

**Palomar College – Program Review and Planning
Non-Instructional Programs
YEAR 4
Academic Year 2015 - 16**

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.)

Discipline: Disability Resource

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

11/03/2016

Please Add Date
(00/00/2013)

STEP I. ANALYSIS (Note: Each Department Will Use Their Own Previous Analysis Data)

	2012-2013	2013-2014	2014-2015	2015-2016	Definitions
Student Counseling Contacts	6047	6092	6203	6015	
Exam Accommodations	4353	5026	4365	3691	
Full-Time FTEF	1.75	3.75	3.75	3.25	
Part-Time FTEF	.75	.25	.20	.50	
Overload FTEF	0	0	.40	0	
FTEF/Headcount ratio	658:1	500:1	518:1	540:1	Ratio is ineffective measure given differences in staff functions and student need for services DRC provides (ex. counseling=service v. interpreting=accommodation)
Number of FT Staff	5	5	5	6	
Number of part-time Staff	22	23	23	19	Primarily made up of hourly interpreters
Staff/Student ratio	67:1	67:1	69:1	73:1	Ratio is ineffective measure given differences in staff functions and student need for services DRC provides
Students served (headcount)	1811	1876	1945	1755	
Educational Assistance Classes				9	
Educational Assistance Sections				24	

I. A. Reflect upon and provide an analysis of the four years of data above

Palomar College DRC continues to experience student growth. Student headcount is higher than what the program is allocated for as MIS data in 2015-16 shows, incomplete student files were removed from the database. As the department implements the changes to title 5, compliance with current data elements will reflect increase in counseling contacts and exam accommodations provided. Headcount counts students served versus students whom we are able to count based upon reporting requirements. In addition, program budget has not been able to grow by more than 5% regardless of increase to headcount/MIS. Staffing report will be reviewed to accurately measure staff/student ratio. PT and FT staff/faculty perform different functions separate from one another. Data from 2012-13 reflects a more consistent pattern of staffing than for 2015-2016, due to multiple staffing changes from retirement and transition vacancies. The 1.0 position of Director of DRC must be filled, as well as contract staff for the proctoring and front office coverage .

The DRC Mission Statement is to facilitate access to all components of the college for students with disabilities and to provide support services and reasonable accommodations to promote their full participation in college activities as mandated by Title V of the Education Code, the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990.

I. B. Please summarize the findings of SAO assessments conducted.

1. Utilization of priority registration: with more time to do planning, students were more likely to register early.
2. DRC orientation effectiveness: the sample size of the Spring 2016 Orientation was small, so counselors were able to conduct individual intakes at the session. Better marketing and publicizing of future sessions will increase the knowledge base of participating students .
3. 66% of students assessed for a learning disability who were found eligible, were referred for test accommodations in the classroom and used them.
4. 80% of students who were assessed for a learning disability, found eligible, and referred for a follow up counselor meeting attended the appointment.
5. An informal assessment of Read and Write Gold referrals, for LD eligible students who were tested, resulted in the following: 88% were referred for the Read and Write Gold software; 36% met with the technology specialists to be formally introduced to Read and Write Gold.
6. Alternate media: SAO altered to be more quantifiable. New definition is "increase in utilization of Read and Write Gold Software". New
7. Interpreting Services effectiveness: Results were positive, often in the 90% range.

I. C. Reflect upon the SAO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.

1. Priority registration and DRC Orientation are related. DRC Orientation committee is revamping orientation to include essential SSSP elements and clarify services that were unclear to students. Linkages need to be made with the Manager of Orientation to ensure that college-wide orientations include the essential SSSP elements. Thus, DRC orientations will focus exclusively on DRC services.
2. Measurement period for LD assessment/service utilization will be adjusted. Efforts continue to be made to better link assessed student with counselor to initiate accommodations.
3. Additional methods of assessment will be developed following consult with IRP to better identify gaps, areas of inefficiency, and improvements to customer service. DRC faculty/staff need to develop the measures for students with disabilities.

STEP II. PLANNING

Reflecting on the 4-year trend data, the SAO assessment results, and the college's Strategic Plan 2016, describe/discuss the discipline planning related to the following:

II. A. Programs changes and 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.)

Palomar's DRC has gone through significant changes during the past 2 years with the loss of consistent staff and leadership due to retirement and resignation vacancies. At the same time changes to the requirements in Title 5 have presented challenges for the current and new contract and short term, hourly faculty and staff. Consistent service delivery is a key component of success for all students, who benefit from organized policies and procedures in the application and accommodations provided throughout the semester. A clear policy and procedures manual is being developed with the input, opinions and suggestions from staff, faculty and students for efficient, consistent service.

Primary to our responsibility is increasing access and awareness, consistent with the Strategic Plan 2019, Goal 2. Collaboration with managers of Outreach, Orientation and Student Success and Equity Efforts is key to facilitating the transition to the community college for high school students with outreach and inreach efforts. The recreation of the DRC Advisory Committee explores membership from feeder high schools, universities, community agencies and current DRC students..

Proctoring is a critical authorized accommodation for students who benefit from extended time, distraction reduced rooms, readers and technology. Dedicated space and room removed from the busy-ness of the front office must be identified; proctor coordination accounts for a significant amount of time and effort on the part of front office staff; providing accommodations identified by counselor and LD specialists must be documented and informed for the classroom faculty.

For staffing proctor services, the vacant Student Support Specialist I position must be filled.

For Facilities, a dedicated classroom and vacant rooms in Assessment are being scheduled for DRC proctoring through the end of the Fall semester. As the remodel of the Library into a One-stop student services building is in the early design stages proctoring must be a priority consideration for space separate from the DRC office. There is also discussion of relocating the DRC proctoring services to the new or remodeled facilities of the general proctoring center with quiet, distraction-reduced dedicated space.

Revisions to the Title 5 (T5) elements were made since 2015, and reporting and operational practices are being updated for 2016/17. Efforts are currently underway to review and modify internal process and documentation to align with T5 implementing guidelines. The student disability categories have been modified internally and with IS for accurate MIS reporting and SSARC reporting. Revisions have been made for the application, requirement of verification, and timeliness of services.

II. B. Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc.)

Due to the daily use, storage and need for access to the DRC electronic student file system, the department has moved forward to purchase Clockwork, a database/scheduling software that provides development, refinement and maintenance to meet our program need. This program also affords us the ability to improve scheduling, increase access for students to schedule testing and interpreting appointments, and create greater efficiency within office to better serve students. The ability to access the electronic student files remotely enhances counseling services for students with disabilities at other Palomar campuses and Camp Pendleton.

Other community colleges are considering Clockwork to meet their needs.

The Interim DRC Director is considering establishing a process for addressing student no-shows for appointments, or not notifying of class

II. B. Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc.)
cancellation to release interpreters. Students would be advised that after 2 no-shows, no further appointments would be made until the student meets with the Director.

In order to assist students with time management, DRC is exploring the purchase of student planners, similar to those provided by EOPS, for students with disabilities to maintain a calendar and schedule of classes and services.

Efforts continue to explore a viable college-wide Universal Test Proctoring Center.

Efforts will be made to evaluate and consider offering DR courses specific to learning disability assessment. Thoughtful approach will be taken to review best practices in combination with changes to T5 to leverage resources.

Efforts will be made to consider requests from the public to offer non-credit coursework, including a Cognitive Retraining/Traumatic Brain Injury program and Art classes on the San Marcos campus, and Deaf Literacy class to prepare deaf students for college level coursework.

Efforts are currently in place to evaluate, develop and meet student access and service needs at the Escondido, Pauma, Mt. Carmel and Camp Pendleton locations consistent with ACCJC's recommendation.

A DRC Advisory Committee is being scheduled with invitations to serve to public partners, local agencies, District colleagues and student representation.

STEP III. RESOURCE REQUESTS FOR DISCIPLINE:

III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SAO assessment results in Step I and/or to any other evidence not apparent in the data or SAO Assessment results.

a. Equipment (per unit cost is >\$500) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
a1.	3D printer and supplies	1	2.4	PURCHASED. Blind/visually impaired students often need tactile, three dimensional option to understand concepts, especially in science		One time	Not enough state funding to purchase, as mandated requirements exhaust budget before we are able

a. Equipment (per unit cost is >\$500) Enter requests on lines below.

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				courses. There is often no other way to successfully communicate visually complex concepts or objects without the ability to feel textures, sizes and shape to those who are native or congenitally blind.			to purchase technology of this cost.
a2.	Transportation cart	2	5.2	Replacements for existing unit, which is becoming inoperable or unsafe. DRC currently owns 2 carts. One cart is currently used by Campus Police.			Not enough state funding to purchase, as mandated requirements exhaust budget before we are able to purchase technology of this cost. DRC cannot pay for the carts, which are not a mandated service. College effort would be indicated on the EOY report if the college funds the cart.
a3.							

b. Technology (computers, data projectors, document readers, etc.) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
b1.							

c. Budget for 4000s (per unit cost is <\$500 supplies) Enter requests on lines below.

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c1.	Desktop multi-function scanner	1	2.4	DRC student files are electronic, tied to an electronic database. Clockwork will	6x\$414=\$2,484	One-time	Not enough state funding to purchase, as mandated

c. Budget for 4000s (per unit cost is <\$500 supplies) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
				allow all staff to scan documents immediately. During intake and update counseling appointments, students provide hard copy disability verification which needs to be scanned in immediately to student file. This process will remain as commitment has been made to retain electronic files. This method provides for more confidentiality and efficiency.			requirements exhaust budget before we are able to purchase technology
c2.							

d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*

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d1.	ClockWork program management software	1	2.4, 2.5	PURCHASED! As Palomar DRC has committed to using electronic records for student files, there is a need for a third party vendor with requisite year round and immediate technical support. Current student database was developed and is available for modification by program staff member. Current program provides advantages over paper but lacks immediate troubleshooting in the event that the staff member goes on leave or no longer works within DRC. Access to student files in a timely, consistent, predictable and confidential manner is vital to DRC programs. Software would allow for students to schedule multiple types of appointments with the DRC such as proctoring, student appointments, and equipment checkout. Software would also provide scheduling tool for Interpreting	\$2000/year; annual maintenance contract	No. Approx. \$2000/year; annual maintenance contract	Student Equity

d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
				Services. Software program would provide for build to meet our needs and support through relationship with DRC.			
d2.							
d3.							
d4.							
d5.							

e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*

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e1.	Student Support Specialist I (Replacement for current budgeted vacant position)	1	2.4, 2.5	Proctoring/testing requests have increased significantly from 2011-2012 thru 2014-2015. 2014-15 data not reflective of likely demand as student headcount has grown as have service contacts yet, proctoring requests declined. Reasons for such are undetermined but presumed to be due to staff changes, reductions and ability to highlight this service. Dedicated FT position needed to support and perform this function as there is no Proctoring/Testing Center supported by Instruction. Campus DRC student population sizes similar to Palomar have dedicated FT staff assigned specifically to proctoring functions whereas Palomar does not. Consideration for cost-sharing is recommended with Instructional Services.	\$79,685.60 (salary + benefits @ Step 1)	ongoing	No. Proctoring support is provided by multiple staff within office. DSPS State funding provides limitations to core, primary functions such as counseling, interpreting, and alternate media. Proctoring/Provision of testing accommodations is a campus responsibility DRC has provided, consistent with CCs across the State but with PT staff that is insufficient to meet District need.
e2.							

f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
f1.	Student Workers/Federal Work Study	1	2.2, 2.3	Student workers within DRC have been used to provide assistance to students seeking application to DRC, assisting with HS field trips, assisting blind and visually impaired students navigate the campus, and office work. Their assistance is needed to maintain and increase efficiency.	N/A	Ongoing	Yes. Financial Aid/Federal Work Study.
f2.	Peer Tutor (2)	2	1.1	Fund individual peer tutors to assist students with disabilities in areas of English and Math. Similar program has is being supported through Basic Skills funding for Deaf students enrolled in English courses.	\$16,640	on-going	No. Similar program is currently being offered through assistance from BSI.

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

Requesting District IRP recommendation for on-campus and/or web-based student survey tools to assess SAOs.

Continued collaboration with Student Equity and SSSP to meet the needs of students and to assist with matriculation efforts.

STEP IV. SHARE YOUR ACCOMPLISHMENTS Please include at least one discipline accomplishment that you'd like to share with the college community.

No Limits new club initiated and promoted by students with disabilities. A DRC Counselor serves as the advisor to this very active group which sponsors workshops, speakers and major and minor events all geared to promote disability awareness. Alex Montoya is presenting on Nov. 2, 2016. issues.

Collaboration with Behavioral Health, College Police and Dean of Student Affairs to provide positive mental health and referrals for students with disabilities experience difficulty in the classroom and on campus.

Acquired dedicated classroom and space in Assessment for proctoring DRC exams M – F from mid to end of the Fall semester.

Successful transition from SEC's to Academic Accommodations Plan for documentation in compliance with Title 5.

Purchased Clockwork student database software program to manage electronic files and connect with Peoplesoft.

Amid multiple staff changes and loss of consistent leadership, the DRC program continues to provide good service to students and enrollment within program has continued steady increase. Palomar DRC continues to provide learning disability assessments to qualified students in the interest in increasing matriculation through disability identification and authorization of academic accommodations.

STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

None

STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don't fit in any category above.)

DRC strongly recommends filling the fulltime vacant position of DRC Director and Proctoring Student Support Services staff.

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

Helen Elias Name	Leigh Ann Van Dyke Name	Devonay Olson Name
Aaron Holmes Name	Lori Meyer Name	Lori Waite Name

Department Chair/Designee Signature

Date

Division Dean Signature

Division Vice President Signature

Date

