11/29/2018

Palomar College – Program Review and Planning
Non-Instructional Programs
Academic Year 2017-18

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 Center**

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

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

	2016-2017	2017-2018	Definitions
Student Counseling Contacts	3415	4140	Educational, Personal, and Disability Counseling, AAP, Interactive Process, Accommodation Prescriptions
Exam Accommodations	3590	3798	# of Exams taken with accommodations by DRC students in DRC's Testing Center
Full-Time FTEF	3.25	3.25	Sherry Goldsmith, Leigh Ann Van Dyke, Lory Myers, Dr. Lori Waite
Part-Time FTEF	2.275	2	Sabrina Menchaca, Elizabeth Wilke, Devonay Olson, Alyssa Vafaei (funded by AEBG)
Overload FTEF	.05	.05	Lori Myers and Dr. Lori Waite
FTEF/Headcount ratio	1:555	1:575	Ratio is ineffective given differences in staff functions and student need for services DRC provides (e.g. counseling = service v. interpreting = accommodation)
Number of FT Staff	6	6	Dan Dryden, Patty Petersen, Cynthia Cordova, Denise Vanderstoel, Kelly Dryden, and Aaron Holmes
Number of PT Staff	3*	3*	2 contracted 30 hour/week interpreters, one short-term hourly staff member for testing.
Staff/Student Ratio	1:301	1:312	Ratio is ineffective given differences in staff functions and student need for services DRC provides
Students served (headcount)	1804	1871	
Educational Assistance Classes	9	9	
*does not include the 23 DRC short-term hourly interpreters who			

Plan for Academic Year 2017-2018

have varying hours/schedules and provide interpreting services for students

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

There had been a 29% decrease in DRC student utilization of test accommodations from 2014/15 and 2016/17. However, we are seeing an increase in test accommodation utilization from 16/17 (3590 exams) to 17/18 (3798 exams) and this uptake appears to be continuing into 18/19. The creation of a new Testing Center, dedicated Testing staff, Clockwork testing module, and electronic test scheduling may have contributed to this increase in usage.

The DRC continues to experience student growth with a 3% growth from 15/16 to 16/17 and 3.7% increase from 16/17 to 17/18 yet there has not been an increase in DRC counseling faculty in over 20 years. DRC currently has 1904 students enrolled in courses for Fall 2018, and less than two full-time counselors. This disparity has been identified by the Chancellor's Office. While some areas within the DRC are sufficiently staffed, other areas need more staffing, according to the findings from a recent Chancellor's Office Technical Visit in July 2017. During the visit, technical staff identified the need for one more full-time DRC counselor to address the growing student educational and disability management counseling needs as well as dedicated Testing Center staff.

An examination of the DRC student population by primary disability type over the past two years offers insight into the types of services and areas of focus needed to facilitate greater access to curriculum and co-curricular programs. There was a sizeable decrease in the number of students with mobility limitations from 17/18 from the previous year. In contrast, increases in the number of students with specific learning disabilities, ADHD, and autism appeared from 16/17 to 17/18. Several factors presumably led to the increases in specific learning disabilities including a greater number of students being tested, and found eligible, for learning disabilities (increase from 29 to 39 students). The jump in students on the spectrum has seen a demand for more programming related to combatting social isolation and facilitating positive social interaction experiences as well as greater requests from instructional faculty for DRC support in addressing disruptive or atypical classroom interactions. When we examine this data in light of Vision for Success, Guided Pathways, and AB 705 the importance of DRC representation and active participation on campus/college-wide efforts in these areas takes on paramount importance. Yet, with less than 2 full-time counseling faculty, such participation is challenged when faced with a three week counselor wait list for students.

DRC Student Population Breakdown
(n=1804) (2016-2017)

M	V	H	ABI	LD	ID	MH	OTHER	ADHD	AUT
9.6%	2.7%	4.7%	2.7%	23.5%	3.5%	21.0%	15.7%	10.6%	6.1%

DRC Student Population Breakdown
(n=1871) (2017-2018)

M	V	H	ABI	LD	ID	MH	OTHER	ADHD	AUT
8.3%	2.5%	4.1%	2.5%	24.6%	3.3%	21.9%	13.0%	12.7%	7.1%

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

Fall 2018: Remedial Course Enrollment Among DRC Students

385	DRC students in Remedial Math or English
162	DRC students in Remedial Math or English who requested Accommodation Letters
483	Sections of Remedial Math or English with at least one DRC student
206	Sections of Remedial Math or English with at least one student who requested Accommodation Letters
133	Unique Sections of Remedial Math or English with at least one DRC student
105	Unique Sections of Remedial Math or English with at least one DRC student who requested Accommodation Letters

Approximately 20% of all DRC students were enrolled in at least one remedial course for the Fall semester. Approximately 42% of DRC students approved for academic accommodations requested to utilize these accommodations in their Remedial Math or English courses. Given AB 705, remedial math and English will no longer be offered at Palomar College effective Fall 2019. As a result, approximately/potentially 400 students, with potential English and/or Math basic skill needs may be enrolling in transfer-level English and/or Math courses in Fall 2019. Proposed below is an effort to address the needs of these students through strategic placement of embedded tutors in select sections of these courses. Past practice of embedded tutors in DR 15 (English skills course) yielded higher pass rates than when there was an absence of such a tutor.

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

The DRC has had multiple staffing changes and from retirement and transition vacancies in the recent past. These staffing shifts combined with Title 5, MIS, and funding formula changes and the expanding noncredit landscape, require renewed attention and focus on the DRC's existing seven SAOs; such a concentrated examination and discussion will be a priority this coming year. Below, please find an outline of DRC's past SAO themes:

1. Utilization of priority registration (Effective Jan. 1, 2017, Title 5 extends priority registration to *all* DRC students)
2. DRC student orientation effectiveness (Orientations are now occurring in the one to one intake appointments with counselors but is proving to be too much information within a short time frame)
3. Learning Disability Assessment and outcome (i.e. utilization of test accommodations)
4. LD Assessment and subsequent referral/participation in a DRC counseling appointment
5. LD Assessment and subsequent referral/usage of Read and Write Gold software
6. Utilization of Read and Write Gold software
7. Interpreting Services' effectiveness

The outcome of data analysis and dynamic discussion in 17-18 and a collective departmental commitment to focus on high school transition for 18-19 has prompted the movement away from the former SAO's and the creation of two new SAO(s):

1. Strengthen bridge to community college through intentional partnerships with high school students that yield increased knowledge of DRC (prior to DRC intake and first week of classes).

   • Assessment Method: Survey following DRC Orientation

Plan for Academic Year 2017-2018

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

- Measurement Criteria: 1) # of students completing the DRC Orientation; 2) student self-report – changes in knowledge from before/after the DRC Orientation.

2. Increased DRC student utilization of approved academic accommodations
- Assessment Method: Quantitative data from Clockwork which tracks academic accommodation utilization
- Measurement Criteria:

  - #/% of students approved for test accommodations who take tests in DRC's Testing Center
  - #/% of students approved for priority registration who use priority registration
  - #/% of students approved for note taking accommodations who use these accommodations (i.e. note taker, audio recorder, Smartpen, audio recorder)

The two revised SAO's established will provide baseline data in 2018-2019 with comparative data beginning in 2019-2020.

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

The DRC has seen the following noteworthy trends:

- **Veteran Student Outreach.** Palomar College has a sizeable presence of **veteran students** (those with former military service). Literature indicates that one in five combat veterans and one in ten noncombat veterans have one or more disabilities. The population of veteran students receiving DRC services does not reflect these findings and suggests a need for increased DRC outreach and marketing for veteran students employing an approach that more resonates with veterans, including trading "disability" for "service connection" or "rating" and placing a DRC counselor in the Veteran's Center for set times each week or month depending upon staffing. Less than 2% of veteran students at Palomar College are utilizing DRC services.

- **Section 508 and WACAG 2.0 Mandates.** A plan to meet Section 508 and WCAG 2.0 (i.e. web accessibility and usability and captioning, etc.) mandates by the college overall is needed and has been started through the VPI's creation of an ADA Compliance Committee of which the DRC is an active member.

- **Adjunct and F/T Faculty Training in ADA and UDL** is needed given the number of cases where faculty refused or had questions regarding a DRC-prescribed accommodation. Such a training would be best served through an initial survey to faculty to identify the training areas of most need along with focus groups/discussions with department chairs and deans.

- **DRC student engagement and understanding of DRC services and policies**: A student survey will inform the department of students' engagement level, feeling of campus/college belonging, and understanding/contentedness with DRC services allowing for the DRC to make intentional and data informed decisions and programmatic or structural changes.

- **High School Transition and Outreach** support is needed. 141 DRC students who enrolled for Fall 2018 dropped all of their classes.

- **Recent legislation, namely AB 705,** calls for remedial courses, those non-degree or transferrable, to be noncredit. Such legislation impacts DRC's educational assistance courses, including math, writing, and access technology courses and will require a collective examination of student and community need as we work to revise DR courses. Exploration into the impact of placement of

- **LD Assessment (2016):** DRC tested **39** students who were eligible for services under LD.

- **Increased utilization of DRC services**: wait list for DRC counseling

STEP II. PLANNING

Reflecting on the 4-year trend data, the SAO assessment results, and the college's Strategic Plan 2019, describe/discuss the discipline planning related to the following:

II. A. Program changes and improvements (consider changes due to growth in TEES and Headcount, CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)

The College's Strategic Plan details the following goals: access, retention and completion, continued community involvement, and improved infrastructure and fiscal stability. DRC program changes and improvements correspond with each of the four College strategic goals; concentrated focus will be applied to the first two this year and are elaborated below.

Access:

- Increase access through new locations, partnerships, and programs:
  - o DRC presence, including counseling services, will be needed at the following locations, North, South, Escondido and Camp Pendleton. This past year, the DRC has expanded its services to the Escondido and South Education Centers. A review of nationwide college data indicates that the population of students with disabilities rests somewhere between 10 and 14 percent. In order to meet the demand of both prospective and current students with disabilities, it will be important to schedule DRC staff/faculty appropriately at these locations.
  - o High School Transition: increased partnerships with high school students and neighboring/feeder high schools to successfully bridge to community college.
- Simplify enrollment and registration process:
  - o DRC Orientation and related programs for incoming high school students
  - o Clockwork completion and implementation of the final stage, MyDRC

Retention and Completion:

- Adjunct and Full-time Faculty Training. Partner with faculty to offer relevant and meaningful training to bolster student with disability retention and equip faculty members with needed tools and knowledge to affect change and increase access in their courses and curriculum. Promote the tenets of universal design for learning.
- Veteran student outreach and assistance. Embed DRC counselor in Veteran Center, adopt veteran/military-specific language and implement enhanced programming and outreach.
- Explore early alerts for distinct populations/at risk of premature attrition, including DRC students participating in Palomar Promise
- Multiple Measures: develop systems/practices to promote more accurate placements given the challenges tied to high school resource/special education classes and modified curriculum and those who have been away from formalized instruction for a sustained period of time.
- Creation of curriculum and systems (i.e. tutoring, etc.) to support DRC students in transfer level English and Math courses

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

When reflecting upon DRC's disability breakdown across the past three years, one is greeted with some noteworthy items. Five percent of the DRC student population embodies those on the spectrum. Discussions with DRC counselors and staff usher in a need for specific programming and assistance for students on the spectrum, including development of social interaction groups and behavioral wellness/guidance instruction. Further, 20% of the DRC population includes those with psychological disabilities indicating a need for increased collaboration with community and campus mental and behavioral health agencies, and examination into innovative approaches to best supporting those with psychological disabilities. Social intervention services stretch beyond DRC's current cadre of services and programs, and invites a bigger look into ensuring the DRC is evolving to be most responsive to its ever-changing student population, workforce demands, and environmental factors.

Wait times for DRC Counseling: There has been a 3-4 week wait for a prospective or current DRC student see a counselor. There has been a growth in the student population along with a marked increase in the complexity of the field and challenges faced. Consider options: more Quick Questions, Counseling Options (intakes/accommodation prescriptions, and comp ed plans with f/t counselors and semester ed plans and accommodations/semester with adjunct counselors). The July 2017 Chancellor's Office Technical Visit illuminated the need for an additional full-time counselor to meet the growing population and heightened expectations from the Chancellor's Office.

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 2019 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.							
a2.							
a3.							
a4.							
a5.							

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 2019 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.							
b2.							
b3.							
b4.							
b5.							

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 2019 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?
c1.							
c2.							
c3.							
c4							
c5.							

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 2019 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?
d1.	Clockwork: 4 Outlook Sync licenses, online intake module (online DRC application)	1	1.3	A DRC online application will increase students' ability to apply for services with greater ease and efficiency. Outlook Sync licenses will allow all DRC faculty/staff members' Clockwork schedules/calendars to sync with their Outlook calendars promoting increased efficiency and transparency.	$1300	One time	Clockwork has been funded; these are additional items needed.

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

Resource	Describe Resource Requested	Prioritize these requests 1, 2, 3, etc.	Strategic Plan 2019 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?
e1.	Part-time Proctor/Testing Center Specialist	1	2.4	In order for DRC's Testing Center to operate in the later afternoon and into the evening hours to support DRC students taking evening courses, a part-time proctor is needed. FWS students are unable to provide this level of staffing on their own. The absence of such a staff member will result in	$90,000 plus benefits. Step One.	Ongoing	No
e2.	Counselor/Faculty	1	2.1, 2.2, 2.3, 2.4	Wait times at/exceeding three weeks; noncompliance with ADA/Section 504 due to delay in approving accommodations		Ongoing	No

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

Resource	Describe Resource Requested	Prioritize these requests 1, 2, 3, etc.	Strategic Plan 2019 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?
e3.							

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 2019 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	1.2; 2.4	Student workers within the DRC have provided front office support and assistance to prospective and current DRC students as well as faculty and staff. Their assistance is needed to maintain and increase front office and Test Center efficiency as well as to drive the DRC cart to assist with courtesy transports for students with mobility limitations.	n/a	Ongoing	Yes, financial aid/federal work study.
f2.	Embedded Peer Tutors (Math and English) – Due to AB 705	1	2.4	Peer tutors to provide academic support to students with disabilities struggling with basic skills in the areas of writing and math who are now in ENG 100 and MATH 56 or 60.	$40,000.	ongoing	BSI has funded three embedded tutors for three DRC courses in the past. No funding has been secured to fund embedded tutors for ENG 100 and MATH courses with support to specifically assist DRC students in these courses who

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 2019 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? Why is that source not sufficient for future funding?	Is resource already funded (in part or in full)? If so, name source.
f3.						may have basic skill needs.

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

None

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

1. Implementation of Testing Center in NA 2; submission of proposal for redesign of the space; separation of duties among front office staff to include staff dedicated to front office/counseling faculty support and Testing Center operations.
2. Clockwork Implementation
3. DRC web site redesign of content and look
4. Successful MIS data audit
5. High student completion and success rates in DR courses
6. Continued LD assessment for students despite budget constraints
7. DRC faculty and staff participation and leadership among a wide number of College committees and working groups
8. Increased DRC participation in College events, including Discover Palomar, Week of Welcome, and High School Counselor Conference, Plenary (i.e. DRC video for faculty/staff)
9. Expansion to the Escondido Center and South Center, with a DRC counselor onsite set hours each month.
10. KINE Substitution Policy
11. Mental Health Grant, $250K
12. DR Curriculum Changes
13. Palomar Promise Waiver for Eligible DRC Students
14. 504 Officer
15. Social Lunch Hour
16. PAH Event for DHH Students

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.

n/a

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

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

Shauna Moriarty	Aaron Holmes	Leigh Ann Van Dyke
Name	*Name*	*Name*

Sherry Goldsmith	Dan Dryden	
Name	*Name*	

_SC Moriarty_____
Department Chair/Designee Signature

12.2.18
Date

_____
Division Dean Signature

12-6-18
Date

_____
Division Vice President Signature

12-7-18
Date