

Palomar College – Program Review and Planning Non-Instructional Student Services Programs

Purpose of Institutional Review:

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.) Qualitative

Disability Resource Center

Department/Discipline Reviewed _____

2010-12

1. 3-year trend of quantitative data

	2007-08	2008-09	2009-10
Student Coun. Contacts	3884	4735	5311
Educational Plans	-	-	
--Assessments	-	-	-
Orientations	-	-	-
Follow-up contacts	-	-	-
e-Mail/phone contacts	-	-	-
Full-time FTEF	4.75	4.75	4.75
Part-time FTEF	.3	.3	.3
Overload FTEF	.25	.25	.25
Full-time/Part-time %			
FTEF/Headcount Ratio	295:1	305:1	316:1
Number of FT Staff	5	5	5
Number of Part-time Staff	17	17	17
Staff/Student Ratio	64:1	66:1	68:1
Prog. Persistence Rate			
Prog. Retention Rates			
Prog. Completion Rates			
CCSSE Data	-	-	-

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

Population of persons with disabilities continues to increase gradually while specific populations which are more labor intensive (psychological, learning, ADHD, veterans with combinations of physical impairments/PTSD/ABI) are increasing at an even greater rate. Staffing has remained the same, with the exception of conversion of a counselor from Part-Time to ¾ time. Persistence rates of a usually fragile population are likely attributable to support services which keep them in school. Deaf/HOH population continues to increase by small percentage, but these students are service intensive and drain available funds. Deaf/HOH augmentation has helped this problem significantly, allowing us to approximate levels of service. With increase of Braille-using blind students and students eligible for auditory text, alternate media staff will need to increase.

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

PLAN – 2010-12	Assessment/Outcome – 2009-10
<p>a. Programs changes/improvements (consider changes due to Growth in FTES and Headcount, CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p> <ul style="list-style-type: none"> • <i>Increase one contract interpreter for the deaf to 12 months</i> • <i>Reinstate tutor for the deaf</i> • <i>Fill vacant Learning Disability Specialist position</i> 	<ul style="list-style-type: none"> • Still plan to convert one existing interpreter position to full-time when funding and institutional policy allows • Plan to fill vacant LD Specialist position when funding and institutional policy allows
<p>b. Additional Programs to develop (consider enrollment trends, growth, student demands, wait times, comprehensiveness, etc.)</p> <ul style="list-style-type: none"> • <i>Specific support and/or mentoring services for specific populations (psychological, autistic spectrum)</i> • <i>Further enhance deaf support services through increased use of tutor for the deaf</i> • <i>Change role of DRC Assistant to focus upon alternate media production</i> 	<ul style="list-style-type: none"> • When financially feasible, autistic spectrum will be the focus • Deaf tutor function has been carried over, albeit with reduced hours and volunteer status • Position remains vacant and we are unable to fill; hourly employees who fill this role have included alternate media work in their tasks

4. To implement the planning described in question #3, discuss/identify the necessary resources requested to successfully implement:

PLAN 2010-12	Assessment/Outcome – 2009-10
<p>a. Equipment/Technology - block grant funds, VTEA, other resources, etc.</p> <ul style="list-style-type: none"> • <i>None</i> 	<ul style="list-style-type: none"> • None

<p>b. Budget - budget development process, one-time funds, grants, etc.</p> <ul style="list-style-type: none"> • <i>Maintenance of effort of the Deaf and HOH augmentation to the DSPS allocation</i> • <i>% increase in State DSPS allocation</i> • <i>Maintenance of effort from the District</i> 	<ul style="list-style-type: none"> • <i>The Deaf and HOH augmentation was continued into 09-10</i> • <i>State DSPS allocation decreased significantly for 09-10</i> • <i>District has maintained its effort and been additionally supportive</i>
<p>c. Facilities - scheduled maintenance needs, additional space/offices due to growth, remodeling, etc.</p> <ul style="list-style-type: none"> • <i>Adequate space planning in the LL Building remodel for all current and planned DRC operations</i> 	<ul style="list-style-type: none"> • Current plans for this planned remodel are acceptable for the needs of DRC
<p>d. Faculty position(s) - faculty priority process and projected full-time needs for 1-3 years above the Counselor formula</p> <ul style="list-style-type: none"> • <i>DRC Counselor</i> • <i>Learning Disability Specialist</i> 	<ul style="list-style-type: none"> • Both positions are on hold until state budget recovers
<p>e. Staff position (s) - changes staffing needs due to program growth, new technology, etc.</p> <ul style="list-style-type: none"> • <i>Contract interpreter</i> • <i>Alternate Media Assistant</i> 	<ul style="list-style-type: none"> • Contract interpreter position on hold until state budget stabilizes • When we are allowed to reopen positions, part-time DRC Staff Assistant position will include alternate media responsibilities
<p>f. Other</p>	

5. Discuss one department/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) maintaining hours of availability and operations;*
- b) maintaining 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) continue 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 program level and the assessment method used to measure student learning of that outcome.
Independence of students with disabilities.

The outcome is to train students to navigate the college environment independently. A counseling goal is to foster the student's ability to pick appropriate courses and work toward academic and/or vocational goals. During early phases, the counselor guides the student through the material and assists in course selection by demonstrating how the college tools (catalog, AA sheet, transfer pattern sheets, articulation agreement, educational plan) can be used to determine appropriate courses. One facet of the overlying goal, "self-registration", can be measured by determining how many terms it may take for the student to, first, register for courses with some continued guidance, and then, second, to determine their own courses using counseling materials previously mentioned and then registering independently. This can be measured by capturing information associating counseling contacts with receipt of DRC Semester Updates.

- b. Describe a learning outcome that is difficult to assess.

Ability of an individual to manage his/her disability within external environments (work, social, home).

7. Describe a department accomplishment that you would like to share with the college community.

DRC has made good progress in digitizing all DRC records and documentation. Even with destruction of physical records after 7 years (and the labor and tracking required with this process) we had four full-size filing cabinets filled with documents. Files were often in several stages of processing and at times were misfiled or unavailable. Now documents are scanned immediately upon receipt and easily available in our database. This has minimized confusion and greatly improved services to students. Next stage is to bypass paper DRC forms and go completely digital.

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

No

9. Other comments, recommendations

None

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

Ron Haines, Mary Tuttle

Name/signature

Date