Palomar College – Institutional Review and Planning
Instructional Programs

Purpose of Institutional 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.)

Department: Disability Resource Center

Instructional Discipline Reviewed   _____

2007-08

1.   3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	Definitions
Enrollment at Census	137	83	116	*Self Explanatory*
Census Enrollment Load %	54.58%	60.14%	67.05%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	403	263	368	Weekly Student Contact Hours
FTES	13.44	8.77	12.27	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	1.35	1.20	1.30	Total Full-Time Equivalent Faculty
WSCH/FTEF	299	219	283	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	1.15	1.00	1.10	FTEF from Contract Faculty
Hourly FTEF	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	Hourly FTEF + Overload FTEF
Part-Time FTEF %	14.81%	16.67%	15.38%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	88.28%	90.91%	90.27%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	74.22%	72.73%	69.91%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	-	-	-	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	-	-	-	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	-	-	-	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	-	-	-	Total number of Certificates awarded for the Full Academic Year

2.   Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

Data is fairly consistent over time. Enrollment drop in Fall 05 was due to sabbatical leave for which we could not find an instructor to teach classes. Census enrollment numbers are low as these are considered disability support classes in which a small faculty/student ratio is desirable.

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
a. **Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)** • **Develop deaf support curriculum and support services**	

b. **Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)**
 	
    • **Increased sections of English and math support courses during higher demand semesters**
    • **Add deaf support sections**	

4.   Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
a. Equipment/Technology – block grant funds, VTEA, other resources, etc.	
b. Budget – budget development process, one-time funds, grants, etc. • **Maintenance of effort and growth in DSPS allocation and Palomar District support** • **Maintenance of Deaf/HoH Augmentation to DSPS allocation**	
c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc. • **Space expansion inclusion into planning of LL remodel**	
d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years • **Learning Disabilities Specialist**	
e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc. • **Tutor for the Deaf**	
f. Other	

5.   Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

Increase faculty awareness of the needs of and services available to students with disabilities (Student Success). We accomplish this by:
a) increasing hours of availability and operations;
b) increasing availability of Director, Counselors, LD Specialists by expanding availability of "walk-in" hours
c) expansion and improvement of web pages to include forms, links and information pertinent to faculty working with students with disabilities
d) develop professional development activities to enhance faculty knowledge and awareness of disability strategies and issues

6.   Student Learning Outcome progress:
   a.   Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

Student Learning Outcomes have been incorporated into the course curriculum for all Adapted Computer classes. Outcomes are measured through progress demonstrated through pre and post tests, skill development shown through computer based assignments and completion of exams.

   b. Discuss a learning outcome that is observable yet difficult to measure.

Ability of an individual to manage his/her disability within varying classroom environments.

7.   Describe a discipline accomplishment that you want to share with the college community.

This semester, a student with severe language difficulties was trained in the use of three different assistive technologies and applied all three of them to complete, independently, an essay for an art course. This was the first time that she had constructed a complete and successful essay in her entire life.

8.   Are there other resources (including data) that you need to complete your discipline review and planning?

No

Please identify faculty and staff who participated in the development of the reviewer's planning:

Ron Haines   Jane Mills

Sherry Goldsmith

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Department Chair/Designee Discipline Review and Signature   **Date**

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Division Dean Review and Signature   **Date**

* By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.

* Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.