



Instructional Annual Program Review Update Form

BACKGROUND:

Program Review (PR) is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This PR Update Form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

DIRECTIONS:

This form shall be completed annually by ALL instructional programs.

- All instructional programs must submit their Annual Program Review Update Form to their dean or manager by **Monday, March 6.**
- All deans or managers will forward the completed form to the Program Review Committee Chair by **Monday, March 13.**

SUBMISSION:

Program: Disability Support Services (DSS) Division: Student Support Services Date: 03/13/2023

We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete only pages 1 and 2)*

We have reviewed our most recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete the entire form)*

Program Signature(s): Edward Roth Printed Name: Edward Roth

PPRC Endorsement: Yes No

Revised 01/27/2023

Part 1: Review of Data

Institution Set Standards (ISS)

1. Use the data provided by the Office of Institutional Effectiveness (OIE) to review your course completion and success rates and provide a comparison to the Institution Set Standards for course completion and success rates.

According to the OIE data, the 2021/2022 completion and success rates for all three courses offered through Disability Support Services (COUN 71, 72, 75) exceed the Institution-Set Standards. See image below:

Instructional Program Review Annual Update Data AY 2021/2022

Counseling and Guidance

Course Success Institution-Set Standard		Completion (Retention) Institution-Set Standard	
Below Standard:	Less than 61.2%	Below Standard:	Less than 74.5%
Warning:	Between 61.2% and 64.6%	Warning:	Between 74.5% and 78.6%
+:	Above 64.6%	+:	Above 78.6%

Course Success and Completion by Program

Subject	Enrollments	Avg. Success	Success Standard	Avg. Completion	Completion Standard
COUN	3,137	66.8%	+	86.3%	+

Course Success and Completion by Course

Course	Enrollments	Avg. Success	Success Standard	Avg. Completion	Completion Standard
COUN 071 F	69	81.2%	+	94.2%	+
COUN 072 F	6	83.3%	+	100.0%	+
COUN 075 F	69	76.8%	+	89.9%	+

2. If your program meets or exceeds the standard for completion and success, to what do you attribute your success? If your program does not meet this standard, please examine the possible reasons, and note any actions that should be taken, if appropriate.

COUN 071: Adaptive Computer Access and **COUN 075: Adaptive Computer Access-Learning Strategies** are course offerings provided through the Adaptive Computer Lab (ACL) at FC. The courses provide students with guided instruction and application in the introduction and use of computers and access technologies to optimize college success. Students who are authorized for the COUN 71 or COUN 75 course and the use of the ACL also receive academic, career, and personal support on a highly individualized basis from ACL faculty and staff. As you can imagine, the ACL is a major component for the overall success of students with disabilities at FC. The courses are structured to provide support rather than demand more of our students. To achieve a passing grade, there are only two main requirements each semester: complete a certain number of lab hours based on unit enrollment in the course, and complete at least one ACL, campus, or community workshop or training. This is easily achievable as students are provided a variety of methods to complete them, even in an online environment. Furthermore, ACL students understand the value of the course because the requirements facilitate opportunities to improve on skills needed to thrive in postsecondary education and beyond. With that in mind, completion, and success rates for COUN 71 and COUN 75 have and will continue to exceed the ISS standards.

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 and students who self-refer because of long-term learning difficulties that have gone undiagnosed. Students who do not have documented disabilities and are struggling with learning may participate in the COUN 072 learning assessment course. To complete the course, students participate in an assessment battery that includes both cognitive and achievement assessments which are administered in-person with a Learning Disability (LD) Specialist. After the assessment is completed (typically completed in a three-hour appointment) the student participates in an hour-long results appointment with the LD Specialist, where they are informed of their assessment performance and learning disability eligibility. For students who are found eligible for a learning disability, they will be prescribed accommodations based on their areas of educational limitation; however, even if a student is not found eligible for a learning disability, participating in the assessment process may still provide valuable information to the student about their learning strengths and weaknesses and what learning strategies and campus supports they may benefit from.

Ultimately, this course provides an in-depth assessment of learning and achievement and facilitates a better understanding of the student's learning style. 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. 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. 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. This assistance, by law, follows them through their entire college career. This cycle of being assessed, receiving specialized counseling, being prescribed appropriate accommodations (which may include specialized instruction via COUN 71 and COUN 75), has proven to be an excellent formula in transforming students with disabilities into academically successful and more confident students.

Part 2: Additional Resource Request Reasoning and Support

Request Justification (Note: Expand all areas as needed to support your resource request)

Briefly summarize your new / modified resource request. **Prior to the onset of Covid restrictions March 2020, the DSS Adaptive Computer Lab (ACL) had 150-180 in-person registered students for COUN 071 & 075. In anticipation of ACL student numbers increasing (currently there are approximately 60 students in a hybrid format), and with the retirement of Timothy Blaine (he was a longstanding English and writing tutor offering 20-30 hours per week), I would like to increase the "percent employed" for Gloria Waller (Student Services Specialist with 36 years of experience at FC – position #FCC744-00) from 50% to 75%. This would increase her base salary from \$3,004.50 to \$4,506.75/month.**

Is it imperative that this resource request be processed now rather than during the next comprehensive program review? **I would like to implement this resource request for the 2023-24 academic year.**

NOTE: Gloria's additional salary would come from existing DSS funding.

- 1. If the Resource Request is personnel-related, include support and associated details/data in support of this request. As noted above, in anticipation of a doubling or tripling of ACL student numbers, and with the retirement of Timothy Blaine, it will be important for Gloria to have a lab presence of 75% time rather than 50%.**
- 2. How will this additional resource allocation specifically enhance your program's services, activities,**

processes, etc. to continue or improve student learning and achievement? **It will provide ample opportunities for students who learn differently to receive individualized assistance in writing and English.**

3. How will this resource enhance your area or program? **The increased presence of Gloria will provide ample opportunities for students to improve their English and writing skills. Gloria is a very experienced teacher with decades of experience working with students who learn differently.** Have you considered the College Mission or Strategic Initiatives, physical/organizational restructuring, and or your program's goals for improvement, as stated in your last program review? **Yes. Increasing Gloria's hours will provide that added support and presence for students to succeed in English and writing.**

Provide any additional information that supports your request in the space below. Expand as necessary.

Part 3: Resource Request Funding

Directions:

- Complete and submit this section ONLY if you have a NEW resource request
- Each NEW resource request must include the associated justification (Page 3).
- Complete as many resource requests, as necessary. Support each resource request with appropriate and relevant detail (Page 3).

Submission:

Requested by: Edward Roth Email: eroth@fullcoll.edu Phone: 714.992.7100

Division: Student Services Department: Disability Support Serv. Total Requested \$: increase in Gloria Waller’s salary from \$3,004.50/month (50%) to \$4,406.75/month (75%) = \$16,827/year

This request is intended as an update to a previously submitted program review. List and provide the cost to implement this request. Describe equipment location and include a description of additional space or maintenance, if needed.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$16,827/year (additional monthly salary increase of \$1,402.25 x 12)	Current DSS Budget
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount:	\$16,827/year	Current DSS Budget

Approval:

Dean: Signature/Approval: _____ Date: _____

Rank (if appropriate): Dean Priority Ranking: _____ of _____