



Program Review and Planning 2019-2020

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

BASIC PROGRAM INFORMATION

Academic Year
2019-2020

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Disability Resource Center

Discipline Name
Disability Resource (DR)

Department Chair Name
Shauna Moriarty, Ed.D.

Division Name
Student Services

Website address for your discipline
<https://www2.palomar.edu/pages/drc/>

Discipline Mission statement

The Disability Resource Center (DRC) is a department within the division of Student Services 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.

[\(click here for information on how to create a mission statement\)](#)

Does your discipline have at least one degree or certificate associated with it?
No

Are any of your programs vocational (CTE/CE)?
No

Please list the names and positions of everyone who helped to complete this document.

Aaron Holmes, Alternate Media Specialist; Leigh Ann Van Dyke, LD Specialist/Instructor; Shauna Moriarty,

Director; Sherry Holmes, Access Technology Instructor

Full-time faculty (FTEF)

Leigh Ann Van Dyke; Sherry Goldsmith; Lori Waite; Lori Meyers

Part-time faculty (FTEF)

Sabrina Menchaca; Elizabeth Wilke; Devonay Olson; Alyssa Vafaei

Classified & other staff positions that support this discipline

Audra Sciacca; Hannah Parmenter; Jocelyn; student employees: Ciara Hernandez and Chris. Approximately 20 hours per week.

Additional hourly staff that support this discipline and/or department

Embedded tutors in DR 15; COUNSEL 110; Access Tech Courses; and English support for students with deafness

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

70.0%

Why did you choose this standard?

This standard is reflective of the College's institutional standard and is thus one we are seeking to achieve at a minimum.

What is your Stretch goal for COURSE success rates?

80.0%

How did you decide upon the goal?

It is important to note that there is evident disproportionate impact students with disabilities in english basic skills completion. DR 15: We decided on this goal because it was deemed attainable with the smaller classroom size and an embedded tutor. Based on past DR 15 class statistics, we are consistently able to stay above our standard success rate. This has been attainable because the embedded tutor is able to work one on one with some of the students that have a difficult time processing the information. We also have a pre and post assessment that gives us an idea of the students' grammar level coming into DR 15.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?

DR 15: The LD Specialist/Instructor developed and improved a study guide for each section before a quiz or mid-term. These study guides help the students' break down the information they have just learned, determine who is in need of tutoring, and a time to answer students' questions before a quiz or test.

DR 40

As the college moved to requiring that communication occur only through Palomar Student Email it was important that students learn how to use it. In addition, students needed to learn how to clearly communicate with their professors through email. A new Student Learning Outcome was developed in which students have a semester to accomplish the goal with many hands-on opportunities.

One of the major findings of the assessment was that of the students enrolled, two were unable to read and follow basic step-by-step instructions. Copying their login information into the correct location was very difficult and as a result they were locked out of their account.

DR41

Difficulty with assignments and exams in this computer class led to a more focused approach on problem solving strategies. Opportunities to resolve software problems in the Microsoft Office Suite are embedded in class assignments throughout the semester.

Changes in the student population enrolling in DRC computer classes effected the outcomes. Sixty percent of the students enrolled in the class have difficulty reading and following step-by-step instructions. This group of students were not prepared for the rigors of the Advanced Computer course. 40% of the students use directions to solve problems in the Microsoft Office Suite. They are especially useful for functions and formulas.

DR44

Software and hardware technology provides students with the opportunity to improve their notetaking techniques and provide for a better study experience. This class was last offered Summer Intersession 2018 due to scheduling errors.

80% of the students enrolled in the course chose to use the Echo Smartpen as their notetaking technology. One student is taking only online courses and found that the technology was not useful at this time as there were no lectures in her course. Two students selected Sonocent Audio Notetaker software as their technology. This group of students not only learned about note taking technologies; they also had wonderful and informative discusses related to coping with learning disabilities and ADHD. Students shared experiences, success and difficulties. This outcome is one of the greatest benefits that comes from a small group of students and reinforces the need for this course during the intersession.

DR43.1 (offered in the fall)

Students were encouraged to use recording devices and other notetaking strategies to develop memory strategies for the large amount of keyboard commands they must use. As a result 100% of the students enrolled in the course independently made adjustments to voice and speech rate in Zoomtext/JAWS. 33% of the students were JAWS users and 66% used Zoomtext.

100% of the students enrolled in this course were not new to their access technology and found it to be review when it came to changing voices and speech rate. It was a good opportunity to refresh skills and include the notetaking technology as a strategy.

DR43.2 (offered in the spring)

This class was cancelled Spring 2019 due to no enrollment. It was last offered spring of 2018. 75% of the students enrolled in the Spring 2018 course used JAWS v18 and Zoomtext 11 to read PDF documents.

Students had to learn a new technique to open the files with Adobe allowing their software to read aloud the text on the screen. Students in this class will also benefit from notetaking tools that would allow them to create reference material. (3 Victor Reader Streams \$1200 and Electric Perkins Braille-\$1000)

Summarize the major findings of your course outcomes assessments.

DR 15: In the DR 15 course we have a pre- test that the students take on the first day of class. We also take the same test with added questions on the final. The students are able to see how much better they have done and what they have actually learned. We also have several quizzes, a mid-term and a final. The quizzes are preparation for the mid-term and final. So, if they receive a lower grade on the quiz they can work with the instructor or the tutor to work on areas of weakness.

Current Statistics:

The 2017/2018 academic year results from pre to post test:

The average score on the first day of class pre-test was 15/68 test scores. The post-test had the exact questions woven through the exam. The class average was 50/68 test scores. The 2017/2018 year provided a 31% increase from pre to post-test average. This surpassed our stretch criterion goal. There was also an average 85% pass rate between both semesters.

In Fall of 2019, I had an increase number of students with Intellectual Disabilities. The pre- test average was 19/68. The post-test average was 52/68. There was a 33% increase from pre-post-test, and 16 out of 20 students passed the class (80%). So, the standard success rate and the stretch goal was still attained.

Success and Retention

Fall 2017 93% SUCCESS RATE 80% RETENTION

Course Enrollment	Success Rate	Retention
DR 40 10	87%	80%
DR 41 7	100%	100%
DR 41 9	66%	66%
DR 43.1 7	100%	100%
DR 44 3	100%	66%
DR 45L10	100%	100%
DR45L 6	100%	50%
Spring 2018 75%	SUCCESS RATE	94% RETENTION
Course Enrollment	Success Rate	Retention
DR 40 8	50%	100%
DR 41 3	100%	100%
DR 41 6	100%	100%
DR 43.2 9	77%	100%
DR 44 5	100%	100%
DR 44 3	100%	100%
DR 45L8	28%	87%
DR45L 6	50%	66%
Summer 2018 87%	SUCCESS RATE	100% RETENTION
Course Enrollment	Success Rate	Retention
DR 40 4	75%	100%
DR 44 9	100%	100%
Fall 2018 94%	SUCCESS RATE	83% RETENTION
Course Enrollment	Success Rate	Retention
DR 40 11	78%	81%
DR 41 6	100%	100%
DR 43.1 3	100%	100%
DR 44 NOT OFFERED DURING THE SEMESTER		
DR 45L4	100%	50%

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **all** of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

n/a

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

n/a

How does your program help students build these KSA's?

n/a

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

No

Do you want more information about or need assistance integrating work-based learning into your program?

No

How do you engage with the community to keep them apprised of opportunities in your program?

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information.](#)

Goals

Goal 1

Brief Description

Increase essential reading, writing, and technology skills for entering college students with disabilities in a coordinated and community-focused structure.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Launch an informal learning community of DR and Reading courses to create a cohort and community of students with disabilities seeking to bolster their reading, writing, and technology skills for college. This informal learning community features 3-4 courses over two semesters that have been scheduled to allow students to enroll in all of them seamlessly, without scheduling conflicts. This informal learning community offers both credit and noncredit options, and will serve as a pilot offering learning insights and data to inform future decision-making. Impetus for this informal community, entitled Power Up Pathway, can be traced to AB 705 and the drive toward degree applicable English, math, and reading courses earlier in one's college career.

Outcome(s) expected (qualitative/quantitative)

Outcomes:

Quantitative: Increased reading, writing, and technology skills (determined through pre and post tests that measure reading rates, writing/grammatical knowledge, and technology skills)

Qualitative: Sense of belonging (pre and post tests that measure feelings of acceptance, belonging, and connection)

How does this goal align with your department mission statement, the college strategic plan, and/or Guided Pathways?

This goal aligns with the College's second strategic goal, namely, "Strengthen efforts to improve outreach, persistence, and student success."

Expected Goal Completion Date

6/1/2020

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?

Yes

Are you requesting additional Staff, CAST or

AA?

No

% of FTEF for on-going reassigned time (department chair, program director, coordinator, etc.)

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

DRC Counselor/LD Specialist

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

Currently, the DRC has 1.75 FT faculty for approximately 1800 students with disabilities. A 2017 technical visit from the Chancellor's Office identified that the department is sorely in need of another FT counseling faculty member to adequately assist this sizeable population. In order for the college to contribute to addressing the disproportionate impact and equity gap in english and math completion rates among students with disabilities and Vision for Success goals of degree and certificate completion and transfer rates, an additional FT DRC counselor also trained in learning disability assessment is imperative.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience,

emerging/rapidly changing technology, high demand)

There is a scarcity of professionals with assistive technology credentials and experience.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

I am requesting this position to maintain compliance with federal, state, and civil disability laws and mandates. Title 5 clearly outlines the requirements of a college in ensuring equitable access for students with disabilities. Compliance is only achieved through intensive one on one interactive appointments with a certified DRC counselor and student with a disability. Strict timelines are attached with the provision of academic accommodations and timely resolution of disputes related to reasonable accommodations. Scarcity in faculty hours available for disability-related counseling places the district at risk and hinders student enrollment and persistence efforts.

Please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Is your department affected by faculty on reassigned time. If so, please discuss.

RESOURCE REQUESTS AND BUDGET ALLOCATION REVIEW

Budget Analysis: This section should be completed by department chairs by the end of September.

Are there areas in your budget where there has been a historical surplus (See three year trend)?
No

Are there processes that need to be examined to ensure we are being the most efficient with funding?
No

Are there ongoing needs in your department budget that you currently do not have the resources for?
No

Do you have non-general fund sources of funding?
No

One Time Needs

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page.)

Please check with your department chair on the availability for this cycle.

Do you have one-time funding requests?
No

Review

Chair Review

Chair Comments

Chair Name
Shauna Moriarty, Ed.D.

Chair Sign Date
10/24/2019

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:
Consistently good success rates for students enrolled in DRC courses.

Areas of Concern, if any:

Recommendations for improvement:

Dean Name
Olga Diaz

Dean Sign Date
12/12/2019

IPC Review

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

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)

IPC Review Date

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:
Good summary and good to learn more about this important work.

Areas of Concern, if any:

Recommendations for improvement:

Vice President Name
Jack S. Kahn Ph.D.

Vice President Sign Date
2/2/2020