**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2010-11**

**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.)

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| **Discipline: Disability Resource** | **10/13/2011** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2011)** |

**STEP I. ANALYSIS**

|  |  |  |  |  |  |  |  |
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|   |   |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2010 data are as of 1/30/2011 |   |
|   |   | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Definitions** |
| **Enrollment at Census** | 98 | 113 | 111 | 97 | *Self Explanatory* |
| **Census Enrollment Load %** | 66.67% | 78.47% | 90.24% | 90.65% | Enrollment at Census Divided By Sum of Caps (aka "Seats") |
| **WSCH** | 311 | 357 | 350 | 304 | Weekly Student Contact Hours |
| **FTES** | 10.35 | 11.89 | 11.67 | 10.12 | One Full-Time Equivalent Student = 30 WSCH |
| **Total FTEF** | 1.30 | 1.30 | 1.10 | 1.00 | Total Full-Time Equivalent Faculty |
| **WSCH/FTEF** | 239 | 274 | 318 | 304 | WSCH Generated per Full-Time Equivalent Faculty Member |
| **Full-time FTEF** | 1.10 | 1.10 | 0.90 | 0.80 | FTEF from Contract Faculty |
| **Hourly FTEF** | 0.20 | 0.20 | 0.20 | 0.20 | FTEF from Hourly Faculty |
| **Overload FTEF** | - | - | - | - | FTEF from Contract Faculty Overload |
| **Part-Time FTEF** | 0.20 | 0.20 | 0.20 | 0.20 | Hourly FTEF + Overload FTEF |
| **Part-Time/(Total FTEF) %** | 15.38% | 15.38% | 18.18% | 20.00% | Percent of Total FTEF Taught By Part-Time Faculty |
| Student Achievement: **Non Distance Education Courses** |   |   | Those NOT taught via Distance Ed (see below) methods of instruction |
|  **● Retention Rate** | 98.91% | 96.08% | 89.32% | 86.81% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 83.70% | 76.47% | 77.67% | 74.73% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| Student Achievement: **Distance Education Courses** |   |   | Those taught via Internet, TV or non line-of-sight interactive methods |
|  **● Retention Rate** | - | - | - | - | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | - | - | - | - | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| **Degrees Awarded** |  - |  - |  - | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2010-11) |
| **Certificates Awarded:** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) |
| **- Under 18 Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) |
| **- 18 or More Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **Retention and Success rates in DR classes are dropping. In part, attributable to loss of Learning Disability Specialist position and reduced hourly assessment/consultation time. WSCH and FTES are down, partly attributable to loss of one class section due to faculty retirement. Impending loss of another faculty LD Specialist without replacement will further depress these numbers. Concomitantly, requests for assesssment have increased 50% since 09-10 (by half way through Spring 2011) and faculty referrals have increased by 65% during the same period. Unable to keep up with the demand, we have had to establish a waiting list for the first time in 5+ years. A significant statistic is the increase in numbers of Hispanics who are being referred (up from 32% of referrals to 67% of referrals), perhaps as a result of increased services/awareness of this population.**  |

| **I. B. Please summarize the findings of a Course or Program SLO assessment conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **DR 40 SLO: Apply MLA formatting to a Microsoft Word document.****The outcome was assessed in DR 40 at the beginning of the course through a pretest finding that 98% of the students did not know what MLA formatting was nor did they know how to apply the required formatting. Students were provided instruction through demonstration to introduce the word processing skills necessary to complete the formatting. In addition, written directions were included in the course materials. At the conclusion of the semester 100% of the students correctly applied margins, spacing and the heading while only 70% completed pagination correctly.** |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **DR 40 SLO: Based on the results at the conclusion of the first semester the instructor determined that additional demonstration of techniques were required to improve the students’ skill level. Student feedback led to modification of written directions to improve understanding.** |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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| **Not applicable** |

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| **STEP II. PLANNING****Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
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| **Learning Disability assessment. Loss of one full-time LD Specialist, impending retirement of a second LD Specialist and reduction of categorical funds which previously funded one position and .20 FTE hourly is having an effect on programs ability to adequately serve this population and also claim weighted numbers of these students for state funding.****Adapted Computer lab needs upgrading to maintain standards of service as a resource for student success for students with disabilities.** |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **DR 45L: 3 hour block lab is always full; two day shorter labs sparse enrollment. Consider longer block labs.** |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **Replace Sue Norton, Learning Disability Specialist, who retired May 2010 (categorical funding has been drastically reduecd)****Replace Jane Mills, Learning Disability Specialist and Speech/Language Specialist, who retires May 2011 (District funded)** |

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| **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 SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results. NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **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 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO 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.**  | **Topaz LCD Swivel Monitor (video magnifier for visually impaired)** | **3** | **2&6** | **Replacement for smaller, older Optilec (older Optilec can be placed in library)** | **3095** | **one time** | **ctegorical funding greatly reduced** |
| **a2.**  |  |  |  |  |  |  |  |
| **a3.**  |  |  |  |  |  |  |  |
| **a4.**  |  |  |  |  |  |  |  |
| **a5.**  |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO 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.**  | **HP Color LaserJet 4525n (Replacement printer)** | **1** | **2&6** | **Current instructional printer is failing** | **1500** | **one-time** | **categorical funding greatly reduced** |
| **b2.**  | **Projector- Hitachi cpx3011**  | **1** | **2&6** | **Current display is fuzzy and not usable with lights on** |  **800** | **one time** | **" " " "** |
| **b3.**  | **Instructional laptop computer** | **2** | **2&6** | **Current is 5 years old; malfuctioning keyboard** | **1736** | **one-time** | **" " " "** |
| **b4.**  | **Pearl Camera (scanning device;instant OCR)** | **3** | **2&6** | **Provides students with instant access to current assistive technologies** | **1195** | **one time** | **" " " "** |
| **b5.**  | **SARA CE Standalone scan and read device** | **3** | **2&6** | **Students can independently scan and read documents and books** | **2395** | **one time** | **" " " "** |

| **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 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO 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.**  | **Monitor replacement (7)** | **1** | **2&6** | **Need replacement (7X $250)** | **1750** | **one time** | **categorical funding greatly reduced** |
| **c2.**  | **Victor Reader Streams (5)** | **1** | **2&6** | **Provide alternate media for LD an d visually impaired (5x$350)** | **1750** | **one time** | **" " " "** |
| **c3.**  | **Assistive Listening Devices** | **1** | **2&6** | **Hearing impaired access in classrooms (scheduled replacement)** | **1000** | **once per year** | **" " " "** |
| **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 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO 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.**  | **Naturally Speaking License update** | **1** | **2&6** | **Need update for use with Windows 7/Office 2010** | **1500** | **one time** | **" " " "** |
| **d2.**  | **Kurzweil 3000 Read-only stations (9)** | **1** | **2&6** | **Increase number of available stations for student alternate media access (9x$300)** | **2700** | **one time** | **" " " "** |
| **d3.**  | **Read and Write Gold** | **1** | **2&6** | **Read Write Gold contains tools to assist students with reading, writing, study skills and research. The software integrates with mainstream windows applications such as Microsoft Word and Internet Explorer allowing students access to reading and writing tools where they need them.** | **5000** | **one time + updates** | **" " " "** |
| **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 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO 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.**  | **Instructional Support Assistant I, 45%** | **2** | **Goal 2** | **Classroom support DR and NDSAB classes** | **13,914** | **ongoing** | **categorical funding has been greatly reduced** |
| **e2.**  |  |  |  |  |  |  |  |
| **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 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO 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.**  |  |  |  |  |  |  |  |
| **f2.**  |  |  |  |  |  |  |  |
| **f3.**  |  |  |  |  |  |  |  |
| **f4.**  |  |  |  |  |  |  |  |
| **f5.**  |  |  |  |  |  |  |  |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **No** |

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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **Over 716 videos have been captioned across disciplines and are streamed via Blackboard for distance education and traditional classes. Beginning Spring 2011, DRC began coordinating captioning projects and writing DECT grants for PCTV.****Aaron Holmes and Sherry Goldsmith provide web accessibility workshops for GCMW and GCIP courses each semester. The lab is also used to display cutting edge assistive technology to the web design students. It is important that we remain in a location where students have access to this technology.****As you well know, the hours we spend with testing can change lives. I think of a family for which we tested three siblings who had always been home schooled. This is a population who consistently has not been assessed for any kind of learning problem, yet who often have not fit into the typical school setting without knowing why. For this particular family, testing made a real difference for them as they pursued college educations. After attending Palomar, the older sons are on track to graduate from 4 year schools, and the younger sibling plans to return to Palomar to continue her college career.** **Recently, a gifted student who struggled to complete Math 60, stated that getting on medication for his ADD was life changing and that this testing experience and discovering that he also had a learning disability was second in significance to the medication decision.** **When reviewing the results of the assessment with students, I offer real life examples to explain the impact that their disability may be having on their lives. As I do this, I often hear "you know my life!" or it may be a “yes, I am always the last to decide a menu choice.” (slow processing); or “I always have to have directions repeated,” (working memory); or “I am so often misunderstood in social situations. “ ( language issues) . My point is we are not just helping a student get through school but also through life.** |

| **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.** |
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| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **Providing access to instruction, program and services to persons with disabilities is a district reponsibility.** |

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

|  |  |  |
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| ***Name*** | ***Name*** | ***Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than March 11**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by March 18**
* **Email an electronic copy to** **jdecker@palomar.edu** **by March 18**