



# FULLERTON COLLEGE

ELEVATING. EXCELLENCE.

## *Student and Support Services*

### 2022 - 2023 Self-Study

#### Three-Year Program Review Template

#### [Disability Support Services]

#### [Student Support Services]

### Statement of Collaboration

The program staff 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 staff involved in the self-study.

### Participants in the self-study

Michael Gieck – Senior Research and Planning Analyst

Blanca Dobson – DSS Office Manager

Edward Roth – DSS Director

### Authorization

After the document is complete, it must be signed by the Principal Author, the Department Manager, and (when appropriate) the Dean or appropriate Immediate Management Supervisor (IMS) prior to submission to the Program Review Committee.

Edward Roth		Director	Jan 12, 2023
Printed name of Principal Author	Signature	Title	Date
Edward Roth		Director	Jan 12, 2023
Printed name of Department Manager	Signature	Title	Date
Elaine Lipiz-Gonzalez	 <small>Elaine Lipiz-Gonzalez (Jan 12, 2023 12:17 PST)</small>	Dean, SSS	Jan 12, 2023
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## 1.0 Mission and Goals

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 advance student learning and achievement by developing flexible pathways for students from diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. The mission also includes fostering a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members. Since their inception, statewide Disability Support Programs and Services (DSPS) have had as their purpose to develop flexible pathways for students with disabilities to be successful in their educational and vocational goals despite the limitations that each student's disability presents. Federal and State mandates such as Section 504 of the Rehabilitation Act have been in place since 1973 to ensure that these rights and flexible pathways are in place.

Disability Support Services (DSS) has as its mission **to help students with disabilities be successful by providing mandated educational accommodations and services with effective and timely access to all academic and campus-wide programs.**

A few (of many) examples of this access to academic and campus activities include providing textbooks in braille for students who are blind, providing tests and printed material in Kurzweil format (audio visual representation of the text) for students with learning disabilities, providing table and chair accommodations for mobility impaired students who cannot access the classroom desks, and providing interpreters for students who are deaf. These and all accommodations allow students with disabilities to participate with their peers in inclusive and equitable ways.

### Vision:

Fullerton College's vision of transforming lives and inspiring positive change in the world is directly aligned with the goals of DSS services which are authorized based on the functional limitations of each student's disability. Services such as specialized academic counseling and registration assistance increase success and retention outcomes for DSS students. Much-needed self-respect and confidence are gained as students begin to experience success. Other DSS services such as the Adaptive Computer Lab (ACL) classes inspire positive change by instilling self-advocacy skills, providing time-management techniques, and specialized instruction.

### Core Values:

The DSS Program supports all of Fullerton College's core values, and in particular:

- a. Community - the DSS program assists the campus in providing access for students with disabilities so that they can participate in the full range of programs on campus, thus allowing students to fully engage in the campus community.
- b. Diversity - No gender, age, or ethnicity is exempt from being or becoming disabled. DSS embraces anyone who needs assistance.

- c. Excellence - the DSS office prides itself on having a reputable program state-wide that has taken the lead on sometimes controversial accommodations such as math course substitutions and personal services attendants.
- d. Innovation - the DSS Alternate Media Specialist uses state-of-the-art software and hardware to convert printed materials into accessible formats. In addition, the instructor of the DSS Adaptive Computer Lab (ACL) trains students in the use of vital adaptive and assistive computer technologies which allow greater access to course curriculum. Examples of this include the LiveScribe Pen, Jaws (a screen reader program for the blind), Kurzweil, Glean (note-taking assistance software), and Dragon Naturally Speaking. The principle of universal design for learning, which is now promoted campus-wide, originated in the DSS program.
- e. Growth - DSS students learn to advocate for themselves which is imperative for receiving services in college versus the special education programs from which many of them come.
- f. Integrity - DSS staff and faculty consider it an honor and privilege to work with individuals who do everything they can to succeed despite incredible obstacles.
- g. Partnership - Learning Disabilities (LD) Specialists/DSS Counselors work closely with all feeder high school special education departments as well as many agencies in the county such as State Department of Vocational Rehabilitation, Regional Center, and Success Unlimited. DSS personnel also partner with many other programs on campus and “share” students with many departments such as EOPS, Puente, CALWorks, CARE and more. The partnership expands district-wide with DSS programs at NOCE and Cypress College. DSS FC has an efficient and effective way of making and receiving referrals between the district’s DSS Programs.
- h. Respect - DSS staff treat all students with utmost respect, and students are also held accountable for their behavior.
- i. Responsibility - DSS staff and faculty take seriously their charge of assisting all students with disabilities to become the best persons they can be which, in turn, contributes to the betterment of the world around us.

### **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.

- a. 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 they can compete with their non-disabled peers.
- b. 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.
- c. DSS has much contact with the community which strengthens these connections. Some of the primary community contacts, as mentioned in section “g” above, include (but are not limited to) all 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, Goodwill Industries, and the DSS Offices at the transfer institutions.

## 2.0 Program Description/Data & Trends Analysis

### 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 Learning Disabilities (LD) Specialist/DSS Counselor and are based on the functional limitations of the student's disability

The components of the program include the following:

- a. Student Intake process - via reception, scheduling student appointments, collecting disability verification documents.
- b. Authorizing accommodations - via appointments with the LD Specialists/DSS Counselors 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.
- c. Learning Disability Assessment - via referrals because of poor or inconsistent academic performance or due to inadequate or outdated cognitive and achievement testing; administered by LD Specialists/DSS Counselors.
- d. 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.
- e. Specialized academic counseling which includes discussions regarding an appropriate and reasonable unit load, the completion of individualized Student Educational Plans (SEPs), and registration assistance.
- f. Instruction - via a faculty member, an instructional assistant, a student services specialist, adult hourly employee, student hourly employees, and some volunteers in the adaptive computer lab classes that support students academically. This support may be individually or small group instruction and workshops. The faculty and staff train students in the use of accessible computer technologies such as Dragon, ZoomText and Glean, as well as software such as Kurzweil and Inspiration, and learning software such as Math Help and Merit Software. 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.

FC DSS staffing includes one full-time Director, four full-time Learning Disabilities (LD) Specialists/DSS Counselors, one full-time DSPS Instructor, one full-time DSS (ACL) Lab Coordinator, one full-time Office Coordinator, one full-time Alternate Media Specialist, one full-time Interpreter Coordinator, three full-time Student Services Specialists, one part-time Student Services Specialist, and several adult hourly Employees--most of whom are interpreters, and are utilized to provide mandated interpreting services. Contracted agency interpreters (at nearly double the cost) are used when in-house hourly interpreters are not available. The hourly tutors provide instructional support in the Adaptive Computer Lab.

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.

<b>CURRENT STAFF</b>					
<b>Classification (Include position titles)</b>	<b># of staff in each position title</b>	<b>Percent of employment</b>	<b>Months per year of employment</b>	<b>Source of funding (General / Categorical)</b>	<b>FTE</b>
<b>Managers</b>					
Director	1	100%	12	Categorical	1.0
<b>Classified</b>					
Office Coordinator	1	100%	12	Categorical	1.0
Alternative Media Specialist	1	100%	12	Categorical	1.0
Interpreter Coordinator	1	100%	12	Categorical	1.0
DSS (ACL) Lab Coordinator	1	100%	12	Categorical	1.0
Student Services Specialist	3	100%	12	Categorical	3.0
Student Services Specialist	1	50%	11	Categorical	.5
<b>Faculty (full-time)</b>					
LD Specialist/DSS Counselor	2	100%	12	General	2.0
LD Specialist/DSS Counselor	2	100%	12	Categorical	2.0
Instructor	1	100%	9	General	1.0
<b>Faculty (Adjunct)</b>					
None					
<b>Hourly - Adult</b>					
Interpreters	7	varies	10	Categorical	4.55
<b>Hourly - Student</b>					
Instructional Support	2	Varies	10	Categorical	.50
Outreach Support	1	Varies	10	Categorical	.25
<b>Professional Experts</b>					
None					
					<b>Total FTE</b>

2.3 Other Resources

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

Agency Interpreters	Sign Language Interpreting	Varies	\$80 - \$90/hourly	General
Agency CART Service Providers	Communication Real-Time Translation	Varies	\$75 - \$135/hourly	General
<b>Volunteers</b>				
Adaptive Computer Lab Support	Provide specialized instruction for students enrolled in lab courses	Varies	N/A	N/A
<b>Interns</b>				
None				
<b>Total Hours &amp; Costs</b>				
				<b>Total FTE</b>

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

- DSS was fortunate to hire a 4<sup>th</sup> LD Specialist/DSS Counselor as a result of its inability to meet student demand just prior to COVID restrictions. This position has been vital in providing specialized counseling services and reducing the wait time for students seeking an appointment.
- The hiring of an hourly worker to provide outreach has assisted many students as they transition from high school special education programs to college.
- DSS continues to outgrow its physical space and its staffing for test accommodations. DSS has access to the classified staff lounge and room 808A two days during finals week but this is a minimal adjustment to the overall needs of testing. A much larger distraction limited testing area with individual rooms is needed along with additional staffing (currently one student services specialist handles all testing accommodations which makes it challenging when a scribe is needed or when the specialist is absent).
- DSS students and all students would benefit from an ADA Coordinator designated specifically to Fullerton College. This person would coordinate overall disability compliance, oversee grievance processes, advise on architectural plans, and coordinate self-evaluations and transition plans. Ideally, the person in this position would be independent of DSS, and report directly to the Dean of Student Support Services.
- DSS students would be best served if a Student Services Specialist was hired with sole responsibility for database management (e.g., Clockwork), MIS data collection, and the oversight/consultation of accessibility for FC's online presence (e.g., web content based on WCAG 2.0 accessibility standards). To not have expert oversight in this area not only denies access to many students with disabilities but can also expose FC to a lawsuit or OCR investigation. Below, please find two links and examples concerning recent complaints and lawsuits related to online inaccessibility:
  - <https://nfb.org/national-federation-blind-and-two-blind-students-file-suit-against-los-angeles-community-college>
  - <https://www2.ed.gov/about/offices/list/ocr/docs/investigations/more/10142224-a.pdf>

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

For fall semester 2022, there are currently 1,039 students. This compares to 1,671 in the fall of 2018.

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

- More classes being offered fully online, via Zoom or in hybrid formats. As a result, a number of students with disabilities have benefited (e.g., lessening of mobility challenges because of no need to commute, universal course design providing better avenues for learning differences) while others have not because of their preference for in-person learning.
- DSS transitioning to the Clockwork disability services management system. This system has automated DSS processes (e.g., online student registration, faculty use of a portal to access instructor letters).
- DSS staff and faculty increasing collaborations (e.g., Distance Education <https://online.fullcoll.edu/accessibility/>, weekly meetings of the DSS directors at Cypress College, NOCE, FC and the College of the Canyons).
- DSS student numbers lessening (nearly 38%) since COVID restrictions began March 2020. As a result, DSS hired an outreach hourly worker to liaise with area high schools and the Office of Educational Partnerships & Outreach.

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

- Americans with Disabilities Act (ADA), the ADA Amendments Act (ADAAA), Section 504 of the Rehabilitation Act, Title 5 regulations, Office of Civil Rights, Department of Justice (DOJ), and the Chancellor's Office – the need to provide disability services “in a timely and effective fashion.”
- The “timeliness and effectiveness of services” mandate is a challenge when there are numerous student requests and not enough staff to assist in the provision of the service. This is particularly so in the provision of alternate media in the following situations:
  - a) for students with visual impairments who need materials converted into braille, art pieces put into 3D format, and inaccessible slides described,
  - b) deaf and hard of hearing students who need inaccessible movies interpreted, explained, and/or closed captioned,
  - c) and students with various disabilities who need labs on campus to be accessible.
- WCAG 2.0 (Web Content Accessibility Guidelines) - It is important for FC to ensure that all online materials (e.g., websites, catalogs, courses) are accessible to students with disabilities and that the college adhere to WCAG 2.0 standards at minimum.
- The North Orange Promise – Students with disabilities who are enrolled in the Promise Program will need to continue to be authorized for a reduced course load as necessary. This is particularly important concerning the full-time status requirement (12 units of more) for Promise students. Students with “reduced course load” as an accommodation must be permitted to maintain Promise status regardless of unit load.

- Dual Enrollment – It will be important that high school and Fullerton College personnel work together under a “shared responsibility” framework to ensure students are accommodated in a timely fashion regardless of which campus a class might be located.
- Assistance Animals – Many colleges have policies in place that limit or restrict the use of assistance animals (emotional support animals-ESA) to on-campus housing and specifically state that such animals are not permitted in classrooms. In a recent Resolution Agreement with Delaware Technical College, OCR advised that consideration must be given to students bringing ESA’s into the classroom as an accommodation unless it can be established that this would constitute a “fundamental alteration.” It is important that DSS considers all ESA requests in the classroom as an accommodation request rather than summarily disregarding such a request because the animal is not a service animal (e.g., a dog or in some instances a miniature horse trained for a specific purpose to assist a person with a disability).
- Students seeking more online options.

2.8 Provide any other data that is relevant to your self-study, for example, if you collected data to assess an outcome.

## Fall 2022 DSS Student Survey (n = 35)

Overall, Fullerton College is responsive to students with disabilities.

Strongly Agree	54.29%
Agree	40.00%
Disagree	2.86%
Strongly Disagree	2.86%

Overall, DSS services contributed to my success in college.

Strongly Agree	48.57%
Agree	45.71%
Disagree	2.86%
Strongly Disagree	2.86%

I self-advocated with my instructors about the need for accommodations.

Strongly Agree	57.14%
Agree	42.86%
Disagree	0.00%
Strongly Disagree	0.00%

I can explain the connection between my academic adjustments and my disability.

Strongly Agree	60.00%
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Agree	34.29%
Disagree	5.71%
Strongly Disagree	0.00%

My academic adjustments have helped me reach my educational goal.

Strongly Agree	57.14%
Agree	37.14%
Disagree	2.86%
Strongly Disagree	2.86%

The DSS office is a welcoming and positive environment that makes it comfortable to request assistance.

Strongly Agree	45.71%
Agree	51.43%
Disagree	2.86%
Strongly Disagree	0.00%

DSS policies and procedures are clear and familiar.

Strongly Agree	48.57%
Agree	40.00%
Disagree	8.57%
Strongly Disagree	2.86%

My instructors were willing to provide my accommodations as outlined by DSS (e.g., extra time on exams).

Strongly Agree	48.57%
Agree	37.14%
Disagree	11.43%
Strongly Disagree	2.86%

What is your preferred learning format?

In-Person (meeting on campus)	48.57%
Online (classes fully online that don't require in-person meetings)	25.71%
Zoom (set meeting times)	0.00%
Hybrid (combined in-person, online and Zoom)	25.71%

Please indicate your level of satisfaction with the following DSS services:

Staff Availability

Satisfied	62.86%
Moderately Satisfied	17.14%
Neither Satisfied nor Dissatisfied	11.43%
Moderately Dissatisfied	0.00%
Dissatisfied	2.86%
Not Applicable	5.71%

#### Hours of operation

Satisfied	58.82%
Moderately Satisfied	17.65%
Neither Satisfied nor Dissatisfied	8.82%
Moderately Dissatisfied	2.94%
Dissatisfied	2.94%
Not Applicable	8.82%

#### Responsiveness to Student Needs

Satisfied	54.29%
Moderately Satisfied	31.43%
Neither Satisfied nor Dissatisfied	2.86%
Moderately Dissatisfied	2.86%
Dissatisfied	5.71%
Not Applicable	2.86%

#### Timeliness in Receiving an Appointments with a DSS Counselor

Satisfied	45.71%
Moderately Satisfied	28.57%
Neither Satisfied nor Dissatisfied	14.29%
Moderately Dissatisfied	2.86%
Dissatisfied	2.86%
Not Applicable	5.71%

#### Accommodated Testing

Satisfied	51.43%
Moderately Satisfied	14.29%
Neither Satisfied nor Dissatisfied	8.57%
Moderately Dissatisfied	5.71%
Dissatisfied	2.86%
Not Applicable	17.14%

#### Intake Process

Satisfied	51.43%
Moderately Satisfied	14.29%
Neither Satisfied nor Dissatisfied	14.29%
Moderately Dissatisfied	2.86%

Dissatisfied	2.86%
Not Applicable	14.29%

Alternate Media

Satisfied	22.86%
Moderately Satisfied	14.29%
Neither Satisfied nor Dissatisfied	22.86%
Moderately Dissatisfied	0.00%
Dissatisfied	2.86%
Not Applicable	37.14%

Counseling

Satisfied	45.71%
Moderately Satisfied	22.86%
Neither Satisfied nor Dissatisfied	14.29%
Moderately Dissatisfied	2.86%
Dissatisfied	5.71%
Not Applicable	8.57%

Interpreters

Satisfied	18.18%
Moderately Satisfied	6.06%
Neither Satisfied nor Dissatisfied	21.21%
Moderately Dissatisfied	0.00%
Dissatisfied	0.00%
Not Applicable	54.55%

CART/Realtime Captioning Services

Satisfied	11.43%
Moderately Satisfied	5.71%
Neither Satisfied nor Dissatisfied	22.86%
Moderately Dissatisfied	0.00%
Dissatisfied	0.00%
Not Applicable	60.00%

Adaptive Computer Lab

Satisfied	25.71%
Moderately Satisfied	14.29%
Neither Satisfied nor Dissatisfied	20.00%
Moderately Dissatisfied	0.00%
Dissatisfied	0.00%
Not Applicable	40.00%

Learning Disabilities Assessment

Satisfied	31.43%
Moderately Satisfied	8.57%
Neither Satisfied nor Dissatisfied	25.71%
Moderately Dissatisfied	0.00%
Dissatisfied	0.00%
Not Applicable	34.29%

Note-taking

Satisfied	34.29%
Moderately Satisfied	17.14%
Neither Satisfied nor Dissatisfied	17.14%
Moderately Dissatisfied	0.00%
Dissatisfied	5.71%
Not Applicable	25.71%

Loaner Equipment

Satisfied	23.53%
Moderately Satisfied	5.88%
Neither Satisfied nor Dissatisfied	20.59%
Moderately Dissatisfied	0.00%
Dissatisfied	0.00%
Not Applicable	50.00%

## The following report provides Disability Support Services (DSS) summary information for students who are DSS as it compares to the Fullerton College student body in the following areas:

This report was provided by Michael Gieck, Sr. Research & Planning Analyst in the FC Office of Institutional Effectiveness.

### Student's Demographics

Definition: Students who self-identify their gender, race, and age group. It should be noted the student age is by the latest term they attended in the academic year, for example if the student attended summer and fall, but not spring their age is based on the fall term and the other such categories will follow the same methodology.

#### Race/Ethnicity

Academic Year	2020-2021		2021-2022	
	DSS	Non-DSS	DSS	Non-DSS
Race/Ethnicity				
Asian	7.0%	13.8%	7.4%	14.0%
Black/African American	3.4%	3.3%	3.5%	3.2%
Filipino	1.3%	1.3%	1.1%	0.8%
Latina/o/x	54.4%	56.1%	55.3%	56.1%
Am. Indian or Alaskan	0.3%	0.2%	0.1%	0.1%
Pacific Islander	N/A	0.2%	0.1%	0.2%
Two or More	6.2%	7.1%	6.5%	7.7%
White Non-Hispanic	24.9%	16.1%	23.9%	15.9%
Unknown	2.4%	2.0%	2.1%	1.9%

#### Gender

Academic Year	2020-2021		2021-2022	
	DSS	Non-DSS	DSS	Non-DSS
Gender				
Female	51.5%	53.0%	48.3%	51.9%
Male	41.3%	42.1%	43.3%	42.6%
Unknown/Not Stated	7.3%	4.9%	8.4%	5.5%

#### Age Group

Academic Year	2020-2021		2021-2022	
	DSS	Non-DSS	DSS	Non-DSS
Age Group				
Under 20	29.6%	32.7%	29.3%	33.8%
20-24	41.2%	37.1%	41.6%	36.4%
25-39	22.1%	23.7%	22.1%	22.9%
40 or older	7.0%	6.6%	7.1%	6.9%

On average, DSS students represented about 5.1% of total student headcount for academic year 2021-2022 and 4.4% for academic year 2020-2021. The proportion for age groups are higher for DSS in the category of 20 to 24

and non-DSS are higher for students under 20. For gender, the DSS students compared to non-DSS are similar with a slight deviation among female students. Race/Ethnicity is similar, except for Asian and white non-Hispanic compared to non-DSS students with higher number of white non-Hispanic DSS students compared to non-DSS white non-Hispanic and higher proportion of non-DSS Asian students compared to DSS Asian students.

#### Retention/Success Rates

The definition of retention and success is:

- Course Retention Rates: Valid completion grades (A, B, C, CR, D, F, I, NC, NP, P, RD) / Total Grades (A, B, C, CR, D, EW, F, I, NC, NP, P, RD, W)
- Success Rates: Valid passing grades (A, B, C, CR, P) / Total Grades (A, B, C, CR, P, D, EW, F, NC, W)

Academic Year	2020-2021		2021-2022		
	Retention Success	DSS	Non-DSS	DSS	Non-DSS
Retention Rates		82.7%	80.9%	84.2%	82.4%
Success Rate		73.1%	68.9%	71.6%	68.2%
GPA		2.76	2.61	2.70	2.59

On average, DSS students have a higher retention rate for both academic years of about 2.0% when compared to non-DSS students. In addition, DSS students also have a higher success rate for both academic years of 4.2% for 2020-2021 and 3.4% for 2021-2022. GPA is also higher among DSS students in both academic years.

#### Top 10 Majors

	2020-2021				2021-2022			
	DSS		Non DSS		DSS		Non DSS	
Top 10 Majors	Art	5.7%	Business Administration AS-T	4.8%	Art	5.9%	Business Administration AS-T	5.1%
	Accounting	4.4%	Pre-Nursing	4.1%	Psychology AA-T	5.2%	Psychology AA-T	4.3%
	Psychology AA-T	4.3%	Psychology AA-T	4.1%	Business Administration AS-T	3.9%	Pre-Nursing	3.9%
	Business Administration AS-T	3.7%	Accounting	3.8%	Computer Science	3.3%	Computer Science	3.7%
	Pre-Nursing	3.5%	Business Management	3.5%	Pre-Nursing	3.0%	Business Management	3.5%
	Engineering	3.2%	Engineering	3.1%	Accounting	2.9%	Engineering	3.1%
	Computer Science	3.1%	Computer Science	3.1%	Engineering	2.6%	Art	2.9%
	Sociology AA-T	3.0%	Business Administration	3.1%	Biology	2.4%	Accounting	2.8%
	Child Develop & Educ Studies	2.8%	Art	2.5%	Child Develop & Educ Studies	2.2%	Business Administration	2.7%
	Biology	2.4%	Kinesiology AA-T	2.3%	Sociology AA-T	2.1%	Biology AS-T	2.5%

### 3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

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

- Adaptive Computer Lab (ACL) offerings (classes, trainings and workshops)
- American Sign Language (ASL) curriculum in development with classes to potentially commence as early as spring semester 2024.
- DSS faculty and staff – experts in ASL, budget management, LD assessment, alternative media, assistive technology, universal design, etc.
- Strong relationships across campus (e.g., EOPS, FYSI, CARE, SSRT, ISC, A&R, ACT, VRC, Financial Aid, Student Life, Associated Students, Distance Education, academic divisions, Health Center, Counseling and Student Development, Campus Safety, Facilities/M&O, Capital Projects, Friends of FC Foundation, Educational Partnerships and Outreach).

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

- Petition process that is required to repeat ACL courses (COUN 071 & 075) after two times. This continues to be a deterrent to registration which keeps enrollment lower.
- Limited space. DSS is in need of more distraction-limited testing space and one more faculty office.
- Limited expertise in database management (e.g., Clockwork) and oversight of FC's online presence based on WCAG 2.0 accessibility standards.

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

- Development of an ASL academic program leading to a certificate. Counseling and DSS faculty are creating a curriculum for ASL classes to be offered perhaps as early as spring semester 2024.
- Continued development of database management systems (e.g., Clockwork) and adherence to WCAG 2.0 accessibility standards through the hiring of an additional student services coordinator.
- Coordination of self-evaluations and transition plans through the hiring of an ADA Coordinator designated specifically to Fullerton College.

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

- Students desiring to take classes fully online, via Zoom or in hybrid formats because of the limitations associated with their disability. See two recent OCR letters:  
<https://www2.ed.gov/about/offices/list/ocr/docs/investigations/more/04212120-a.pdf>  
<https://www2.ed.gov/about/offices/list/ocr/docs/investigations/more/07202255-a.pdf>
- Increasing number of students with mental health challenges, and students unable to manage disruptive behaviors.
- Need for additional distraction-limited testing space and one additional faculty office.
- Need for an ADA Coordinator specific to Fullerton College
- Need for another staff member to work specifically with database management, MIS data collection, and provide oversight/consultation for FC's online presence.

## 4.0 Outcome Assessment

**Note:** Sections 4.9 and 4.10 are new. Please review before filling out your outcome tables below.

4.1 List your outcomes and complete the expandable table below.

	What are your program outcomes?	When was the Assessment Completed?	When did you analyze the data?	When were changes made?	Number of Cycles Completed
1.	DSS students will obtain a GPA and retention rate equal to or better than non-DSS students.	2020-2021 and 2021-2022 academic years.	Fall 2022	Spring 2020 – Fall 2022	Three
2.	The percentage of Asian DSS students will increase to be closer with the percentage of Asian students in the non-DSS student population (for 2021-2022 the DSS Asian student population equaled 7.4% compared to 14.0% for the non-DSS Asian population).	2020-2021 and 2021-2022 academic years	Fall 2022	Ongoing	Three

4.2 Assessment: Complete the expandable table below.

	Intended Outcomes	How will you determine if the outcome is met?	How will you collect the data?	Can this data be disaggregated at the student level?	What will the results show?
1.	DSS Students will self-advocate with their instructors about their accommodaton needs.	DSS students will self-report via a survey after each semester.	Qualtrics survey results each semester.	To the degree that they are registered DSS students.	>90% of DSS students will report self-advocating for their accommodation needs
2.	DSS academic adjustments (accommodations) will assist DSS students in reaching their their academic goals.	DSS students will self-report via a survey after each semester.	Qualtrics survey results each semester.	To the degree that they are registered DSS students.	>90% of DSS students will report DSS assisted them in reaching their academic goals
3.		DSS students	Qualtrics survey	To the degree that	>90% of DSS students will



	DSS students will feel that Fullerton College is responsive to their needs, and provides a welcoming and positive environment that makes them feel comfortable requesting assistance.	will self-report via a survey after each semester.	results each semester.	they are registered DSS students.	report FC was responsive to their needs and provided a welcoming and positive environment
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4.3 How has assessment of program outcomes led to improvements in services provided to students by this program?

- Assessment of outcomes led to DSS automating many of its services and processes (e.g., online registration). Students indicate (through survey data) that FC is responsive to students with disabilities and that their academic adjustments helped them reach their academic goals.

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

- On average, DSS students have a higher retention rate of about 2.0% compared to non-DSS students (2020-2021 and 2021-2022). GPA is also higher among DSS students in 2020-2021 and 2021-2022.

4.5 What challenges remain to make your program outcomes more effective?

- Achieving a great response rate from DSS student survey data and coordination with OIE.

4.6 Describe how the program's outcomes are linked to the college's goals.

- Effective and timely academic accommodation provision has greatly addressed the needs of underprepared students (Goal 1: Objective 1) in Math and English with individual and group instruction. With the support of the Adaptive Computer Lab (ACL) there is a focus on increasing course retention and persistence (Goal 1: Objectives 1 and 6).
- Specialized academic counseling appointments are directly linked to Goal 1 (promoting student success), particularly the needs of underprepared students. The additional assistance includes helping students with disabilities choose realistic majors, choose appropriate courses, use their reduced course load accommodation if applicable, and ensuring they are using campus and DSS resources.

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

- Communication: Students earn ACL credit for attending writing/student success workshops and ACL writing/grammar workshops. Instructional assistance is provided in the writing, reading and speech realms of classes.

- Critical Thinking/Information Competency: Students receive instructional assistance with critical thinking courses, math and statistics courses, and learn to problem solve with their own learning and technology use (e.g., Glean, Kurzweil, Inspiration Software and CCTV).
- Global Awareness: ACL students earn Lab credit for registering to vote and voting, promoting local/global awareness and civic responsibility. Students also receive instructional assistance with science, political science and fine art/art appreciation courses.
- Personal Responsibility/Professional Development: The promotion of effective time management and study skills/learning strategies is high in the ACL class through individual interaction, workshops and the practice of social skills in the Lab. Career and Life Planning workshops are also promoted and students may earn Lab credit as well.
- Personal responsibility is achieved as students with disabilities learn to advocate for themselves, get involved in campus activities, and demonstrate self-awareness and social wellness.

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

- Student surveys, pass/retention rates from OIE, Argos reports, MIS data, Chancellor's Office End of Year Reports, and graduation lists.

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

- Higher retention and success rates for DSS students of about 2.0% compared to non-DSS students.
- Higher GPAs for DSS students compared to non-DSS students,
- A strong degree of self-advocacy among DSS students.
- A strong preference for in-person and hybrid learning format compared to Zoom.
- DSS services contributed to college success.

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

- Increased the number and kind of workshops and trainings in the ACL.
- Increased the availability of counseling appointments to include in-person and Zoom.
- Revised and updated policies and procedures.
- Updated the DSS website, employed the Clockwork database management system, and created canvas pages to meet remote needs.

4.9 At least one outcomes listed in 4.1 should address the following:

A. List the outcomes that focuses on individual student learning or actions.

- The percentage of Asian DSS students will increase to be closer with the percentage of Asian students in the non-DSS student population (for 2021-2022 the DSS Asian student population equaled 7.4% compared to 14.0% for the non-DSS Asian population).
- B. Identify methods to assess outcomes in such a way that the data can be disaggregated.
- Through OIE student demographic reports every semester comparing DSS student race/ethnicity with non-DSS students.
- C. Identify a process for using outcome assessment data to improve student services programs
- Regularly (at least once per month during the fall and spring semesters) interact with international students at the International Student Center (Asian students represent over 80% of all international students at FC) by participating in ISC sponsored activities (building familiarity and rapport with students) and presenting workshops on DSS.
- D. Identify a process for assessing outcomes and collecting data that can be used to build dashboards (where applicable).
- OIE to collect race/ethnicity data including Asian representation.

#### 4.10 Outcomes Equity Analysis

- A. Looking at the one outcome from 4.9, do you find significant differences by race, ethnicity, gender, and other categories? Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?
- For 2021-2022, 7.4% of DSS students were Asian compared to 14.0% for non-DSS students. DSS staff will seek to regularly (at least once per month through workshops and participating in ISC sponsored activities) interact with ISC students (over 80% are Asian) to make them aware of DSS services and build rapport.

## 5.0 Evaluation of Progress Toward Previous Strategic Action Plans

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

- Increase availability of specialized counseling hours to address current student need for appointments and learning disability assessments.
- Better address basic skills deficiencies through the instructional component of DSS.
- Ensure mandated DSS services are provided in a timely and effective manner.

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

- DSS staff and faculty continue to interact individually and in groups with other faculty on campus to educate them on the importance of providing mandated accommodations in a timely and effective way. Flex Day workshops and New Faculty orientation meetings now regularly include presentations by DSS staff and faculty.

- Over 94% of DSS students surveyed (fall 2022) strongly agreed or agreed that FC was responsive to students with disabilities.
- Over 94% of DSS students surveyed (fall 2022) strongly agreed or agreed that DSS services contributed to their success in college.
- Over 94% of DSS students surveyed (fall 2022) strongly agreed or agreed that their academic adjustments (accommodations) helped them reach their educational goals.

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

- Student surveys, ARGOS reports, attendance lists and OIE data.

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

- The goals from the last review assisted in prioritizing the need to implement the Clockwork database management system, Glean note-taking services, Verbit transcription, increased coordination with Distance Education and the DSS offices of Cypress College and NOCE. Updated psychological testing instruments (the WAIS-V--Weschler Adult Intelligence Scale and the WJ IV--Woodcock-Johnson cognitive and achievement tests) were also purchased.

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?

- A much more streamlined student registration process through Clockwork, increased use of assistive technology (e.g., Glean notetaking), Sensus Access, collaboration with Distance Education and NOCCCD sister institutions, and universal design promotion/instruction throughout the college.

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

- Not applicable

## 6.0 Strategic Action Plans (SAP)

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	
Strategic Action Plan Name:	Hire an ADA Coordinator designated specifically to Fullerton College
List College goal/objective the plan meets:	College Goal #1: Promote Student Success. Objective #2: Increase retention, persistence and success.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Dean of Student Support Services would oversee this position in consultation with the DSS Director. The timeframe for hire would be as soon as possible. The ADA Coordinator would coordinate overall disability compliance, oversee grievance processes, advise on

	architectural plans, and coordinate self-evaluations and transition plans for all areas of the College.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Compliance with the ADA and Section 504 of the Rehabilitation Act.	
What specific aspects of this SAP can be accomplished without additional financial resources?	Additional funding will be needed to fulfill this role.	
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	\$175,000	General Fund
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>	\$175,000	

STRATEGIC ACTION PLAN # 2		
Strategic Action Plan Name:	Hire a student services specialist with sole responsibility for database management (e.g., Clockwork), MIS data collection, and the oversight/consultation of accessibility for FC's online presence (e.g., web content based on WCAG 2.0 accessibility standards).	
List College goal/objective the plan meets:	College Goal #1: Promote student success. Objective #2: Increase retention, persistence and success.	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	This specialist will coordinate all database management (e.g., Clockwork), MIS data collection, and the oversight/consultation of accessibility for FC's online presence (e.g., web content based on WCAG 2.0 accessibility standards). Timeframe for the hire would be as soon as possible. This DSS Director would oversee this position.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Compliance with Section 508.	
What specific aspects of this SAP can be accomplished without additional financial resources?	Additional funding will be needed to fulfill this role.	
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	\$125,000	General Fund
Facilities		
Equipment		

Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>	\$125,000	General Fund

<b>STRATEGIC ACTION PLAN # 3</b>		
Strategic Action Plan Name:	Secure a permanent DSS testing area with 10 individual rooms and 35 distraction-reduced testing stations.	
List College goal/objective the plan meets:	College Goal #a: Promote student success. Objective #2: Increase retention, persistence and success.	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	To provide for the testing needs of DSS students. Distraction limited testing is one of the primary accommodations providing access. The timeframe would be as soon as possible.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Compliance with the ADA and Section 504.	
What specific aspects of this SAP can be accomplished without additional financial resources?	Additional funding will be needed.	
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	\$1,000,000	General Fund
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>	\$1,000,000	General Fund

## 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.

Over the last decade, increasing numbers of students utilizing DSS support has led to overcrowding. This overcrowding is most evident in the Testing Center, where mandated test accommodations are provided. Looking ahead, a critical long-term goal for the DSS program would involve expanding the physical space of the office (perhaps by relocating the mailroom) and hiring additional staff to provide support. It would be essential that this expanded space provide a distraction-reduced setting and the necessary computer stations

equipped with adaptive technologies that many DSS students require for accessibility purposes. Additional staff would also be critical to adequately accommodate the high volume of students who use their mandated testing accommodations.

Foreseeably, this additional space would also contain a state-of-the-art Alternate Media Center. An Alternate Media Center would give the Alternate Media Specialist or Student Services Coordinator one area in which to receive and to complete student requests. Equipment that is needed to complete alternate media requests would be housed in the center and would include but not be limited to, computers, scanners, the braille embosser, and the 3D Printer. Ideally, the Alternate Media Center would also include a work station and training area where faculty would learn to implement accessibility related to the website, exams, and course content.

### 7.1 Describe in detail your need for additional resources as listed above (if applicable)

Space resources would be needed for a new testing and alternative media space.

## 8.0 Self-Study Summary

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.

- Establish a testing center with distraction-limited spaces (e.g., 10 individual rooms and a general testing area with 35 testing stations).
- Establish an ADA coordinator position.
- Establish a student services specialist position for database management.

Disability Support Services (DSS) has always supported Fullerton College's mission, core values, and college goals. Since its inception, the DSS program has endeavored to help students with disabilities be successful by providing mandated educational accommodations and services with equal and timely access to all academic and campus-wide programs. This is done not just because there are federal mandates in place to do so, but because it is the right thing to do.

The process of becoming eligible for DSS services starts with a student bringing his/her disability or special education documentation to DSS or by being referred to DSS for a learning disability assessment. Services are determined and authorized by Learning Disability (LD) Specialists and are based on the functional limitations of the student's disability. This interactive process and agreed upon accommodations take place during the initial and follow-up appointments. It is the students' responsibility to request their services throughout the year.

The DSS Program and its students have benefitted from the addition of one new LD specialist since the last Student Services Program Review. This position has been vital in serving our increasingly challenging population of students with disabilities which includes an increase in students on the autism spectrum and students who have more severe mental health challenges.

DSS students would be well served with an ADA Coordinator and Student Services Specialist for database management in place. These staff would focus on ADA coordination, DSS database management, MIS data, and oversight/consultation of accessibility for FC's online presence.

The DSS staff and faculty are excited about the prospect of offering American Sign Language (ASL) courses as are the FC students who are currently involved in the ASL Club on campus. There has been a long-term interest in having these classes on campus and though much work needs to be done, the prospect of offering these classes in spring 2024 is a possibility.

## 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, magazines, pamphlets, etc.) that are used to promote programs and services to the campus community and community at-large. This review should specify when the publication was last reviewed, if the information in the publication is accurate, and if the information correctly represents the college’s mission, programs, and services.

Information on the college’s graphic standards is available here: <http://news.fullcoll.edu/campus-communications/web-help/graphics/>.

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. If you have any questions about what type of publication should be included, please contact Lisa McPherson, Director of Campus Communications at [lmcpheron@fullcoll.edu](mailto:lmcpheron@fullcoll.edu).

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

Publication	Date last reviewed	Is the information accurate?	URL of publication
DSS Website	Fall 2022	Yes	<a href="#">Disability Support Services   Just another Fullerton College Sites site (fullcoll.edu)</a>
Distance Education Accessibility Page	Fall 2022	Yes	<a href="#">Accessibility at Fullerton College   Distance Education (fullcoll.edu)</a>
DSS Brochure	Revised summer 2022	Yes	Not online



## Routing & Response Page

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

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

**Appropriate Immediate Management Supervisor (IMS):** *Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.*

### RESPONSE

Dr. Elaine Lipiz-Gonzalez

Printed name of Area Dean

Dean, Student Support Services

Title

December 15, 2022

Date



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

### ACKNOWLEDGING RECEIPT

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date



## 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.