

# Palomar College – Institutional 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 \_\_\_\_\_

2007-08

**1. 3-year trend of quantitative data**

	2004-05	2005-06	2006-07
<b>Student Coun. Contacts</b>	4491	4414	4554
<b>Educational Plans</b>	-	-	
<b>--Assessments</b>	-	-	-
<b>Orientations</b>	0	0	0
<b>Follow-up contacts</b>	-	-	-
<b>e-Mail/phone contacts</b>	-	-	-
<b>Full-time FTEF</b>	3.75	3.75	3.75
<b>Part-time FTEF</b>	1.3	1.3	1.3
<b>Overload FTEF</b>	.25	.27	.267
<b>Full-time/Part-time %</b>	288%	288%	288%
<b>FTEF/Headcount Ratio</b>	3.75:4	3.75:4	3.75:4
<b>Number of FT Staff</b>	6	5	5
<b>Number of Part-time Staff</b>	15	16	17
<b>Staff/Student Ratio</b>	27:1312	28:1386	29:1408
<b>Prog. Persistence Rate</b>	78.7%	79.3%	
<b>Prog. Retention Rates</b>			
<b>Prog. Completion Rates</b>	60.7%	66.3%	
<b>CCSSE Data</b>	-	-	-

**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) are increasing at an even greater rate. Staffing has remained the same. Persistence rates are considerably higher (20%) than non-disabled population while completion rates are somewhat lower (2%); we assume that is attributable to support services which keep them in school, yet slightly less ability to complete courses successfully. 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 free up funds to fill vacant positions unrelated to Deaf/HOH. 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 – 2007-08	Assessment/Outcome – 2008-09
<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"> <li>• <i>Increase one contract interpreter for the deaf to 12 months</i></li> <li>• <i>Fill alternate media position</i></li>   <li>• <i>Add tutor for the deaf</i></li> </ul>	<ul style="list-style-type: none"> <li>• Still plan to convert one existing interpreter position to full-time</li> <li>• Alternate Media Position was filled in March 2008</li> <li>• Hired an hourly tutor for the deaf in Spring 2008. Person has continued through subsequent semesters</li> </ul>
<p>b. Additional Programs to develop (consider enrollment trends, growth, student demands, wait times, comprehensiveness, etc.)</p> <ul style="list-style-type: none"> <li>• <i>Specific support and/or mentoring services for specific populations (psychological, autistic spectrum)</i></li> <li>• <i>Further enhance deaf support services through increased use of tutor for the deaf and modify deaf preparation for English courses</i></li> <li>• <i>Consider adding additional counselor and learning disability specialist</i></li> <li>• <i>Change role of DRC Assistant to focus upon alternate media production</i></li> </ul>	<ul style="list-style-type: none"> <li>• When financially feasible, autistic spectrum will be the focus</li> <li>• Deaf tutor function has been carried over and DR 15 section for deaf has been refocused &amp; time changed</li> <li>• When financially feasible, these positions will be revisited</li> <li>• Position remains vacant; hourly employees who fill this role have included alternate media work in their tasks</li> </ul>

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

PLAN 2007-08	Assessment/Outcome – 2008-09
<p>a. Equipment/Technology - block grant funds, VTEA, other resources, etc.</p> <ul style="list-style-type: none"> <li>• <i>None</i></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

<p>b. Budget - budget development process, one-time funds, grants, etc.</p> <ul style="list-style-type: none"> <li>• <i>Maintenance of effort of the Deaf and HOH augmentation to the DSPTS allocation</i></li> <li>• <i>0% change or increase in State DSPTS allocation</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Deaf and HOH augmentation was continued into 08-09</i></li> <li>• <i>State DSPTS allocation decreased slightly for 08-09</i></li> </ul>
<p>c. Facilities - scheduled maintenance needs, additional space/offices due to growth, remodeling, etc.</p> <ul style="list-style-type: none"> <li>• <i>Replacement of carpeting in south half of DSPTS building</i></li> <li>• <i>Adequate space planning in the LL Building remodel for all current and planned DRC operations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Carpeting in building was replaced summer 2008</i></li> <li>• <i>Current plans for this remodel are acceptable for the needs of DRC</i></li> </ul>
<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"> <li>• <i>DRC Counselor</i></li> <li>• <i>Learning Disability Specialist</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Both positions are on hold until state budget recovers</i></li> </ul>
<p>e. Staff position (s) - changes staffing needs due to program growth, new technology, etc.</p> <ul style="list-style-type: none"> <li>• <i>Contract interpreter</i></li> <li>• <i>Alternate Media Assistant</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Contract interpreter position on hold until state budget stabilizes</i></li> <li>• <i>When we are allowed to reopen positions, part-time DRC Staff Assistant position will include alternate media responsibilities</i></li> </ul>
<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:*

- increasing hours of availability and operations;*
- increasing availability of Director, Counselors, LD Specialists by expanding availability of "walk-in" hours*
- expansion and improvement of web pages to include forms, links and information pertinent to faculty working with students with disabilities*
- 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 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.*

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- 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).*

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

*DRC was able to facilitate "virtual attendance" in a traditional sit-down college course for two students with disabilities who were unable to physically go to the actual classroom. This was done via a we-conferencing arrangement whereby the instructor/speakers was/were captured on a web-cam while the student logged on to a computer at a distance. The students were able to view and hear all course content and were able to ask questions via text during the course itself.*

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, Jane Mills, Denise Vanderstoel, Aaron Holmes*

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Name/signature

Date