Instructional Annual Program Review and Planning Update Form Fall 2024

## BACKGROUND:

**Program review 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 Annual 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.**

## SUBMISSION:

**Program:**

Disability Support Services

**Principal Author(s):**

Nadia Gabaldon, Amber Tsung Ju Kuo

**Dean:**

Naomi Abesamis

**Submission Date:**

11/27/2024 10:41:14 AM

**Author Signature:**

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| Electronically signed by Tsung Ju Kuo on 11/20/2024 3:41:32 PM |

**Manager Signature:**

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| Electronically signed by Naomi Abesamis on 11/27/2024 10:41:14 AM |

# Part 1: Review of Data

## Use the data provided by the Office of Institutional Effectiveness (OIE)--[available in August 2024](https://fullcolledu-my.sharepoint.com/:f:/g/personal/dberumen_fullcoll_edu/Ejn54PAVVhJLqimOjiLWBBYBPkPdoZEFZxZtScvvyibo6A)--to review your program completion and success rates and compare them to the Institution Set Standards for course completion and success rates. Then, answer these questions:

1. **Where your program meets or exceeds the college-wide standard for completion and success, to what do you attribute your success?**

According to the OIE data, the 23/24 average completion and success rates for the three courses offered through Disability Support Services (COUN 71, 72, 75) exceeded the Institution-Set Standards.

COUN 071: Adaptive Computer Access and COUN 075: Adaptive Computer Access-Learning Strategies are courses offered by the Adaptive Computer Lab (ACL) at FC. These courses provide guided instruction in computer use and access technologies to help students succeed in college. Students receive highly individualized academic, career, and personal support from ACL faculty and staff. The ACL is crucial for supporting students with disabilities, as these courses are designed to assist rather than add more demands. To pass, students need only fulfill two main requirements each semester: complete a set number of lab hours based on unit enrollment and attend at least one ACL, campus, or community workshop or training. Both in-lab and online options make these requirements easily achievable. ACL students recognize the value of these courses, as they help build essential skills for college and beyond. Consequently, success rates for COUN 71 and COUN 75 are expected to exceed 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 course is available for students referred by faculty or those who self-refer due to long-term learning challenges, even if they don’t have a document. 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, the student participates in a post-assessment appointment with the LD Specialist, where they are informed of their assessment performance, learning disability eligibility, and accommodations based on their areas of educational limitations. Ultimately, this course provides an in-depth assessment of learning and achievement and facilitates a better understanding of the student’s learning style and disability. This cycle of being assessed, receiving specialized counseling, and being prescribed appropriate accommodations (which may include specialized instruction via COUN 71 and COUN 75) has proven to be an excellent formula for transforming students with disabilities into academically successful and more confident student

1. **Where your program does not meet this standard, please examine the possible reasons and note any actions that should be taken, if appropriate.**

According to the OIE data, a few race/ethnicity categories of students with below-standard success and completion rates have low enrollment numbers. This limited their representation of the overall rates and made these rates highly sensitive in impacting the overall metrics.

Low enrollment and the resulting small sample size are the likeliest contributors to standards not being met. However, other possible reasons for the low rates may include students filing for excused withdrawals due to extenuating circumstances, and struggling with time management, which affects their ability to meet attendance requirements while committing to other courses they have registered for.

This information is valuable, especially for COUN 71 and 75, which have relatively high enrollment numbers. Moving forward, the instructor will continue to reiterate the course requirements throughout the semester and emphasize workshop and training opportunities that encourage students to seek support in adaptive computer technology and general college success ski

1. **Compare your data analysis in questions 1 and 2 to the review of data in your 2023 Annual Program Review update (available on the** [**Program Review and Planning Committee**](https://committees.fullcoll.edu/program-review/) **website). Are there significant changes? Do you notice any patterns from year to year?**

There are no significant changes. The average completion and success rates for the three courses offered through Disability Support Services (COUN 71, 72, 75) exceeded the Institution-Set Standards in both the 22/23 and 23/24 academic year.

# Part 2: Additional Resource Request Reasoning and Support

**We have reviewed our most recent self-study and have not identified any significant changes that necessitate resource requests for the upcoming academic year.**

**We have reviewed our most recent self-study and have identified significant changes that necessitate additional resource requests.**

**For programs that have identified significant changes that necessitate additional resource requests, answer the following questions for each separate resource request:**

1. **Briefly describe your resource request.**

-One color laser printer

-Woodcock-Johnson V (WJ-V) assessment kits (2 WJ-V Achievement kits; 1 WJ-V Cognitive Kit)

1. **Is this request related to an essential safety need?**

No

**Why must this resource request be processed now rather than during the Fall 2025 comprehensive self-study?**

Color laser printer: The current color printer in the ACL has been undergoing repair by Toshiba for about 2 months and still has not been fixed. COUN 71 & 75, which takes place in the ACL frequently requires color printing and will need a printer before Fall 2025.

WJ-V assessment kits: WJ-V will be available beginning March 2025. For COUN 72, it is imperative to have the most up-to-date assessment batteries/protocols for the provision of learning disability assessments per Title 5 mandates and criteria.

**How will this additional resource allocation specifically enhance your program’s services, activities, processes, etc. to continue or improve student learning and achievement?**

Color Laser Printer:

COUN 71 & 75 provides students with disabilities with highly individualized academic, career, and personal support, which often requires the use of physical documents in color. Color printing helps students in the following ways: -supports students with visual processing challenges, making materials easier to differentiate and understand. -allows for the creation of individualized learning aids, such as visual schedules or study guides tailored to each student’s needs -provides color-coded organizational tools (e.g., tables, planners, or checklists) that help students develop essential time-management and organization skills critical for academic success. -allows for the presentation of information in multiple formats, catering to diverse learning styles and needs.

WJ-V Assessment Kits:

Typical students evaluated have a lifelong history of academic difficulty, such as math, reading, comprehension, or test-taking difficulties. Despite these difficulties, they have never been verified with any disabilities or if they were, they no longer have access to their documentation. Quite often they graduate from high school only to find out that they are having even more difficulties in college. By assessing and verifying these students with learning disabilities, DSS counselors can then authorize them for mandated accommodations as well as offer them support services, resources, and strategies to ultimately improve their learning and achievement, and help them reach their educational goals.

**Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.**

No

**How will this additional resource allocation help you serve the college mission or strategic initiatives, and your program’s goals for improvement, as stated in your last self-study?**

The purchase and use of the color printer in the ACL aligns with the overall mission of Fullerton College and the DSS program in supporting students with diverse learning needs and promoting success in students’ educational goals. A color printer allows for the creation of accessible learning materials that are tailored to students’ individual needs.

The purchase of WJ-V assessment kits will contribute to greater success and completion rates for students with disabilities, which aligns with the college goals of increasing student success and reducing achievement gaps.

**For each separate resource request, complete this chart with details of the request:**

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| --- | --- |
| **Type of Resource** |  |
| Personnel |  |
| Facilities |  |
| Supplies | Color laser printer:$1000  WJ-V Assessments: $18,000 (2 achievement kits - $12,000; 1 cognitive kit - $6000) |
| Computer Hardware |  |
| Computer Software |  |
| Training |  |
| Other |  |
| **Total Requested Amount:** | $19,000 |

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| --- |
| **Is the funding requested ongoing or one-time funding?**  One-time funds |
| **Is the funding requested for**[**enrollment and reengagement activities?**](https://ie.fullcoll.edu/wp-content/uploads/sites/27/2024/05/ER-2.0-Program-Review-Guide.pdf)  No |