

Palomar College – Program Review and Planning
Non-Instructional Programs
Academic Year 2017-18

Purpose of Program Review and Planning: The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Discipline: Disability Resource Center 11/17/2017

Non-Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)

STEP I. ANALYSIS (Note: Each Department Will Use Their Own Previous Analysis Data)

	2013-2014	2014-2015	2015-2016	<<Prelim>>	
				2016-2017	Definitions
Student Counseling Contacts	6092	6203	6015	6040	
Exam Accommodations	5026	4365	3691	3578	
Full-Time FTEF	3.75	3.75	3.25	3.25	Sherry Goldsmith, Leigh Ann Van Dyke, Lory Myers, Dr. Lori Waite
Part-Time FTEF	.25	.20	.50	2.275	Jane Mills, Patty Ricks, Sabrina Menchaca, Laura Gorham, Devonay Olson
Overload FTEF	0	.40	0	.05	Lori Myers and Dr. Lori Waite
FTEF/Headcount ratio	500:1	518:1	540:1	1:299.42	Ratio is ineffective given differences in staff functions and student need for services DRC provides (e.g. counseling = service v. interpreting = accommodation)
Number of FT Staff	5	5	6	6	Dan Dryden, Patty Petersen, Cynthia Cordova, Denise Vanderstoel, Kelly Dryden, and Aaron Holmes
Number of PT Staff	23	23	19		Short-term hourly interpreters, 2 contracted 30 hour/week interpreters, one short-term hourly staff member for testing.
Staff/Student Ratio	67:1	69:1	73:1	301:1	Ratio is ineffective given differences in staff functions and student need for services DRC provides
Students served (headcount)	1811	1945	1755	1804	
Educational Assistance Classes			9	9	
Educational Assistance Sections			24	27	

I. A. Reflect upon and provide an analysis of the four years of data above

There has been a 29% decrease in DRC student utilization of test accommodations from 2014/15 and 2016/17. Further, while the DRC student population has increased by 3% from last year, there has been a 3% decline in the use of test accommodations. The sizeable, nearly 30%, decline in students' use of prescribed test accommodations is troubling given literature findings indicating the impact of test accommodations on retention among students with disabilities'. Anecdotal evidence from DRC faculty and staff attribute the drop in test accommodation usage, at least in part, to the high noise level and substandard condition of the DRC testing room. Steps have been taken to secure a new location for a DRC Testing Center and a proposal for funding the Center has been submitted. It is anticipated that the new DRC Testing Center will be operational for the Spring 2018 semester.

The DRC continues to experience student growth with a 3% growth from the previous year. While some areas within the DRC are sufficiently staffed, other areas need more staffing, according to the findings from a recent Chancellor's Office Technical Visit in July 2017. During the visit, technical staff identified the need for one more full-time DRC counselor to address the growing student need.

I. B. Please summarize the findings of SAO assessments conducted.

The DRC has had multiple staffing changes and from retirement and transition vacancies in the past two years. These staffing shifts combined with Title 5, MIS, and funding formula changes and the expanding noncredit landscape, require renewed attention and focus on the DRC's existing seven SAOs; such a concentrated examination and discussion will be a priority this coming year. The outcome of this dynamic discussion with likely be the creation of a new SAO(s). Below, please find an outline of the existing SAO themes:

1. Utilization of priority registration (Effective Jan. 1, 2017, Title 5 extends priority registration to all DRC students)
2. DRC student orientation effectiveness (Orientations are now occurring in the one to one intake appointments with counselors. An online and onsite new student orientation program will be developed this year)
3. Learning Disability Assessment and outcome (i.e. utilization of test accommodations)
4. LD Assessment and subsequent referral/participation in a DRC counseling appointment
5. LD Assessment and subsequent referral/usage of Read and Write Gold software
6. Utilization of Read and Write Gold software
7. Interpreting Services' effectiveness

I. C. Reflect upon the SAO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.

The DRC has seen the following noteworthy trends:

- **Veteran Student Outreach.** Palomar College has a sizeable presence of **veteran students** (those with former military service). Literature indicates that one in five combat veterans and one in ten noncombat veterans have one or more disabilities. The population of veteran students receiving DRC services does not reflect these findings and suggests a need for increased DRC outreach and marketing for veteran students employing an approach that more resonates with veterans, including trading "disability" for "service connection" or "rating" and placing a DRC counselor in the Veteran's Center once a week.
- **Section 508 and WACAG 2.0 Mandates.** A plan to meet Section 508 and WCAG 2.0 (i.e. web accessibility and usability and captioning, etc.) mandates by the college overall is needed and has been started through the VPI's creation of an ADA Compliance Committee of which the DRC is an active member.

I. C. Reflect upon the SAO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.

- **Adjunct and F/T Faculty Training in ADA and UDL** is needed given the number of cases where faculty refused or had questions regarding a DRC-prescribed accommodation. Such a training would be best served through an initial survey to faculty to identify the training areas of most need along with focus groups/discussions with department chairs and deans.
 - **DRC student engagement and understanding of DRC services and policies:** A student survey will inform the department of students' engagement level, feeling of campus/college belonging, and understanding/contentedness with DRC services allowing for the DRC to make intentional and data informed decisions and programmatic or structural changes.
 - **New Student Orientation**, both in an online and onsite formats, is needed.
 - **DRC Testing Center Orientation and checklist**
 - **High School Transition and Outreach** web resources and plan is needed.
 - Recent legislation, namely AB 705, calls for remedial courses, those non-degree or transferrable, to be noncredit. Such legislation impacts DRC's educational assistance courses, including math, writing, and access technology courses and will require a collective examination of student and community need as we work to revise DR courses.
 - **LD Assessment (2016):** DR 10 (LD Assessment) is with the Curriculum Cmte. to allow for students to enroll in a strategy and assessment course (6 hours)
- DRC tested 29 students who were eligible for services under LD.
- 26 of those students attended their counseling appointments with a DRC counselor.
 - 20 of those students saw Sherry Goldsmith or Aaron Holmes for Assistive Technology.
 - 20 of those students used test accommodations.
- This does not include all the students we saw for ADHD (we had a large group in Spring 2017), or any student that Jane tested under Speech and Language testing. It also does not include the students tested that were not "not eligible" under Title 5 LD, or the students who were seen with "other diagnoses."*

STEP II. PLANNING

Reflecting on the 4-year trend data, the SAO assessment results, and the college's Strategic Plan 2019, describe/discuss the discipline planning related to the following:

- II. A. Program changes and improvements (consider changes due to growth in TEES and Headcount, CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)**

The College's Strategic Plan details the following goals: access, retention and completion, continued community involvement, and improved infrastructure and fiscal stability. DRC program changes and improvements correspond with each of the four College strategic goals; concentrated focus will be applied to the first two this year and are elaborated below.

Access:

- Increase access through new locations, partnerships, and programs:
 - DRC presence, including counseling services, will be needed at the following locations, North, South, Escondido and Camp Pendleton. This past semester, the DRC has expanded its services to the Escondido campus and will increase the hours at this campus during Spring 2018. A review of nationwide college data indicates that the population of students with disabilities rests somewhere between 10 and 14 percent. In order to meet the demand of both prospective and current students with disabilities, it will be important to schedule DRC staff/faculty appropriately at these locations.

- o CCAPs and Dual Enrollment. School district-specific CCAP agreements for accommodations and relationship building among educational specialists and Palomar's DRC are needed to not only avoid law suits due to ambiguity or lack of oversight but to afford students with access and reasonable accommodations in CCAP courses.
- Simplify enrollment and registration process:
 - o DRC Orientation for New Students (online and onsite formats)
 - o Clockwork's functions will allow for online DRC application completion and test proctor scheduling benefitting students and faculty alike.

Retention and Completion:

- Adjunct and Full-time Faculty Training. Partner with faculty to offer relevant and meaningful training to bolster student with disability retention and equip faculty members with needed tools and knowledge to affect change and increase access in their courses and curriculum. Promote the tenets of universal design for learning.
- Veteran student outreach and assistance. Embed DRC counselor in Veteran Center, adopt veteran/military-specific language and implement enhanced programming and outreach.
- Explore early alerts for distinct populations/at risk of premature attrition, including DRC students participating in Palomar Promise
- Multiple Measures: develop systems/practices to promote more accurate placements given the challenges tied to high school resource/special education classes and modified curriculum and those who have been away from formalized instruction for a sustained period of time.

II. B. Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc.)

A review of MIS DRC student data for 2016/17 shows the following breakdown by disability type (n=1467):

1. Hearing – 62 students, or 4.2%
2. Acquired Brain Injury – 41 students, or 2.8%
3. Specific Learning Disability – 359 students, or 24.5%
4. Visual Impairment – 28 student, or 1.9%
5. Mobility - 126 students, or 8.6%
6. Other - 256 students, or 17.5%
7. Developmental Disability (DL) – 40 students, or 2.7%
8. Speech – 8 students, or .5%
9. Psychological disability – 296 students, or 20.2%
10. Autism – 79 students, or 5.4%
11. ADHD – 173 students, or 11/8%

When reflecting upon DRC's disability breakdown across the past three years, one is greeted with some noteworthy items. Specifically, we see 1) a rise (i.e. from about 42 in 2014 to 61 in 2016) in the incidence of students with hearing impairments (this increase may in some part be attributed to tinnitus being the largest disability among students with former military service), 2) the population of those with vision impairments and those with psychological disabilities has remained relatively steady, and 3) mobility disabilities have seen a dip from 2015 to 2016. This past year marked the first year Autism and ADAH embodied distinct MIS categories. Five percent of the DRC student population embodies those on the spectrum. Discussions with DRC counselors and staff usher in a need for specific programming and assistance for students on the spectrum, including development of social interaction groups and behavioral wellness/guidance instruction. Further, 20% of the DRC population includes those with psychological disabilities indicating a need for increased Plan for Academic Year 2017-2018

1l. B. Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc.)
 collaboration with community and campus mental and behavioral health agencies, and examination into innovative approaches to best supporting those with psychological disabilities. Social intervention services stretch beyond DRC's current cadre of services and programs, and invites a bigger look into ensuring the DRC is evolving to be most responsive to its ever-changing student population, workforce demands, and environmental factors.

Wait times for DRC Counseling: There has been a 3-4 week wait for a prospective or current DRC student see a counselor. There has been a growth in the student population along with a marked increase in the complexity of the field and challenges faced. Consider options: more Quick Questions, Counseling Options (intakes/accommodation prescriptions, and completed plans with f/t counselors and semester ed plans and accommodations/semester with adjunct counselors). The July 2017 Chancellor's Office Technical Visit illuminated the need for an additional full-time counselor to meet the growing population and heightened expectations from the Chancellor's Office.

STEP III. RESOURCE REQUESTS FOR DISCIPLINE:

III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SAO assessment results in Step I and/or to any other evidence not apparent in the data or SAO Assessment results.

a. Equipment (per unit cost is >\$500) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1, 2, 3, etc.	Strategic Plan 2019 Goal/Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
a1.	Electric Perkins Brailier	1	2.2; 2.4	This equipment is needed to allow the DRC to assist students with vision impairment who are fluent in braille. Without such	\$2000.	One time	no
a2.							
a3.							
a4.							
a5.							

b. Technology (computers, data projectors, document readers, etc.) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1, 2, 3, etc.	Strategic Plan 2019 Goal/Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
b1.							
b2.							
b3.							
b4.							
b5.							

c. Budget for 4000s (per unit cost is <\$500 supplies) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1, 2, 3, etc.	Strategic Plan 2019 Goal/Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
c1.							
c2.							
c3.							
c4.							
c5.							

d. Budget for 5000s (printing, maintenance agreements, software license etc.) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1, 2, 3, etc.	Strategic Plan 2019 Goal/Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
d1.	Clockwork: 4 Outlook Sync licenses, online intake module (online DRC application)	1	1.3	A DRC online application will increase students' ability to apply for services with greater ease and efficiency. Outlook Sync licenses will allow all DRC faculty/staff members' Clockwork schedules/calendars to sync with their Outlook calendars promoting increased efficiency and transparency.	\$1258.	One time	Clockwork has been funded; these are additional items needed.
d2.	Kurzweil 3000 Firefly Institutional Web License Account – renewed subscription	1	2.4	DRC's current subscription expires June 28, 2018. Kurzweil is a document reading software that enhances learning and reading fluency and rate for students with disabilities.	\$3000.	One time	No
d3.							
d4.							
d5.							

e. Classified staff position (permanent/contract position requests unique to this discipline) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1, 2, 3, etc.	Strategic Plan 2019 Goal/Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
e1.	Part-time Proctor/Testing Center Specialist	1	2.4	In order for DRC's Testing Center to operate in the later afternoon and into the evening hours to support DRC students taking evening courses, a part-time proctor is needed. FWS students		Ongoing	No

e. Classified staff position (permanent/contract position requests unique to this discipline) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1, 2, 3, etc.	Strategic Plan 2019 Goal/Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
e2.	Counselor/Faculty	1	2.1, 2.2, 2.3, 2.4	are unable to provide this level of staffing on their own. The absence of such a staff member will result in Wait times at/exceeding three weeks; noncompliance with ADA/Section 504 due to delay in approving accommodations	\$90,000 plus benefits. Step One.	Ongoing	No
e3.							
e4.							
e5.							

f. Classified staff position (temporary and student workers position requests unique to this discipline) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1, 2, 3, etc.	Strategic Plan 2019 Goal/Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
f1.	Student workers/federal work study	1	1.2; 2.4	Student workers within the DRC have provided front office support and assistance to prospective and current DRC students as well as faculty and staff. Their assistance is needed to maintain and increase front office and Test Center efficiency as well as to support our assistive technology courses. Individual peer tutors to provide academic support to students with disabilities in basic skills areas of writing and math.	n/a	Ongoing	Yes, financial aid/federal work study.
f2.	Embedded Peer Tutors (Math and Writing)	2	2.4		\$20,000.	ongoing	No, BSI has funded embedded tutors for two DRC courses, however, it is

f. Classified staff position (temporary and student workers position requests unique to this discipline) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1, 2, 3, etc.	Strategic Plan 2019 Goal/Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
f3.							uncertain if funding will continue next year.
f4.							
f5.							

III. B. Are there other resources (including data) that you need to complete your discipline review and planning?
None

STEP IV. SHARE YOUR ACCOMPLISHMENTS Please include at least one discipline accomplishment that you'd like to share with the college community.

1. Implementation of Testing Center in NA 2; submission of proposal for redesign of the space; separation of duties among front office staff to include staff dedicated to front office/counseling faculty support and Testing Center operations.
2. Clockwork Implementation progress -- anticipated launch date January 2018
3. DRC web site redesign of content and look - anticipated January 2018
4. Successful MIS data audit June 2017
5. Chancellor's Office Technical Visit, July 2017
6. High student completion and success rates in DR courses
7. Continued LD assessment for students despite budget constraints
8. DRC faculty and staff participation and leadership among a wide number of College committees and working groups
9. Increased DRC participation in College events, including Discover Palomar, Week of Welcome, and High School Counselor Conference, Plenary (i.e. DRC video for faculty/staff)
10. Expansion to the Escondido Center, with a DRC counselor onsite set hours each month.

STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.
n/a

STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don't fit in any category above.)

Please identify faculty and staff who participated in the development of the plan for this department:

Shauna Moriarty Name	Aaron Holmes	Leigh Ann Van Dyke
Sherry Goldsmith Name	Dan Dryden Name	Name

SK Moriarty
Department Chair/Designee Signature

B. J. J. J.
Date

2.20.18
Date

11.13.17
Date

Division Dean Signature

A. J. J.
Date

Division Vice President Signature

Date

- Provide a hard copy to the Vice President Gonzales no later than November 17, 2017.
- Email an electronic copy to lhornsby1@palomar.edu by November 17, 2017.
- Email an electronic copy to rjohnson3@palomar.edu by November 17, 2017.