**YEAR 2**

**ACADEMIC YEAR 2013-14**

Program Review and Planning Year 2 form is an evaluation of the progress on last year’s goals (Year 1 PRP) and is also planning of goals and activities for the current year (2013-2014).

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| **Discipline: Disability Resource** | **Date 1/30/14**  |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date (00/00/2014)** |

**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.).

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **Program/Discipline Mission** |
| **List everyone who participated in completing this Year 2 Program Review and Planning Document.****Lori Waite, Sherry Goldsmith, Leigh Ann Van Dyke, Mary Tuttle, Patricia Ricks, Ron Haines** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.****The Disability Resource Center (DRC) is a department within the division of Student Services which offers specialized instruction and services to students with various documented disabilities as mandated by the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and their respective revisions. These disabilities include physical, visual, auditory, communication, learning and psychological disabilities which might impose an educational limitation within the college environment. Faculty and Staff are committed to ensuring access to all facets of the college and to providing accommodations and services to promote student success within college programs.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.****DRC's mission directly addresses the "diverse origins, experiences, needs and abilities" component. DRC also assists individuals in reaching their desired learning outcomes with their services and instruction components.** |

**STEP I. Review and Evaluation of Year 1
In this section, evaluate the program plans you described in last year’s Program Review and Planning Document.
Refer to “STEP II: PLANNING” in your 2012-13 YEAR 1 PRP document at:** <http://www.palomar.edu/irp/PRPCollection.htm>.

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| 1. **Progress on Current Plans. For each planning area below, summarize your program plans as documented in the Year 1 form (last year’s form) and evaluate your progress on completing them.**

**Curriculum (Step II.A. of Year 1 PRP)**1. **Summarize the plans you made regarding curriculum? (Consider how SLO assessment results influenced curriculum planning.)**

**None**1. **How did you implement and evaluate those curriculum changes?**

**No changes made****Class Scheduling (Step II.B. of Year 1 PRP)**1. **Summarize the plans you made regarding class scheduling?**

**None**1. **How did you implement and evaluate those class scheduling changes?**

**No changes made****Faculty Hiring (Step II.C. of Year 1 PRP)**1. **What faculty needs did you articulate for this discipline?**

**Under SSPC, Need for Learning Disability Specialist full time position and DRC Counselor full time position.**1. **What is the current status of the plan you articulated?**

**Positions were approved and hired for 2013-14** |
| 1. **Analysis and Impact of Resources Received (Step III – Year 1 – Resource Requests for Discipline)**
2. **What is the dollar amount you received from IPC last year (2012-2013)? You can access the 2012-13 IPC PRP allocations by clicking on this link:** <http://www.palomar.edu/irp/201213resourceallocations.pdf>

**None**1. **How were those funds spent?**

**Not applicable**1. **Identify permanent employees requested and prioritized by IPC, i.e., classified/CAST/administrative. You can access this information by clicking on this link:** <http://www.palomar.edu/irp/staffingplan.pdf>

**None**1. **Describe the impact of these funds received from IPC on:**
2. **Curriculum (courses, SLOs)**

**N/A**1. **Number of students affected**

**N/A**1. **Other**

**N/A**1. **Describe unmet funding requests as they apply to your planning and priorities.**

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**STEP II. Evaluation of Program & SLOAC Data**

**In this section, review and analyze updated program data, the results of SLOACs, and other factors that could influence your program plans for this upcoming year.**

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| 1. **Program Data. Provide an analysis of the past six years (2007-08 through 2012-13) of your discipline’s data. Consider trends in the data and what may be causing them. (For enrollment, WSCH, & FTEF data, use Fall term data only). The links below will take you to the three sets of data to analyze.**
	* Enrollment, Enrollment Load, WSCH, and FTEF (<http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx>) **(Use Fall term data only).**
	* Course Success and Retention rates (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**). Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**
	* Degrees and Certificates (<http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx>).

**Describe your analysis and observations.****Since the economic downturn of 2008-09, we suffered the effects of three faculty retirements, two of which were significant players in the instructional component. We were not able to replace, so our FT/PT ratios were altered. Success and retention rates dipped during this time but have risen again as hourly competence improved. With the addition of one faculty in 2013-14, we expect statistics to approach or surpass previous levels.****Does this data reflect your planning, goals, and activities? If not, why?****Yes, considering that we did not have permanent instructional staff to follow through on SLOs and planning activities.** |
| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, provide a summary and analysis of Student Learning Outcome assessments at the course and program level. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/>
2. **Summarize your SLOAC activities during the 2012-2013 academic year.**

**English Support: many of our students entering DR 15 have very little knowledge of these basic skills. The pre-assessment gives us an idea of where our students' skills are. The assessment results determine how to set up the semester and break down the information. With small class size we can take our time to break down the information in class in groups and instructor is available for one-on-one time. Group work consists of having a leader and a speaker to increase student participation. Lecture consists of visual learning material, auditory lecture and hands-on work consisting of handouts and projects.****\*Read and Write Gold, a literacy software, has been introduced to help improve reading and comprehension. It also facilitates research, writing, studying and test taking . Students are able to download at no cost to them and use for class related requirements.****\*A conversion was made from an organizational flip-chart (Flipper) to a Resource Binder. The Resource Binder provides a clear routine that reduces wasted class time, gives the instructor an opportunity to re-teach previous day class activities, and allows the student to create an individualized tool from which they can study for unit or final exams. Change from Flipper to Binder has helped students who have learning disabilities and weaknesses in executive function who frequently struggle to keep track of the tools they need for school work. The binder provides access to needed materials and allows more time-on-task for learning and teaches students good organizational skills which contribute to students' feeelings that they are in control of their learning.****Math Support (20 and 25): Same SLO is measured in each course. Students will demonstrate the ability to accurately input a series of calculations into a scientific calculator (fractions, positive/negative, perent,decimal, exponent and bracket keys). Measurement was by pre/post test. Fall 13, DR20 class average on pre was 14% and on post was 79%; Dr25 class average pre was 52% and on post was 88%. A change implemented was to encourage students to use a calculator which displays the entire problem rather than just the answer, allowing the student to confirm accurate input.****Adapted Computer:****DR40. Applying MLA formatting to a document. Pre/post test 1% to 66%****DR41. Demonstrate independence utilizing windows file management features. Pre/Post test 30% to 83%****DR42. Demonstrate ability to correct recognition errors when using voice recognition software. Pre/post test results 0% to 91% achieving mastery.****DR 43.1. Demonstrate increased skill utilizing JAWS/Zoomtext basic reading commands. Pre/post test results 40% to75% used appropriate commands.****DR 43.2. Increase proficiency in converting print documents to electronic format. 65% of students used software correctly.****DR45L. Increase knowledge of available assistance from faculty in the ACTC. 100% of students demonstrated increased knowledge.**1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**

**English Support: Pre and Post assessment measuring basic grammar knowledge and sentence combining during 2012-13 indicated a 90% improvement rate. Therefore current methods of exercises, presentations and notes all combined in a reference binder will continue. With more paragraph writing incorporation into Eng 10, English Support courses must adjust and add paragraph structure, mapping and outlining into the content. With the advent of more writing requirements, incorporation of at least 3 computer stations is essential.****Math Support: Many students had never used a scientific calculator before. Mastery of this device gives students the confidence to explore other pieces of technology and also phone apps (MyScript Calculator and Wolframalpha). We have also exposed students to additional resources for independent learning (Khan Academy, You Tube).****Adapted Computer:****DR40: More students with lower reading skills and unfamiliar with word processing necessitates inclusion of new directions with graphics. Also developed a video that demonstrates step-by-step directions available via Blackboard****DR41: Students often have trouble with the file management section, so incorporated the creation of folders into each unit of the workbook.****DR 42: Students often become frustrated with the software because they don't like it or too many recognition errors. When this occurs I encourage adaptation by recommending editing with mouse. Course to be deactivated 2015 due to decreased enrollment. Student can still get assistance though DR45Lab.****DR 43.1: It is a challenge to encourage JAWS/Zoomtext skills while they are engrossed with their course material, so their skills aren't up to speed for what is needed in those courses. To increase the use of reading commands, will incorporate their use in other applications (Balckboard, IE).****DR 43.2: A higher number of low vision students last term made certain technologies inappropriate. Students needed more access to a CCTV which could also convert into an electronic document for portability. An additional station would be necessary to meet this need. SLO for this course will be changed accordingly.****DR 45L: A new SLO for this course will be developed which emphasizes independence with technology in areas such email, discussion boards, web searches and word processing.**1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**

**N/A** |
| 1. **Other Relevant Data and Information.**
2. **Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).**

**Recent changes in the content of English and math courses. More academic instructors are incorporating online activities into their courses.** 1. **Given this information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**

**We need to be able to anticipate and respond to content changes of math, English and other courses. We need to make sure that students can access and participate in online activities.** |
| 1. **Labor Market Data. For Career/Technical disciplines only, provide a summary of the current labor market outlook. This data can be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**

**N/A** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:**
2. **Strengths**

**Quality and flexibility of existing staff. Very well-equipped assistive technology lab that is utilized by the community for training. Continued support from the college.**1. **Weaknesses**

**Limited numbers of staff. Still need computer stations in classroom and more technology in assistive computer lab.**1. **Opportunities**

**We are always opportunistic.**1. **Challenges**

**Resistance of some departments to promote and utilize assistive technology and support classes.** |

**STEP III. Updated Goals & Plans**

**Taking the analyses you completed in Steps I and II, describe your program’s goals and plans.**

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| 1. **Goals and Plans: What are your goals for 2013-14? When establishing goals, consider changes you are making to curriculum, schedule, and staffing as a result of the assessments you completed in STEPS I and II above. Goals should reflect your program/discipline’s top priorities for the coming academic year.**

**For EACH goal provide the following:** |
| **GOAL #1** |
| **Program or discipline goal** | **To provide improved technology for converting print to digital format for students who are blind or who have low vision.** |
| **Plans/Strategies for implementation** | **1. Purchase of CCTV with speech and scanning capacity****2. Demonstrate for students a variety of hardware/software for converting print to digital; allow students to evaluate what meets their needs****3. Provide individualized training for each student** |
| **Outcome(s) expected (qualitative/quantitative)** | **1. Students will evaluate software/hardware solutions for converting print to digital****2. Students will independently convert print to digital format using their individualized solution** |
| **GOAL #2** |
| **Program or discipline goal** | **To develop self-paced training for use of Read and Write Gold literacy software** |
| **Plans/Strategies for implementation** | **1. Develop training objectives and outline****2. Create lessons****3. Create videos and/or link to Text-Help videos to introduce topics** |
| **Outcome(s) expected (qualitative/quantitative)** | **1. Students will use more than the reading features of the program****2. Students will learn to use the features of the program that support their specific learning needs** |
| **GOAL #3** |
| **Program or discipline goal** | **To provide computer access within the disability support classroom to better support students concurrently enrolled in English 10. Students need to be able to practice new writing requirements incorporated into English 10** |
| **Plans/Strategies for implementation** | **1. Purchase and set up computer workstations within classroom****2. Train students in appropriate use of software****3. Incorporate use within classroom environment.** |
| **Outcome(s) expected (qualitative/quantitative)** | **All students will have the opportunity to practice writing exercises in a structured and supportive environment.** |
| **ADDITIONAL GOAL (*if needed*)** |
| **Program or discipline goal** |  |
| **Plans/Strategies for implementation** |  |
| **Outcome(s) expected (qualitative/quantitative)** |  |

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| 1. **Alignment with College Mission and Strategic Plan Goals.**
2. **How do your goals align with the Palomar College Mission?**

**All three goals directly address the "diverse origins, experiences, needs and abilities" component. All three focus on assisting individuals in reaching their desired learning outcomes via an instruction component.**1. **How do your goals align with the College’s Strategic Plan Goals? See the College’s Strategic Plan 2016 Goals at:** <http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf>

**Fits neatly underneath the umbrella of Goal 1: Student connections, pathways and student success.**1. **Based on your program review and planning, describe any issues/concerns that have emerged that require interdisciplinary or College-wide dialogue and/or planning.**

**College needs an approval process for web videos to assure that materials used are captioned for accessibilty by all students.** |

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| **STEP IV. Resources Requested for Academic Year 2013-2014:**  |
| **Now that you have completed Steps I – III, Step IV requires you to identify all additional resources you will need to achieve your Goals and Plans/ Strategies (Step III). First, identify all resource needs in each budget category.  You may have up to five (5) requests per budget category.  Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies.  \*Second, ALL your resource requests must be prioritized as one group; not prioritized within each budget category.  This means, you could have your #1 priority in Technology, your #2 priority in Short-term Hourly, and your #3 priority in Equipment, etc.  If you actually have five (5) requests in each of the five (5) budget categories, you would end up with 25 prioritized requests. IPC will not consider any requests that are not prioritized.Resource requests to simply replace budget cuts from previous years will not be considered.  PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. RESOURCE REQUESTS THAT SUPPORT MORE THAN ONE DISCIPLINE SHOULD BE INCLUDED ON THE ‘ACADEMIC DEPARTMENT RESOURCE REQUESTS” PRP FORM ONLY.** |

**Budget category a. Equipment (600010) (per unit cost is >$500). *Enter requests on lines below. Click here for examples of equipment:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Resource Category** | **Describe** **Resource** **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.****(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1.**  |  |  |  |  |  |  |
| **a2.**  |  |  |  |  |  |  |
| **a3.**  |  |  |  |  |  |  |
| **a4.**  |  |  |  |  |  |  |
| **a5.**  |  |  |  |  |  |  |

| **Budget category b. Technology (600010) (computers, data projectors, document readers, etc.). Enter requests on lines below. *Click here for examples of technology:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) |
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| **Resource Category** | **Describe** **Resource** **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.****(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **b1.**  | **ClearView+Speech HD Touchscreen with Ultra Flexible Arm** | **1** | **1.8** | **1** | **Converts text to digital format while stripping formatting and pictures for ease of use with screenreaders. Demand in Assistive Technology Instructional lab currently exceeds resources** | **$4871.60** |
| **b2.**  | **Dell Optilex Computer AllInOne** | **3** | **1.8** | **2** | **Students need computer access within disability support classroom to practice writing requirements now included within English 10** | **3 X $1379.56=****$4138.68** |
| **b3.**  |  |  |  |  |  |  |
| **b4.**  |  |  |  |  |  |  |
| **b5.**  |  |  |  |  |  |  |

| **Budget Category c. Funds for Supplies (400010) (per unit cost is <$500 supplies) *Enter requests on lines below. Click here for examples of Supplies:***  [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](%20http%3A//www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) |
| --- |
| **Resource Category** | **Describe** **Resource** **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.****(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **c1.**  |  |  |  |  |  |  |
| **c2.**  |  |  |  |  |  |  |
| **c3.**  |  |  |  |  |  |  |
| **c4.**  |  |  |  |  |  |  |
| **c5.**  |  |  |  |  |  |  |

| **Budget Category d. Funds for Operating Expenses (500010) (printing, travel, maintenance agreements, software license, etc.). *Enter requests on lines below. Click here for examples of Operating Expenses:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) |
| --- |
| **Resource Category** | **Describe** **Resource** **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.****(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **d1.**  |  |  |  |  |  |  |
| **d2.**  |  |  |  |  |  |  |
| **d3.**  |  |  |  |  |  |  |
| **d4.**  |  |  |  |  |  |  |
| **d5.**  |  |  |  |  |  |  |

| **Budget Category e. Funds for temporary or student workers (230010/240010) Enter requests on lines below** |
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| **Resource Category** | **Describe** **Resource** **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.****(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| **e1.**  |  |  |  |  |  |  |
| **e2.**  |  |  |  |  |  |  |
| **e3.**  |  |  |  |  |  |  |
| **e4.**  |  |  |  |  |  |  |
| **e5.**  |  |  |  |  |  |  |

**STEP V. Classified and administrative (contract) positions requests for academic year 2014-2015**

**Classified, CAST, or Administrator positions:  Enter each position request on the lines below.  You may request up to five (5) positions and they must be prioritized to be considered by IPC.  Contract position requests may include vacancies due to retirements, resignations, lateral transfers, etc., as well as any new positions to be considered.  Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.**

| **Resource Category** | **Describe** **Resource** **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Priority Number for Position Requests in Step V Only** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.****(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.**  |  |  |  |  |  |  |
| **2.**  |  |  |  |  |  |  |
| **3.**  |  |  |  |  |  |  |
| **4.**  |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |

 **Department Chair/Designee Signature Date**

 **Division Dean Signature Date**