PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name:	Disability Resource Center (DRC)
Department Name:	Disability Resource Center (DRC)
Division Name:	Counseling Services

Please list all participants in this Program Review:

Name	Position
Dr. Shauna Moriarty	Director, DRC
Leigh Ann Van Dyke	Assistant Professor/LD Specialist
Sherry Goldsmith	Associate Professor/Assistive Computer Technology Specialist
Aaron Holmes	Alternate Media Specialist

Number of Full Time faculty	3.25	**Number of Part Time Faculty**	1.67

Please list the Classified positions (and their FTE) that support this discipline:

Cynthia Cordova (1), Aaron Holmes (1), Patty Petersen (1), Dan Dryden (1), Denise Vanderstoel (1), Kelly Dryden (1), Devonay Olson, Brad Tenney

What additional hourly staff support this discipline and/or department:

Short-term hourly interpreters; short-term hourly staff members (DRC Testing Center proctor; educational assistants as needed)

Discipline mission statement (click here for information on how to create a mission statement):

The Disability Resource Center (DRC) is a department within the Counseling Services Division which offers specialized instruction and services to students with various documented disabilities as mandated by the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and their respective revisions. These disabilities include physical, visual, auditory, communication, learning and psychological disabilities which might impose an educational limitation within the college environment. Faculty and Staff are committed to ensuring access to all facets of the college and to providing accommodations and services to promote student success within college programs.

List any new degrees and certificates offered within this discipline since your last comprehensive review:
n/a

Discipline Level Data: https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx

PART 2: PROGRAM REFLECTION

1. Program Analysis:

Reflect upon and provide an analysis of your summary data.
Retention rates: Retention rates have remained steady over the past six years, with only slight drop in the past two years (94.7% in 2014 to 92% in 2016).
Enrollment: Enrollment has seen a gradual increase from 76 (2014) to 81 (2015) and climbing to 91 (2016).
Success rates: Success rates, similar to retention rates, have seen relative stability over the course of six years, with the most significant drop from 84% (2014) to 80% (2015). Success rates rose slightly in 2016 to 81.3%.
Degrees/Certificates: DR courses are basic skill support, skill development, and specialized courses in assistive technologies offered without degree or certificate options.

2. Standards:

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Discipline Level Course Success Rate:
  A. The College's institutional standard for course success rate is 70%.
  B. Review your discipline's course success rates over the past five years.
  C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success

Standard for Discipline Course Success Rate:	DRC will tackle the development of such a standard this coming year.
Why?	

3. Program Update:

Describe your proudest moments or achievements related to student success and outcomes.
Assistive Computer Courses:
One student in a DRC course lost her vision later in life. After a few years of training at San Diego Center for the Blind and the Braille Institute, she enrolled in DR 43.1 (Software for Vision Loss). The student was determined to learn to use the computer, even with neuropathy in her fingertips. She spent nearly two semesters improving her typing and started building skills with

JAWS, a screen reader, along the way. Today, nearly two and a half years later, she sends emails to family and friends, uses Microsoft Word to compose letters and stories, converts books to digital format using special scanning software and searches YouTube to find music she loves. With support from friends and the Department of Rehabilitation (DOR), she now has a computer in her home. This student's success is a testimony to lifelong learning and the enrichment it provides.

4. Program Improvement:

What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.

The DRC will be examining all of its educational assistance courses this year given AB 705 and the mandate to convert remedial/basic skills' courses to noncredit. Further, changes in DRC's student population, surrounding community interests, skill levels of DRC students, and workforce demands drive the need for close examination of DRC course offerings this year.

5. Unanticipated Factors:

Have there been any unanticipated factors that have affected the progress of your previous plan?

n/a

6. SLOACs:

Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

DR 40: Read & Write tools. 82% of the students enrolled in the course used Read & Write Gold to listen to their paper. Of that group, only 55% were able to find mistakes and make corrections.

DR41: File Management. 95% of the students enrolled used Windows Explorer to organize files and folders on the computer and on their USB drives.

DR43.1: Customize JAWS/Zoomtext settings. 1/3 of the students enrolled in the course were JAWS' users and the remaining low vision students used Zoomtext. 90% of the students learned to change voice setting to meet their needs.

DR43.2: PDF and electronic documents (blind/visually impaired). 75% of the students enrolled in the course successfully read PDF documents using their assistive technology. 60% of the students enrolled in the course converted text to an electronic format using Openbook.

DR45L: 95% of the students enrolled in lab demonstrated improvement in the use of applications for general study (Canvas, Word 2016 and PowerPoint). Skills also included accessing the new campus-wide email login. 100% of the students using assistive technology (Zoomtext 11) demonstrated improvement using the new software release in which the majority of the keyboard commands changed.

DR44: Study Skills and Technology: Five sections were scheduled from Fall 2016 to Summer 2017 with one section cancelled due to lack of enrollment. Sections offered during intersession had the largest enrollment and those offered mid-semester failed. In an effort to improve enrollment, the class will be offered during Spring and Summer intersession and once during at the beginning of the regular semester. Sonocent Audio Notetaker, SmartPens and dot paper are required as part of the notetaking technology.

75% of the students enrolled in the course chose to use a SmartPen as their notetaking technology. One student preferred Sonocent Audio Notetaker.

Response to course repetition for DR 45L and DR43.1 & 2 Two non-credit courses were submitted to Curriculum for approval: N BASC 903: Supervised Tutoring for Access Technology and N DSAB 943: Access Technology for Vision Loss. These two courses provide the students the opportunity to continue skill development and elevate repeatability. Many students accumulate as many as 12 additional units by the end of their degree program that causes financial aid problems at the end of the semester.

In addition, DR 10 (LD Assessment) is working its way through the Curriculum Committee. This course will provide a formal assessment of learning and information processing strengths and weaknesses. A written report identifying strengths, weaknesses, strategies, and recommendations for college will also be provided.

VRC/DRC Sonocent Project: After three semesters of promoting the project to the coordinators and Veteran Center, the DRC decided to provide the software to veterans who came through the DRC. As a result of these efforts, two licenses were provided to students.

PART 3: PROGRAM GOALS

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box.

Goal	Completed	Ongoing	No longer a goal
Converting print to digital format	x		
Self-paced training for Read & Write Gold			x

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

Goal #1	
Program or discipline goal	The Access Technology Center will move into the new Learning Resource Center and expand the program to include non-credit courses.
Strategies for implementation	1. Move into the new building by Fall 2018 2. Expanded space for students (15 desktop computers) 3. Noncredit courses for open lab and Access Technology for Vision Loss are currently going through the curriculum process.
Timeline for implementation	• Move completed no later than Fall 2018 • Noncredit courses complete curriculum process Spring 2018
Outcome(s) expected (qualitative/quantitative)	The new space offers the opportunity to provide instruction to 15 or more student each class period allowing for more students to enroll than previously. Noncredit courses generate FTE revenue and help to eliminate the repeatability problem students have encountered. The new space offers improved access with adjustable table, new projection technology and a larger space. In addition, noncredit courses give students the opportunity to develop their skills as technology changes occur without affecting the number of units attempted.

Goal #2	
Program or discipline goal	

Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	

Goal #3	
Program or discipline goal	
Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	

PART 4: FEEDBACK AND FOLLOW-UP

This section is for confirming completion and providing feedback.

Confirmation of Completion by Department Chair

Department Chair	Shauna Moriarty, Ed.D. SK Moriarty
Date	11.8.17

*Please email your Dean to inform them that the PRP has been completed and is ready for their review

Reviewed by Dean

Reviewer(s)	Brian Stockert, B. BU
Date	11/17/17

1. Strengths and successes of the discipline as evidenced by the data and analysis:

SAO's are well thought out & implemented.

2. Areas of Concern, if any:

N/A

3. Recommendations for improvement:

N/A

*Please email your VP to inform them that the PRP has been completed and is ready for their review

Reviewed by Vice President

Reviewer(s)	G. By
Date	12/12/17

1. Strengths and successes of the discipline as evidenced by the data and analysis:
2. Areas of Concern, if any:
3. Recommendations for improvement:

Faculty Position Requests: 2018-19

The DRC is requesting a full-time, 11 month Counseling Position.

Expected/estimated Salary: $87,692 plus benefits

Position Rationale/Justification: 1. Student wait times to see a DRC counselor are at/exceeding three weeks, placing the College/District at risk for ADAAA and Title 5 violations due to untimely and delayed accommodation prescriptions/implementation.

2. Further, the Chancellor's Office Technical Visit to Palomar College in July 2017 indicated and affirmed the need for a f/t position given DRC faculty/student industry standard and ability to achieve ADAAA and Title 5 compliance.

Academic Salary Schedule (AC1)

11-month Employees paid over 12 months
Additional Negotiated Rate Increase - 3% (FY 2016-17)
Effective 1.1.17, retro to 7.1.16; Governing Board Ratified 12.13.16

Step	Grade B		Grade C		Grade D		Grade E		Grade F		Grade G		Grade H	
	Annual	Monthly	Annual	Monthly	Annual	Monthly	Annual	Monthly	Annual	Monthly	Annual	Monthly	Annual	Monthly
Step 1	64,221.07	5,351.76	67,158.17	5,596.51	70,091.71	5,840.98	73,025.23	6,085.44	75,956.78	6,329.73	78,104.85	6,508.74	79,532.32	6,627.69
Step 2	67,158.17	5,596.51	70,091.71	5,840.98	73,025.23	6,085.44	75,956.78	6,329.73	78,889.93	6,574.16	81,300.09	6,775.01	82,727.56	6,893.96
Step 3	70,091.71	5,840.98	73,025.23	6,085.44	75,956.78	6,329.73	78,889.93	6,574.16	81,823.48	6,818.62	84,499.04	7,041.59	85,926.52	7,160.54
Step 4	73,025.23	6,085.44	75,956.78	6,329.73	78,889.93	6,574.16	81,823.48	6,818.62	84,760.74	7,063.39	87,692.32	7,307.69	89,119.79	7,426.65
Step 5	75,956.78	6,329.73	78,889.93	6,574.16	81,823.48	6,818.62	84,760.74	7,063.39	87,692.32	7,307.69	90,887.33	7,573.94	92,314.81	7,692.90
Step 6	78,889.93	6,574.16	81,823.48	6,818.62	84,760.74	7,063.39	87,692.32	7,307.69	90,887.33	7,573.94	94,082.56	7,840.21	95,510.03	7,959.17
Step 7	81,823.48	6,818.62	84,760.74	7,063.39	87,692.32	7,307.69	90,887.33	7,573.94	94,082.56	7,840.21	97,277.59	8,106.47	98,705.06	8,225.42
Step 8	84,760.74	7,063.39	87,692.32	7,307.69	90,887.33	7,573.94	94,082.56	7,840.21	97,277.59	8,106.47	100,470.85	8,372.57	101,898.33	8,491.53
Step 9	87,692.32	7,307.69	90,887.33	7,573.94	94,082.56	7,840.21	97,277.59	8,106.47	100,470.85	8,372.57	103,669.83	8,639.15	105,097.31	8,758.11
Step 10	90,887.33	7,573.94	94,082.56	7,840.21	97,277.59	8,106.47	100,470.85	8,372.57	103,669.83	8,639.15	106,864.87	8,905.41	108,292.35	9,024.36
Step 11	94,082.56	7,840.21	97,277.59	8,106.47	100,470.85	8,372.57	103,669.83	8,639.15	106,864.87	8,905.41	110,060.28	9,171.69	111,487.76	9,290.65
Step 12	97,277.59	8,106.47	100,470.85	8,372.57	103,669.83	8,639.15	106,864.87	8,905.41	110,060.28	9,171.69	113,253.37	9,437.78	114,680.85	9,556.74
Step 13	100,470.85	8,372.57	103,669.83	8,639.15	106,864.87	8,905.41	110,060.28	9,171.69	113,253.37	9,437.78	116,448.56	9,704.05	117,876.04	9,823.00
Step 14	101,271.21	8,439.27	104,468.22	8,705.69	107,663.40	8,971.95	110,858.45	9,238.20	114,053.47	9,504.46	117,248.71	9,770.73	118,676.18	9,889.68
Step 15	102,071.34	8,505.94	105,268.16	8,772.35	108,461.78	9,038.48	111,656.82	9,304.73	114,853.81	9,571.15	118,047.06	9,837.26	119,474.54	9,956.21
Step 16	102,873.27	8,572.77	106,066.52	8,838.88	109,261.90	9,105.16	112,456.95	9,371.41	115,652.18	9,637.68	118,845.08	9,903.76	120,272.55	10,022.71
Step 17	103,671.61	8,639.30	106,867.02	8,905.58	110,062.07	9,171.84	113,257.09	9,438.09	116,450.35	9,704.20	119,645.55	9,970.46	121,073.03	10,089.42
Step 18	104,469.99	8,705.83	107,667.16	8,972.26	110,862.21	9,238.52	114,055.47	9,504.62	117,250.68	9,770.89	120,445.72	10,037.14	121,873.20	10,156.10
Step 19	105,270.31	8,772.53	108,463.56	9,038.63	111,660.39	9,305.03	114,855.79	9,571.32	118,050.82	9,837.57	121,247.80	10,103.98	122,675.27	10,222.94
Step 20	106,068.65	8,839.05	109,263.69	9,105.31	112,458.77	9,371.56	115,655.94	9,637.99	118,849.18	9,904.10	122,046.18	10,170.51	123,473.65	10,289.47
Step 21	106,868.81	8,905.73	110,063.84	9,171.99	113,259.23	9,438.27	116,452.31	9,704.36	119,649.32	9,970.78	122,844.35	10,237.03	124,271.83	10,355.99
Step 22	107,668.96	8,972.41	110,863.99	9,238.67	114,057.58	9,504.80	117,252.47	9,771.04	120,447.71	10,037.31	123,644.68	10,303.72	125,072.16	10,422.68
Step 23	108,469.09	9,039.09	111,662.54	9,305.21	114,857.58	9,571.47	118,052.62	9,837.72	121,249.81	10,104.15	124,443.02	10,370.25	125,870.50	10,489.21
Step 24	109,265.48	9,105.46	112,462.67	9,371.89	115,657.70	9,638.14	118,852.94	9,904.41	122,048.14	10,170.68	125,243.17	10,436.93	126,670.65	10,555.89
Step 25	110,065.62	9,172.13	113,261.05	9,438.42	116,457.85	9,704.82	119,651.29	9,970.94	122,848.30	10,237.36	126,043.53	10,503.63	127,471.00	10,622.58
Step 26	110,570.61	9,214.22	113,765.62	9,480.47	116,959.00	9,746.58	120,157.87	10,013.16	123,352.91	10,279.41	126,548.31	10,545.69	127,975.79	10,664.65
Step 27	111,075.07	9,256.26	114,270.47	9,522.54	117,463.69	9,788.64	120,660.71	10,055.06	123,857.70	10,321.47	127,050.96	10,587.58	128,478.44	10,706.54
Step 28	111,579.83	9,298.32	114,775.07	9,564.59	117,972.09	9,831.01	121,165.53	10,097.13	124,360.55	10,363.38	127,555.60	10,629.63	128,983.08	10,748.59
Step 29	112,084.47	9,340.37	115,279.70	9,606.64	118,474.92	9,872.91	121,669.95	10,139.16	124,864.99	10,405.42	128,060.37	10,671.70	129,487.85	10,790.65
Step 30	112,587.29	9,382.27	115,784.49	9,648.71	118,979.54	9,914.96	122,174.93	10,181.24	125,369.99	10,447.50	128,565.00	10,713.75	129,992.48	10,832.71
Step 31	113,091.95	9,424.33	116,289.11	9,690.76	119,482.17	9,956.85	122,679.38	10,223.28	125,874.43	10,489.54	129,069.83	10,755.82	130,497.30	10,874.78
Step 32	113,598.86	9,466.57	116,793.89	9,732.82	119,987.16	9,998.93	123,182.21	10,265.18	126,379.40	10,531.62	129,570.48	10,797.54	130,997.95	10,916.50
Step 33	114,103.65	9,508.64	117,298.35	9,774.86	120,491.60	10,040.97	123,687.00	10,307.25	126,882.05	10,573.50	130,075.13	10,839.59	131,502.61	10,958.55
Step 34	114,608.09	9,550.67	117,801.37	9,816.78	120,996.41	10,083.03	124,191.65	10,349.30	127,386.68	10,615.56	130,581.89	10,881.82	132,009.37	11,000.78
Step 35	115,110.95	9,592.58	118,305.97	9,858.83	121,501.03	10,125.09	124,696.25	10,391.35	127,891.48	10,657.62	131,086.52	10,923.88	132,514.00	11,042.83
Step 36	115,615.74	9,634.64	118,808.81	9,900.73	122,003.87	10,166.99	125,201.05	10,433.42	128,397.90	10,699.82	131,591.33	10,965.94	133,018.81	11,084.90
Step 37	116,120.20	9,676.68	119,313.62	9,942.80	122,508.66	10,209.05	125,703.70	10,475.31	128,902.68	10,741.89	132,094.16	11,007.85	133,521.64	11,126.80
Step 38	116,624.98	9,718.75	119,818.27	9,984.86	123,013.26	10,251.10	126,208.66	10,517.39	129,403.74	10,783.64	132,598.60	11,049.88	134,026.07	11,168.84
Step 39	117,127.63	9,760.64	120,322.70	10,026.89	123,517.90	10,293.16	126,714.91	10,559.58	129,908.18	10,825.68	133,103.58	11,091.96	134,531.05	11,210.92
Step 40	117,630.49	9,802.54	120,827.68	10,068.97	124,022.70	10,335.22	127,219.89	10,601.66	130,412.94	10,867.74	133,608.05	11,134.00	135,035.53	11,252.96

Column H represents the incorporation of the doctoral stipend and Column G