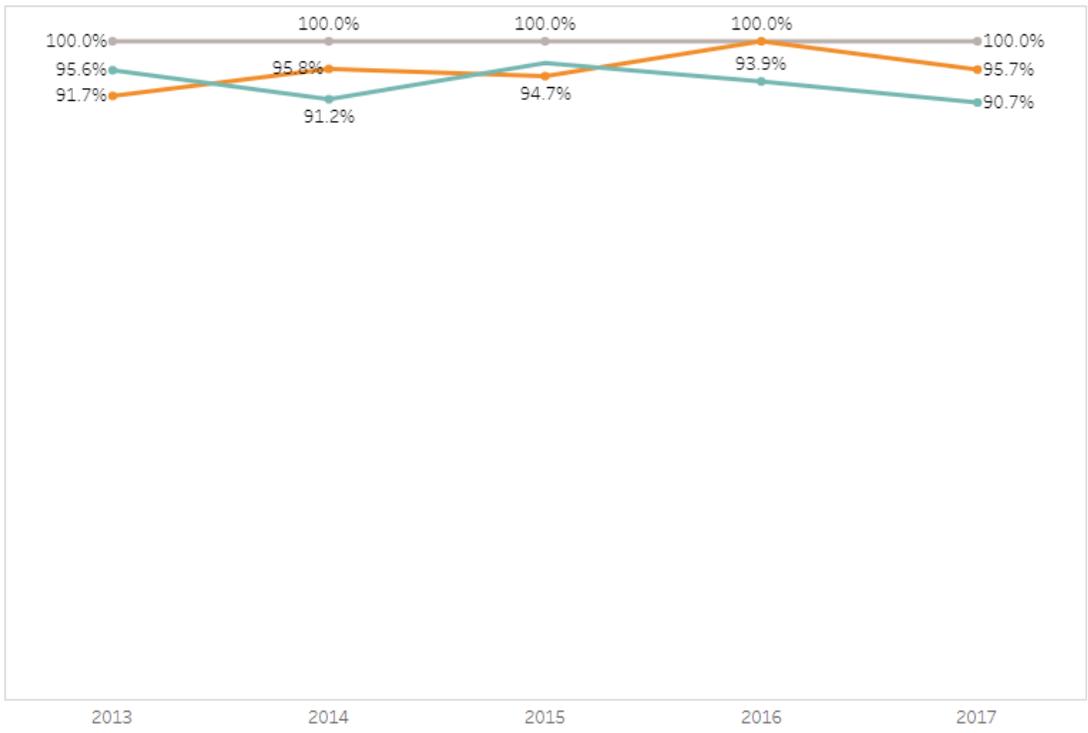
Views:

Outcome / Measure
Course Retention

Student / Course Breakdown
Gender

Category
■ Female
■ Male
■ Different / Unknown

Enrollment Details



Additional Filters:

Course: COUN 072 F

Race / Ethnicity: (All)

Gender: (All)

Views:

Outcome / Measure: Course Success

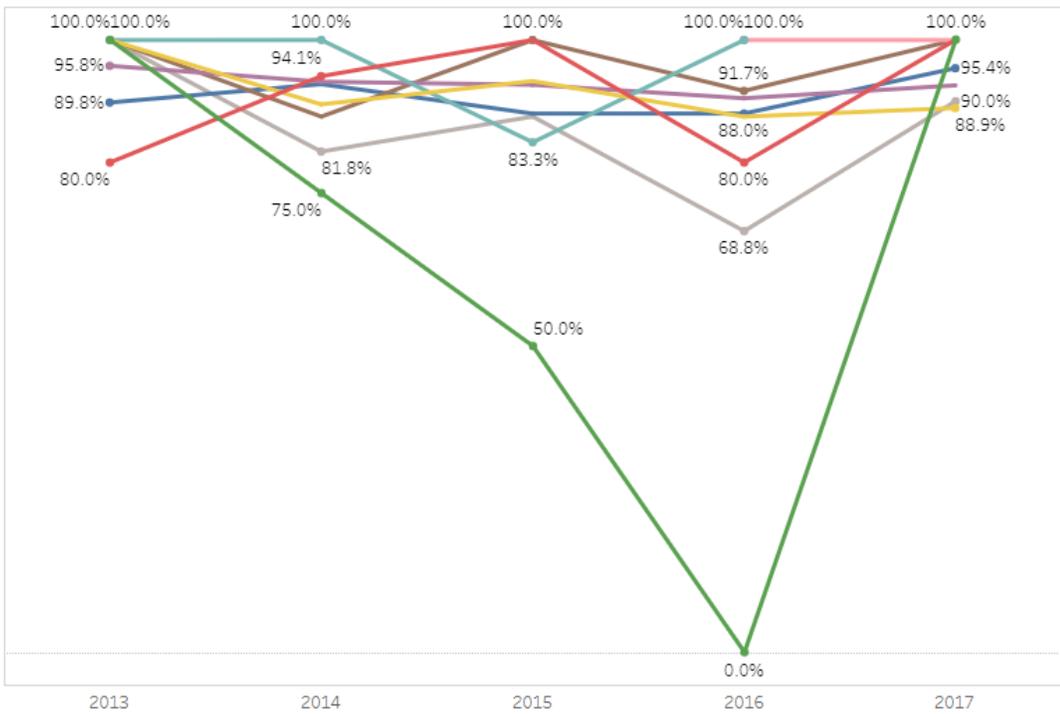
Student / Course Breakdown: Gender

Category:

- Female
- Male
- Different / Unknown

COUN 071 and COUN 075 BELOW

Enrollment Details



Additional Filters:

Course: (Multiple values)

Race / Ethnicity: (All)

Gender: (All)

Views:

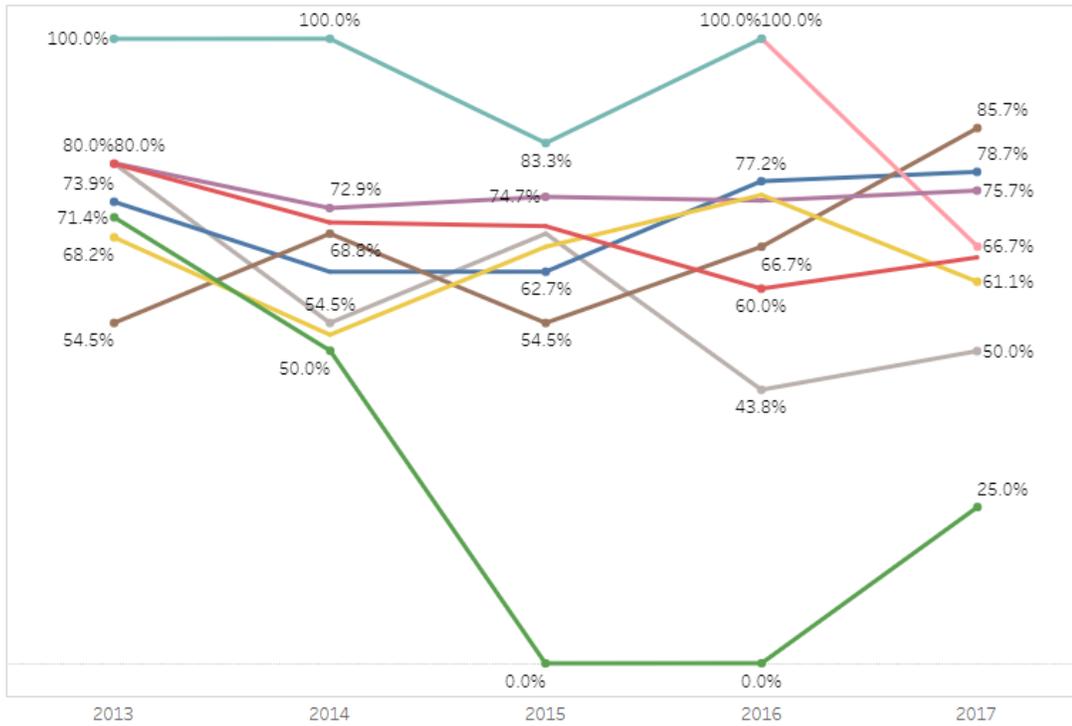
Outcome / Measure: Course Retention

Student / Course Breakdown: Race / Ethnicity

Category:

- Amer. Indian / Alaska N...
- Asian
- Black / African American
- Filipino
- Hispanic
- Native Hawaiian / Paci...
- Two or More
- White
- Unknown

Enrollment Details



Additional Filters:

Course: (Multiple values)

Race/Ethnicity: (All)

Gender: (All)

Views:

Outcome / Measure: Course Success

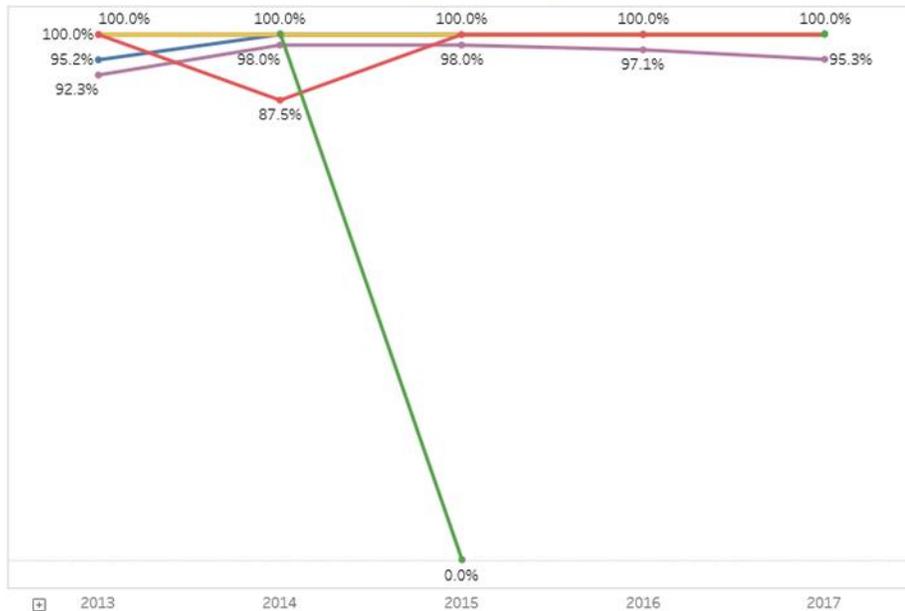
Student / Course Breakdown: Race / Ethnicity

Category:

- Amer. Indian/Alaska N...
- Asian
- Black/African American
- Filipino
- Hispanic
- Native Hawaiian/Paci...
- Two or More
- White
- Unknown

COUN 072 BELOW

Enrollment Details



Course: COUN 072 F

Race/Ethnicity: (All)

Gender: (All)

Views:

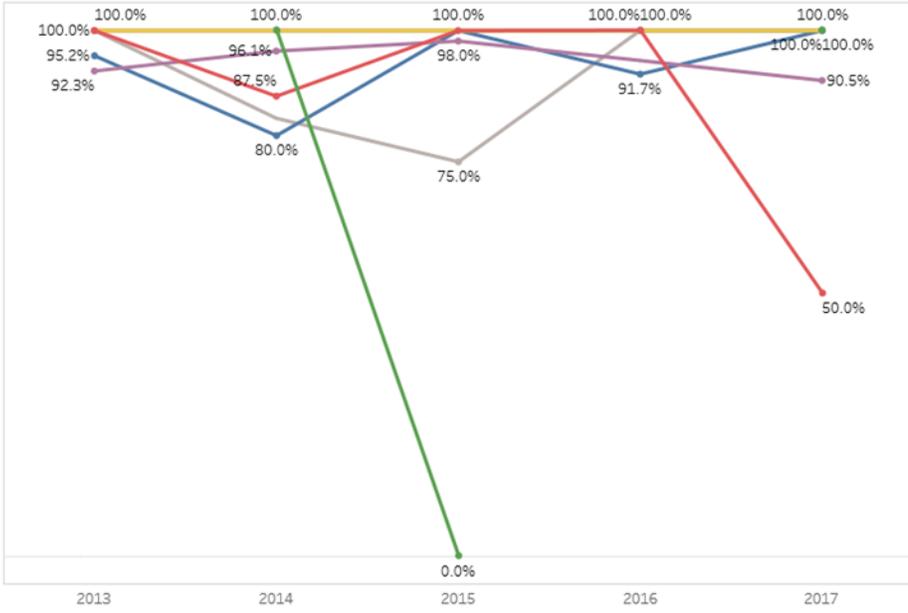
Outcome / Measure: Course Retention

Student / Course Breakdown: Race / Ethnicity

Category:

- Amer. Indian/Alaska...
- Asian
- Black/African American
- Filipino
- Hispanic
- Native Hawaiian/Paci...
- Two or More
- White
- Unknown

Enrollment Details



ADDITIONAL FILTERS:

Course
COUN 072 F

Race / Ethnicity
(All)

Gender
(All)

Views:

Outcome / Measure
Course Success

Student / Course Breakdown
Race / Ethnicity

- Category
- Amer. Indian/Alaska...
 - Asian
 - Black/African American
 - Filipino
 - Hispanic
 - Native Hawaiian/Paci...
 - Two or More
 - White
 - Unknown