PALOMAR COLLEGE ACADEMIC PROGRAMS – PROGRAM REVIEW AND PLANNING
YEAR TWO UPDATE – 2014-15

Discipline: Disability Resource

Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)

Date <u>11/03/2016</u>
Add Date
(00/00/0000)

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. (ACCJC Standard I.B3; AB-1725, 10+1)

Purpose of Program Review and Planning:

Program Review and Planning for Years 2 and 3 provides a "check-in" on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College's Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

Palomar College Mission

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.

List everyone who participated in completing this Program Review and Planning Document.

Helen Elias,Leigh Ann Van Dyke, Sherry Goldsmith

Helen Elias 4/3/16

STEP I. Evaluation of Program & SLOAC Data. In this section, examine and analyze updated program data, the results of SLOACs, and other factors that could influence your program/discipline's plans for the current year. Consider trends and any changes in the data as they relate to this year's analysis.

A. **Analysis of Program Data.** Review and comment on any significant changes or noted concerns since last year's PRP. **(For enrollment, WSCH, & FTEF data, use Fall term data only).**
   - 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).

Retention rates: Rates have increased from 89% (2009-10) to 94% (2014-15) with an average of 91.6% across 6 years of measurement.

Enrollment: There has been an observed drop in enrollment from 111 (2009-10) to 76 (2014-15) attributed to a decrease in sections. While the census load drop is concerning, this is likely a reflection of the need to reevaluate enrollment caps, respective to offerings.

Success Rates: Rates have increased from 77.7% (2009-10) to 84.2% (2014-15) with an average of 80% across 6 years of measurement.

Degrees/Certificates: DR courses are basic skill support, skill development, and specialized courses in assistive technologies offered without degree or certificate options.

B. **SLOACs.** Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:
   http://www2.palomar.edu/pages/sloresources/programreview/

DR 15: Parts of Speech. From Pre-test/post-test, 75% improvement was noted, while 100% demonstrated some level of improvement. Students thus better prepared for success in future English courses, i.e. English 10.

DR 20: Scientific Calculator Usage. On the pre-test, the class average was 46%. After group and individual practice the post-test results new to a class average of 78%. Use of technology (docu-cam) facilitated instruction to aid skill growth.

DR 25: Calculator Usage. On the initial Pre-test, the class average was 60%. The scores within the class ranged from 10% to 90%. On the final Post-test, the class average improved to 87%.

DR 40: Read & Write Gold Tools. 65% of the students enrolled used Read & Write Gold to read documents, proofread and highlight text in a document.

DR 41: File management. 100% of the students enrolled in the course had previous experience with Windows Explorer and file management. 90% were able to delete, rename and move files from the computer to their flash drive. 85% of the students enrolled in the course achieved independence when completing assignments that required each of the elements of the goal: BlackBoard, MLA formatting, Internet searches and PowerPoint.

DR 43.1: Customized JAWS/Zoomtext settings. 100% were able to customize their own settings. No need to adjust course. 70% of the students enrolled in the course demonstrated the use of keyboard reading commands including read by word and starting the App Reader in Zoomtext.

DR 43.2: PDF and electronic documents (blind/visually impaired). 70% of the students successfully read PDF documents using their assistive technology. 75% of the students enrolled in the course were able convert print documents to a digital format. 3 students used OpenBook and 4 students used Read & Write Gold as the scanning software. Low vision students combined Zoomtext with the scanning feature of Read & Write Gold. This software solution allowed the students to listen to the document and save the document in a digital format.

DR 45Lab: 85% of the students enrolled demonstrated improvement in the use of applications for general study (ex. BlackBoard, Email, Word processing) and the use of the internet to find information. 100% of the students using assistive technology improved one level. 100% of students this year, demonstrated that they increased their knowledge of assistive technology and of the support offered through the Adapted computer Training Center based on the results of the pre and post survey.

DR44: Study Skills and Technology: approved through curriculum for Fall 2016. Two sections were offered this Fall. Students explored the used of LiveScribe Smartpen, Read & Write Gold, and Sonocent Audio Notetaker. Student enrolled in the first section were introduced to the 3 tools. At the conclusion of the course, 42% of the students selected the Smartpen as a useful tool; 43% used Read and Write Gold to read textbooks and proofread documents. Sonocent Audio Notetaker was the tool of choice for 28% of enrolled students.

Users have increased access to apps, tools and technology to aide them with skill development and information organization techniques. DR courses offered within the High Tech Center continue to be modified to introduce students to advanced technology for both course materials and test proctoring. Course offerings are evaluated to reflect the changing needs and access to resources for instruction. Information Services maintains instructional and institutional licenses for many of the specialized software programs providing access for a significant proportion of students authorized for DRC services. In order to provide provide equal access to

students in their courses and with accommodations, this approach is strongly recommended to continue.

Educational Assistance classes DR 20 and 25 offer basic skills support with co-requisite coursework. Course enrollment and success rates continue to be evaluated in relation to observational changes to enrollment population. Current observations reflect compositions similar to past enrollment with a steady increase in populations showing difficulty with independence and college-readiness skills. More observation is needed to maintain effective instruction to larger groups while meeting individual needs of enrolled students.

C. **Other Relevant Data and Information.**

1. **Review other data and/or information that you included in last year's assessment of your program (see Step II.C). (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). Describe other data and/or information that you have considered as part of the assessment of your program. If there is additional information you are using to assess your program this year, also describe that information here.**

Significant staff changes have occurred since the last PRP. The DRC program budget is in a state of transition given a slight increase in apportionment with short-term savings due to retired staff. Following retirements, staff were hired absorbing some of these savings. DHH services continue to be analysed to determine reponsibility of costs, affecting the DRC budget. Dependent upon salary negotiations with input from the classification study, future personnel costs may balance retiree savings due to increased salaries. These impacts, though largely departmental, affect the department's ability to independently fund new, innovative and needed improvements to instructional offerings, technology required to effectively facilitate instruction, and instructional support personnel to provide individual and group instruction in support of instructional SLOs.

2. **Given this _updated_ 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.**

Per past PRPs, DRC continues to adapt instruction to changes within English and math departments. DRC continues to advocate to improve technological support functions and training. Observation within multiple DR offerings (particularly DR 15, 20 and 25), note changes to enrolled student populations with an increase in students with intellectual disabilities requiring more individualized support. Some DR courses were and continued to be intended to serve as support courses to English and math basic skill courses. However, they may be attempted independent of additional courses as a way to improve fundamental English and math skills as well

as ease transition from high school to college for students who may need remediation beyond traditional basic skill offerings. With changes to Title 5 and the Learning Disability Eligibility Model changes become more inclusive, we anticipate higher demand for support classes. With the revision of these regulations, we expect greater diversity of students with multiple and more severe disabilities. Both of these changes create the need for more intensive management of students.

Students enrolled in DR45L receive assistive technology support while enrolled in other courses. Consequently they often repeat the course for several semesters. In addition, students who are Blind or have Low Vision repeat DR43.1 and DR43.2 multiple times in order to learn the assistive technology and improve their skills with the software and LMS for academic courses. Offering these courses for credit and as non-credit may provide a solution for students with financial aid and FTEs issues.

Palomar College DRC and the Veteran's Center were selected to participate in an 18 month project through the Chancellor's Office, the High Tech Center and Sonocent. The intent of the project is to help veterans and students with disabilities improve their notetaking skills and academic success. 100 licenses of Audio Notetaker were received for distribution to eligible students. During the Fall 2016, a groupd of veteran student workers attended an orientation to the software. There are plans to install the software in the VRC and in the lab at Camp Pendleton.

DRC is providing continuing and new Educational Assistance classes to support the varieties of introductory classes offered by the college.

D. **Labor Market Data.** For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year's PRP. (See Step II.D). This data is be found on the CA Employment Development website at 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.)

Not applicable.

STEP II. Progress on Previous Year's Goals and Plans (See "Step III - Updated Goals and Plans" in your completed 2013-14 PRP at http://www.palomar.edu/irp/PRPCollection.htm).

Discuss/Summarize progress on last year's goals. Include

a) the impact on resources allocated and utilized;
b) any new developments or concerns that are affecting the program;
c) any new goals for the program; and
d) other information you would like to share.

Goal 1. Converting Print to digital format
CCTV with Speech and Scanning was purchased. Students were trained on equipment. From SLO information, students accessed this resource and became functional. Students devloped individualized solutions to their situations.
This population needs access to 3D models to access and to better understand science concepts. This population also nneds updated Optical Character Recognition software for print and electronic access.

Goal 2. Self-paced training for Read and Write Gold literacy software. As per SLO data, students were largely successful in learning and utilizing a range of tools. Lessons and video links are being modified to increase effectiveness.

Goal 3. Computer access within Educational Assistance support classroom to facilitate new writing requirements in Eng 10 and use of technology within DR 20 and 25.

Collaborative efforts continue with Basic Skills Initiative and Student Equity funding and requests to meet the needs of students. Efforts include individualized tutoring support, licenses for current software, and technology to support students in the classroom and in Student Support Services programs. The DRC is currently in the process of researching Deaf student retention and success; Matriculation rates are being compared to the general student population and students authorized for services by the DRC to determine areas where there there is a need for mitigation for gaps or loss of momentum. The department is collaborating with Continuing Education to develop curriculum and fund a Deaf Literacy class for non-credit that is repeatable.

STEP III. Resources Requested for FY 2014-15: Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. 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. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the "Academic Department Resource Requests" PRP form only. *Click here for examples of each budget category.*

Prioritize within each category and then prioritize across categories in Step IV.

*Refer to Strategic Plan 2016 Objectives at http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf

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

Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include tax, shipping, etc.)
a1.						
a2.						
a3.						
a4.						
a5.						

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Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). Enter requests on lines below. Click here for examples of technology: http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf

Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include tax, shipping, etc.)
b1.	3D printer and supplies	12	1	1.8	PURCASED. Blind/visually impaired often need tactile/3dimensional object to understand concepts, especially in science related courses. There is often no other way to successfully communication, especially for the native blind who have no visual reference.	
b2.						
b3.						
b4.						
b5.						

Budget category c. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies: http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf

Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include tax, shipping, etc.)
c1.						
c2.						
c3.						
c4.						
c5.						

Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense: http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf

Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include tax, shipping, etc.)
d1.	OCR (Optical Character Recognition) software		1	1.8	PURCAHSED. Existing OCR software needs to be upgraded to provide ful acess for blind/visually impaired for ADA Compliance.	

Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include tax, shipping, etc.)
	campus licenses upgrade.					
d2.						
d3.						
d4.						
d5.						

Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)

Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include benefits if applicable)
e1.						
e2.						
e3.						
e4.						
e5.						

Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.

Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include benefits if applicable)
f1.	Tutor I Embedded DRC English		3	1.5	Update: this BSI request was completed: To assist DR 15 instructor in providing effective tutoring, access to assistive technology, small group and one-to-one instruction to support course SLOs. DR 15 is a support course for students enrolled in ENGL 10. DRC students enrolled in ENG 10 are strongly recommended, but not required, to enroll in DR 15 to use as a support course. In response to community demand, there has been an observed change with	$10,176.77 (sal+benefits), if not supported thru BSI request.

Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include benefits if applicable)
					respect to specific disability populations enrolled in DR 15. This change has resulted in a diminished capacity to provide instruction equal to previous offerings and the need for additional support to assist students individually and collectively.Tutor will take direction from instructor to work with students both in small group and one-to-one.	
f2.	Tutor I Embedded DRC Math		3	1.5	Update: this BSI request was completed: To assist DR 20 instructor in providing effective tutoring, access to assistive technology, small group and one-to-one instruction to support course SLOs and instructor observation, our department is requesting funding support for an embedded Tutor. DR 20 is a recommended support course for DRC students enrolled in MATH 15. In response to community demand, there has been an observed change with respect to specific disability populations enrolled in both DR 20. This change has resulted in a diminished capacity to provide instruction equal to previous offerings and the need for additional support to assist students individually and collectively.Tutor will take direction from instructor to work with students both in small group and one-to-one.	$10,176.77 (sal+benefits), if not supported thru BSI request
f3.						
f4.						
f5.						

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STEP IV. Prioritize Resource Requests. Now that you have completed Step III, prioritize all of your resource requests 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 six (6) budget categories, you would end up with 30 prioritized requests. **IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

Priority Number for all Resource Requests in Step III	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include tax, shipping, benefits, etc.)
1.	3D printer and supplies		1	1.8	PURCHASED. Blind/visually impaired often need tactile/3dimensional object to understand concepts, especially in science related courses. There is often no other way to successfully communication, especially for the native blind who have no visual reference	
2.	OCR (Optical Character Recognition) software campus licenses upgrade.		1	1.8	PURCHASED. Exist ing OCR software needs to be upgraded to provide ful acess for blind/visually impaired for ADA Compliance.	
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Priority Number for all Resource Requests in Step III	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include tax, shipping, benefits, etc.)
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STEP V. Contract Position Requests. Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction. (Do not include faculty positions.)

Priority Number for Contract Position Requests	Position Title/Category Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for the each position. The rationale should refer to your discipline's goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include benefits)
1.	Instructional Support Assistant I	12	3	1.5	Position is requested in lieu of funding requests thru BSI for short-term hourly embedded English and math DRC tutors. In the mid 1980's, DRC provided informal instructional assistants by utilizing a combination of student workers, office staff and volunteers. As the department and services grew, the support position was formalized as a 17 hour per week position. All these instructional assistant had experience working with adults with disabilities and all had an Associates or Bachelor's degrees and once hired stayed in this position for a number of year . The instructional assistant provided support in the DRC Math and English classes by working with individual students, supervising small groups and providing administrative help with copying, correcting assignments and creating class materials. Most of these assistants stayed for multiple years, refining the duties, acquiring new skills and adding to student success in DR classes.	$72,564.00 (sal+benefits)

Priority Number for Contract Position Requests	Position Title/Category Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for the each position. The rationale should refer to your discipline's goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include benefits)
					Since 2008 when DRC funding was drastically cut, the support classes have been conducted without an instructional assistant. In 2014, Student Equity funds provided a tutor for the English and Math support classes. Many DRC students lack the expertise with technology to fully participate in mainstream class expectations. A class instructional assistant will provide guidance in mastering the technology needed. We anticipate higher demand for support classes during the future based upon changes to regulations as well as an increased effort towards outreach to local high schools. With the revision of Title 5 regulations, we are experiencing greater diversity of students with Autism, ADD and multiple disabilities. These changes create the need for more intensive management of students through instructional support assistance.	
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_____   11/3/16
Department Chair/Designee Signature   Date

_____   11/3/16
Division Dean Signature   Date

                                                                 11/16/18