

# Program Review & Planning (PRP)

## COMPREHENSIVE PART 1: BASIC UNIT INFORMATION

Program Review is a self-study of your unit. For non-instructional program review, the definition of what is a unit varies based upon your division. A unit may be a department (e.g., Information Services, Institutional Research and Planning, Financial Aid), a program (e.g., EOPS, TRIO), or a division (Human Resource Services). The Vice Presidents for each division have identified/defined the units that will complete the review cycle.

Regardless of whether your unit is a program, department, or division, program review is about documenting the plans you have for improving Institutional Effectiveness in your area and sharing that information with the college community. Through the review of and reflection on key elements, program review and planning identifies program strengths as well as strategies necessary to improve the operation of your area. With that in mind, please answer the following questions:

<b>Date:</b>	November 15, 2019
<b>Unit Name:</b>	Student Services
<b>Department Name:</b>	Disability Resource Center (DRC)
<b>Division Name:</b>	Counseling Services
<b>Name of person responsible for the Program/Unit:</b>	Shauna Moriarty, Ed.D.
<b>Website address for your unit:</b>	<a href="https://www2.palomar.edu/drc/">https://www2.palomar.edu/drc/</a>

Please list all participants in this Program Review:

<b>Name</b>	<b>Position</b>
Shauna Moriarty, Ed.D.	Director
Lori Waite, Ed.D., Lori Meyers, Alyssa Vafaei	Counseling Faculty (Adjunct and Full-time)
Denise VanderStoel; Cynthia Cordova; Aaron Holmes; Patricia Petersen, Dan Dryden	Classified Professionals: Interpreter Coordinator; Testing Center Coordinator; Alt Media Specialist; Student Services Support Specialist; Sr. Admin Secretary
Leigh Ann Van Dyke; Sherry Goldsmith	LD Specialist/Instructor; Access Tech Instructor

**SECTION 1: Program/Unit Mission Statement**

**What is your Program/Unit's mission statement (click here for [how to create a 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.

**Describe how your mission aligns with and contributes to the College's Vision and Mission.**

DRC's mission advances Palomar's vision and mission by promoting access, inclusion, equity, and diversity.

**SECTION 2: Program/Unit Description****Staffing**

<b><u>Full-time Staff</u></b>		<b><u>Part-time Staff</u></b>	
<b>Total Number of Full-time Staff</b>	12 (Admin, CAST, Faculty, and Classified)	<b>Total Number of Permanent Part-time Staff</b>	0
<b>Number of Classified Staff</b>	6	<b>FTE of Part-time Staff (2X19 hr/wk = .95)</b>	
<b>Number of CAST Staff</b>	1	<b>FTEF of Part-time Faculty</b>	4
<b>Number of Administrators</b>	1		
<b>Number of Full-time Faculty</b>	4 (2 counselors, 2 instructors)		

**Describe additional temporary hourly or contract staff support this unit and/or department? (Include FWS/District Student Worker/Veteran Student Worker)**

The DRC has two FWS students to assist with mobility, Testing, and Front Office operations. In addition, the DRC has 24 short-term hourly sign language interpreters, two short-term hourly staff members who serve as proctors in our Testing Center. In addition, the DRC has three embedded tutors (DR 15/Counsel 110, ATC classes, and DHH English support)

**As part of this PRP cycle, Human Resource Services has sent organizational charts to all non-instructional units. Please review the charts and make any needed changes. Attach a copy of the chart when you are submitting your review or provide the link to your organizational chart if it is online.**

**OR**

**If you cannot create an organizational chart, or did not receive one from Human Resource Services, list the positions in your unit showing reporting relationships (e.g., Manager Facilities with the following direct reports, Supervisor Position A, Supervisor Position B, Supervisor Position C; Supervisor Position A with direct reports, Position A, Position B, Position C)**

How will you submit your organizational chart?

☒ Upload document    ☐ Provide web link    ☐ Describe organizational structure

### Program/Unit Description

#### Who utilizes your services?

##### Students, Faculty, and Community Agencies

- **Close to 1800 active students (1789 active students) with a wide range of disabilities:**
  - Mental Health: 20%
  - ADHD: 12%
  - Vision Impairment: 7%
  - Hearing: 3.6%
  - Specific Learning Disability: 28%
  - Autism Spectrum Disorder: almost 9%
- **Veterans** – 4.3% of Palomar College veteran students are a part of the DRC, There are 1124 veterans total (Fall 2018)
- **Foster Youth** - - 7.6% of foster youth students reported being a part of the DRC. There are 525 foster youth students total (Fall 2018).
- **Instructors** (DRC assists instructors who have questions regarding how to ensure equal program and curriculum access for students with verified disabilities)
- **The DRC also has partnerships with the following Palomar and community entities to carry out its mission:**
  - Campus Police
  - Behavioral Wellness
  - EOPS
  - Tutorial Support Services: STEM, Writing, Tutorial Services
  - Interpreting Student Mentors
  - Community DHH Memberships

#### What services does your program/unit provide (Describe your program/unit)?

- Instructor Consultation and Accommodation Administration
  - Administering accommodations
  - Brainstorming ways to help students in courses who are struggling.
  - Best practices
  - Consultation with behavioral challenges in the classroom
- Counseling: academic, personal, and disability management (self-advocacy instruction)
- Alt Media
- Instruction (Credit and Noncredit): English Support, Access Technology, COUNSEL 110
- Mobility assistance
- Deaf and Hard of Hearing Services: Real-time captioning, sign language interpreting, assistive listening devices

- Specialized furniture
- Learning Disability assessment
- Equipment Checkout (audio recorders, assistive listening devices)
- Student de-escalation
- Resource Liaison on and off campus – DOR, DCS, Center for the Blind, etc.
- ATRC – partnership with captioning and web accessibility (testing software)
- Psychological referrals
- Priority Registration assistance and Priority Registration
- Partnership with the Reading Dept. To Office an informal learning community
- Promise Waiver
- Adapted KINE Waiver

## COMPREHENSIVE PART 2: PROGRAM/UNIT ASSESSMENT

### SECTION 1: Service Area Outcomes and Assessment

#### GOT SERVICE AREA OUTCOMES?

**Outcomes are statements written in support of student learning to show direct support (instruction) or indirect support (services) provided on campus. Assessment is the way we measure how well we are achieving our outcomes.**

**For non-instructional areas, outcomes are called Service Area Outcomes (SAO).**

#### So, what is an SAO?

A Service Area Outcome (SAO) is a statement about what a client will experience, receive, or know as a result of a given service. Clients can be students, faculty, staff, or community members.

As part of our three-year planning and review cycles, all non-instructional units are asked to:

- identify at least two SAOs,
- develop a plan and assess their SAOs,
- reflect on the results,
- and take action, as necessary.

Palomar has adopted TracDat as our official repository for SLO and SAO Assessment information.

#### **Review and/or define your SAOs and assessment plans and ensure they are entered in TracDat by:**

- 1) Login to Nuventive Improve (TracDat) <https://www2.palomar.edu/pages/sloresources/2015/08/10/tracdat/>. Your Palomar username and password is your login.
- 2) Update or add your SAOs and assessment plans.

#### **NEED HELP?**

##### **TracDat:**

- 1) If you need help with anything TracDat related such as login, unit identification, entering SAO info, contact Marti Snyder at [msnyder2@palomar.edu](mailto:msnyder2@palomar.edu).
- 2) Check out this video on how to enter SAOs in TracDat: <https://youtu.be/b1sRa68wm4c>

##### **Defining and Assessing SAOs:**

Not sure if your SAOs make the grade? Need some help writing an SAO? Not sure about how to assess your SAOs?

1. [Hartnell's SAO Guide](#) is a nice resource! Thank you Hartnell!
2. Contact Michelle Barton at [mbarton@palomar.edu](mailto:mbarton@palomar.edu). We have a resource support team to help.
3. The SAO template at the end of this document is a useful template for defining an SAO and assessment plan. It is modeled off what we enter in TracDat.



Are all of your unit's SAOs and assessment plans entered in TracDat?	YES X	NO
If NO, describe why and identify a data by which they will be entered.		

For each SAO in TracDat, summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments.
Analysis forthcoming; the DRC has just inputted two SAO's into TracDat.
2)
3)
4)

## SECTION 2: Other Assessment Data

**List all other quantitative and/or qualitative measures you use to track, monitor, and/or evaluate the effectiveness of your program/Unit:**

### **Quantitative Data**

	Values				
Measure	2015-16	2016-17	2017-18	2018-19	Definition/Description of Measure
DSPS Program Plan Survey (Chancellor's Office)				X	Survey questions related to perception of the DRC, interaction with the DRC, knowledge of the Complaint Process, barriers, most helpful assistance and resource, for Palomar College faculty and DRC students.
Clockwork-generated reports				X	1) number of DRC students, and disability type, 2) number who requested accommodations, 3) number who requesting and took tests with accommodations in DRC's Testing Center, 4) number of counseling and alt media appts and no shows. Such data can then be compared with previous years' data (effective the launch of Clockwork in March 2018)

**Reflect on your quantitative data and summarize your findings or interpretations.**

The results and analysis of our Palomar College faculty and DRC student survey (May 2019): Close to 100 students and 222 faculty members completed the respective surveys. Points for reflection and action include:

- 10% of DRC student respondents expressed that they have difficulty explaining the connection between their academic adjustments and their disability
- 98% agree or strongly agree that the DRC is a welcoming and positive environment
- Qualitative student responses were illuminative –
  - Biggest barrier:
    - “Getting over my embarrassment about needing a notetaker and extra time on test”
    - “Feeling comfortable expressing my needs to the professor”
    - “Being open about my disability and seeking help”
    - Math was mentioned repeatedly
    - Time/timing was listed as a variable
  - Most helpful thing in achieving goals at Palomar:
    - “The DRC has been the most helpful to me in achieving my educational goals at Palomar College. If it weren’t for the DRC, I would not be doing so well in my classes as I am now.”

**Qualitative Data****Describe any qualitative measures you use and summarize the results.**

See DSPS Program Plan Survey (Chancellor’s Office) - May 2019

**What improvements have you implemented or plan to implement as a result of your assessment of quantitative and/or qualitative data described above.**

DRC’s High School Bridge Pilot Program emerged as a result of qualitative data from incoming students.

**SECTION 3: Achievements and Other Relevant Information****Describe your program’s achievements or this past year. Where possible, describe how these achievements are related to our students and their success!**

1. Implementation of MyDRC
  - Easier access to accommodation letters, scheduling for test accommodations.
  - Many faculty are finding this new system more efficient.
2. Implementation of Clockwork
3. New, improved Testing Center (NA-2)
4. ATC opening
  - Bright new space with 15 workstations and space for laptop use.
  - Alternate media and assistive technology all in one place.
5. NBASC 903: course originally capped at 12 hours. After a modification that went into effect fall 2019, we now receiving funding for up to 72 hours per student.
  - Spring 2019 (1<sup>st</sup> semester in new space)
    - Number enrolled-36
    - Number who used the lab at least once – 34.
    - Number of student who met cap (12 hrs) - 9



- Fall 2019:  
Number currently enrolled – 51.  
Number who have used the lab at least once – 43  
Number who met the new cap (72 hrs) -?
- See student statements.
- 6. Expanded tutoring:
  - Embedded tutors(ATC)
  - Assists students during class and in lab with assignments and software questions.
  - Provides support for Sherry and Aaron
  - ASL writing tutor
  - Writing/math tutor in ATC
  - Writing tutor Monday/Wednesday mornings (4 hours/week) has proven to be valuable. The students interact well with the tutor and find her support beneficial.
  - Math tutoring has been offered for 2 semesters with very little success.  
We haven't had more than 2 students needing math tutoring; however, they are using Star tutoring for support.
- 7. High School Bridge Pilot and Expanded Bridge Program (DRC Welcome Event, DRC College Success Day, Evening Hours in April and May, etc.)
- 8. Adapted KINE Waiver Policy for Fitness Requirement Fulfillment
- 9. Power Up Pathways informal learning community (2019-2020) - partnership with the Reading Dept. prompted by AB 705

**Describe any recent changes in legislation, policies, procedures, processes, and/or technology (software and hardware) that have impacted or will impact your program/unit? What effect will these changes have on your program/unit?**

**AB 705**

- Counselor workload
- Fewer English and Math remedial/developmental curriculum/course options and beginning pathways for some students with disabilities (About 1/3 of the DRC population had been enrolled in remedial english or math.
- Questions about repeatability
- Financial aid questions
  - Required units
  - Impact of noncredit classes

**In addition to (or in response to) the changes listed above, what board policies, procedures, and processes need to be updated, created, or deleted?**

- Need: Accessibility Policy on campus. Without a policy there is no power to make change.
- Palomar's current design (buildings, curriculum, instruction) require retrofit of accessibility instead of Universal Design that provides access for all.
- Lack of Assistive Tech (hardware/software) in the Library is a perfect example of no forethought to accessibility.

**COMPREHENSIVE****PART 3: PROGRAM/UNIT EVALUATION AND THREE-YEAR PLANNING**

Program Evaluation and Planning is completed in two steps.

**Section 1: Overall Evaluation of Program**

Reflect on your program/unit, the results of your assessments in Part 2 above, and your vision for the future. Then, working together answer the following questions. Summarize your answers in the grid below.

1. What are our greatest strengths?
2. What are our best opportunities?
3. What is our preferred future, what do we aspire to do?
4. What are the measurable results that will tell us we've achieved that vision of the future?

**Section 2: Establish Goals and Strategies for the Next Three Years**

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three-year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion. Goals should be Specific, Measurable, Attainable, Relevant, and Time –Specific (SMART). Following the goal template below will help you create SMART goals!

**SECTION 1: Overall Evaluation of Program****1. Discuss your Program's/Unit's Strengths, Opportunities, Aspirations, and Results (SOAR) and summarize your discussion below.****Strengths:**

- Variety of services for the same need: Ex: Audio recording devices (recorder, SmartPen, Apps) that fit the need of the individual.
- Access Technology Center space in the LRC providing software, tech tools and at-home licenses for enrolled students.
- Collaboration as a Team:
  - Full-time and adjunct equally valued, recognizing individual faculty strengths (example: academic/transfer, advocacy, disability management, etc.)
- Streamlining student access (example: accommodation requests fulfilled electronically/timely, creating guidelines for course by course accommodation, committing to consistent daily drop-ins, commitment to satellite/centers.
- High School Transition Intentional Efforts:
  - Strengthening Onboarding Process
    - DRC Welcome Tour
    - College Success Day
    - Intake Redesign (re-distribution of information, pre –intake –post)
    - Flexed hours for evening appts (April/May) as requested by high school
    - Intentional linkages to high school partners
    - Consistent presence @ Discover Palomar

**Opportunities:**

- The potential to impact student advocacy at an earlier time by connecting with students in Middle College.
- Expansion of DRC Welcome and Tour (5 High Schools – Esco)

# COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs

	<ul style="list-style-type: none"> <li>• Pilot intake redesign</li> <li>• Evaluating opportunities for improving/expanding College Success Day</li> <li>• Expansion of Social Connections (infusion of motivational speakers, campus events, and featured parts of campus; intentional connection to equity events.</li> </ul>
<b>Aspirations:</b>	<ul style="list-style-type: none"> <li>• Strive to provide a consistent experience for all DRC students.</li> <li>• Graduate interns: <ul style="list-style-type: none"> <li>• OT; educational coaching; embedded support; DRC workshops</li> </ul> </li> <li>• Measurable completion for DRC students. How does counseling move this along?</li> <li>• Professional Development</li> <li>• Pathway Navigation (majors, careers, employment, etc.)</li> </ul>
<b>Results:</b>	Continue both SAOs. 1) Evaluate results from #2 and make changes, as needed.

## SECTION 2: Progress on Prior Goals

List current or prior goals your program/unit has been working on and provide an update by placing an "X" in the appropriate status box.

Goal	Completed	Ongoing	No longer a goal

Add any comments related to your work on prior goals, if needed (e.g., successes, challenges, reasons for eliminating a goal).

## SECTION 3: Establish Goals and Strategies for the Next Three Years

1. New Goals: Please list all goals for this three-year planning cycle:

Goal #1	
Goal	Increase the ease of transition to Palomar College's DRC for incoming high school students.

**COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs**

<b>Strategies for implementation</b>	<ul style="list-style-type: none"> <li>Bolster knowledge, access, and connection to accommodations and services for incoming high school students prior to the start of the Fall semester.                             <ul style="list-style-type: none"> <li>1) Campus Tour and DRC Welcome for incoming high school students in February, and 2) Extended Counseling Hours in April and May for intakes for incoming high school students</li> </ul> </li> </ul>
<b>Timeline for implementation</b>	Pre and post assessments/surveys after the Tour/Welcome, and increased number of high school student intakes prior to each Fall.
<b>Outcome(s) expected (qualitative/quantitative)</b>	
<b>How does this goal align with your unit's mission statement?</b>	
<b>How does this goals align with the College's <a href="#">Strategic Plan 2022</a>?</b>	
<b>Goal #2</b>	
<b>Goal</b>	<b>Increase knowledge of disability laws and mandates within the postsecondary education setting among Palomar College adjunct and full-time instructors.</b>
<b>Strategies for implementation</b>	Increased participation and attendance at DRC-hosted disability and accessibility trainings/workshops among adjunct and full-time instructors.
<b>Timeline for implementation</b>	Beginning of each academic semester, Chairs and Directors' Meetings and Department Meetings
<b>Outcome(s) expected (qualitative/quantitative)</b>	Pre and post surveys and incorporation of UDL principles in curriculum evidenced by course syllabi.
<b>How does this goal align with your unit's mission statement?</b>	
<b>How does this goal align with the College's <a href="#">Strategic Plan 2022</a>?</b>	
<b>Goal #3</b>	
<b>Goal</b>	<p>Year One: (2020-2021) Examine best practices and models to bolster learning strategies and study skills in the areas of english (writing and reading) and math among DRC DI students in light of AB 705.</p> <p>Year Two: (2021-2022) Pilot the implementation of one to two of the best practices and models aimed at bolstering learning strategies and study skills in the areas of english (writing and reading) and math among DRC students in light of AB 705.</p> <p>Year Three (2022-2023) Expand the pilot above, using qualitative and quantitative data to inform practice.</p>

Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	
How does this goal align with your unit's mission statement?	
How does this goals align with the College's <a href="#">Strategic Plan 2022</a> ?	
<b>Goal #4</b>	
Goal	
Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	
How does this goal align with your unit's mission statement?	
How does this goals align with the College's <a href="#">Strategic Plan 2022</a> ?	

**How do your goals align with the College's value of equity and diversity?**

These goals aim to increase equitable access to college courses, curriculum, and programs as well as enhance persistence and retention among qualified students with disabilities.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes. Click here to access [Strategic Plan 2022](#).

## COMPREHENSIVE PART 4: RESOURCES

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures). How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

### SECTION 1: Reallocation or Reassignment of Resources

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any upcoming factors in legislation. Describe the impact of the reallocation of resources to your unit.

### SECTION 2: Need for Additional Resources

#### STAFFING

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section.

Title	Three Year Plan Goal	<a href="#">Strategic Plan 2022 Goal/ Obj.</a>	New / Vacant / Modified / Temporary	Describe Need:
1) Full-time DRC tenured Counselor			New	The number of DRC counselors has not kept up with the growth in the student population over the past two years. Thus, there are 1.75 counselors for 2000 students with disabilities. A technical visit from the Chancellor's Office reinforced the need to hire an additional f/t counselor/faculty member. So too, the presence and prevalence of co-occurring disabilities increases the need for additional expert DRC faculty members.
2) Full-time Classified Student Support Specialist in the DRC Testing Center			New	The work of proctoring exams with accommodations for students with disabilities currently rests with two short-term hourly staff members. Best practice points to having a full-time classified professional to fulfill this important role.
3)				

#### TECHNOLOGY

If you are requesting TECHNOLOGY, please fully complete this section. If not, skip to the next resource section.

Resource	Unit's Three Year Plan Goal	<a href="#">Strategic Plan 2022</a>	Cost (\$\$\$)	Describe need and identify if the technology need will require: 1) extra wireless access,	For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on)
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**COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs**

		<a href="#"><u>Goal/Obj.</u></a>		<b>2) integration with existing technology (hardware and software such as PeopleSoft), and/or 3) operational maintenance and support.</b>	<b>across <u>ALL</u> of your Technology, Equipment, or Other Resource Requests.</b>
1)					
2)					
3)					

<b>EQUIPMENT (Other than technology)</b>
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**If you are requesting EQUIPMENT, please fully complete this section. If not, skip to the next section.**

<b>Resource</b>	<b>Three Year Plan Goal</b>	<a href="#"><u>Strategic Plan 2022 Goal/ Obj.</u></a>	<b>Cost (\$\$\$)</b>	<b>Describe need:</b>	<b>For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across <u>ALL</u> of your Technology, Equipment, or Other Resource Requests</b>
1)Laptops or Surface Pros			\$7500	Given the need for disability counseling, advocacy, and support at multiple campuses and locations, the ability for DRC faculty and staff to be both mobile and flexible is critical. The lack of office laptops for staff/faculty hinders our ability to serve students and the campus at large.	2
2)					
3)					

**OTHER RESOURCES**

**If you are requesting OTHER RESOURCES not described above, please fully complete this section. If not, CHEERS!!! You are DONE!!!**

<b>Resource</b>	<b>Three Year Plan Goal</b>	<a href="#"><u>Strategic Plan 2022 Goal/ Obj.</u></a>	<b>Cost (\$\$\$)</b>	<b>Describe need:</b>	<b>For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across <u>ALL</u> of your Technology, Equipment, or Other Resource Requests</b>
1)Private Testing Rooms				Limitations posed by certain disabilities require individual testing environments free from distractions with the possibility for assistive technology or other support and functionality. Currently, there are only two private testing rooms that are substandard.	1
2)					
3)					

## COMPREHENSIVE PART 5: FEEDBACK AND FOLLOW-UP

Once your Program/Unit PRP is completed, your division or planning council should review and discuss based on your Vice President's planning process. This area is intended for summary feedback and recommendations from the divisional review.

### Confirmation of Review by Division / Planning Council

<b>Person/Group/Council Who Reviewed PRP</b>	Aiden Ely, Acting VPSS Olga Diaz, Interim Dean of Counseling
<b>Date</b>	12/17/19, 12/19/19

### Feedback

#### 1. Strengths and successes of the program/unit as evidenced by the data, analysis, and assessments:

Solid staff and program.

#### 2. Areas of Concern, if any:

Escalation in personnel costs will put pressure on the budget.

#### 3. Recommendations for improvement:



SERVICE AREA OUTCOMES TEMPLATE

Date Identified or Last Reviewed	Description of SAO (What is your SAO?)	Assessment Method (How will/do you measure or assess it?)	Criterion (How will/do you know if you met the outcome?)	Date of Assessment	Date of Next Assessment
1)					
2)					
3)					
4)					