Status: **Reviewed**

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2020-2021 ANNUAL REVIEW

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR NON-INSTRUCTIONAL PROGRAMS

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.

The Annual Update is designed to help you track progress on your three-year plan. It allows for updates to your plan based on:

> **1) Updates to Service Area Outcomes assessment cycle or unit data;**

> **2) new events, legislation, or processes that affect your unit's ability to meet your mission; and**

> **3) a review of progress on your three-year plan's goals.**

BASIC UNIT INFORMATION

Program/Unit Name
Disability Resource Center (DRC)

Department Name
Disability Resource Center (DRC)

Division Name
Counseling Services

Name of Person responsible for the Program/Unit
Shauna Moriarty, Ed.D.

Website address(es) for your program(s)/unit(s)

Webpage URL 1

Unit webpage
https://www2.palomar.edu/pages/drc/

Please list all participants and their respective titles in this Program Review

Participant	Title
Shauna Moriarty, Ed.D.	Director
Dan Dryden	Administrative Specialist II
Lori Meyers	DRC Counselor, full-time
Alyssa Vafaei	DRC Counselor, adjunct
Kelly Petersen	Interpreting Program, Assistant Coordinator
Brad Tenney	Staff Interpreter
Denise VanderStoel	Supervisor, Interpreting Program

STAFFING AND SERVICE UPDATES

Staffing

Use the link provided to help answer the staffing questions below.

Link: Permanent Employees Staff Count

This form requires a login and password to access. Please use your Palomar email and password to log in.

Full-Time Staff

Part-Time Staff

Total Number of Full-time Staff
11.00

Total Number of Permanent Part-time Staff

Number of Classified Staff
6.00

FTE of Part-time Staff (2x19 hr/wk=.95)

Number of CAST Staff
1.00

FTEF of Part-time Faculty
1.90

Number of Administrators
1.00

Number of Full-time Faculty
3.00

Describe additional temporary hourly or contract staff who support this unit and/or department. (Include FWS/District Student Worker/Veteran Student Worker)
The DRC also relies on two short-term hourly staff members to assist with critical Front Office and Counseling Support duties and two short-term hourly staff members to assist with administering and proctoring exams with accommodations and readers and scribes. In addition, when on campus, the DRC has 2-3 FWS students who serve as mobility assistants/drivers to facilitate access to the physical campus and classrooms for persons with physical disabilities or documented mobility challenges.

Have you experienced any changes in staff this past year? If so, please describe how the changes have impacted your operations.
The DRC has experienced staffing changes this past year: 1) retirement of one full-time, tenured DRC Counselor (Lori Waite) in 6/30/20), 2) retirement of DRC's Assistive Technology Instructor (Sherry Goldsmith), 3) retirement of DRC's Front Office Classified Professional in late September 2020 (Patricia Petersen), and 4) resignation of the Alternate Media Specialist in late June 2020 (Aaron Holmes). Aaron is working part-time for us until mid-November to assist with critical alternate media functions. In late October 2020, the DRC completed interviews for the permanent Alternative Media Specialist position and extend an offer to the selected candidate in early November 2020.

Program/Unit Description

Have the services your unit performs change in any way over the past year?
The services the DRC performs have changes this past year due efforts to minimize the effects of COVID-19 and the transition from onsite operations to remote services. All DRC counseling (disability management, intakes, ed planning), interpreting and captioning, alternate media, DRC course instruction, high school bridge activities, social connections group, faculty training and support, and assistive technology training.

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PROGRAM/UNIT ASSESSMENT

SERVICE AREA OUTCOMES UPDATE

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 Nuventive Improve (previously named 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 Nuventive Improve by:

> 1) Login to Nuventive Improve (previously TracDat) https://www2.palomar.edu/pages/sloresources/2015/08/10/tracdat/. Your Palomar username and password is your login.

> 2) Check your SAOs for **currency** and **sunset** any SAOs if you no longer plan to assess them.

> 3) Revise or edit your current SAOs by revising their wording and/or updating the assessment and assessment results.

NEED HELP?

Nuventive Improve:

> 1) If you need help with anything Nuventive Improve related such as login, unit identification, entering SAO info, contact Marti Snyder at msnyder2@palomar.edu.

> 2) Check out this video on how to enter SAOs in Nuventive Improve: 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. We have a resource support team to help.

A template for entering SAOs can be found on the IR&Ps Non-instructional Program Review and Planning website

Are all of your unit's SAOs and assessment plans UPDATED and ENTERED in Nuventive Improve?
Yes

SAOs Summaries / Reflection

If you have completed any SAO assessments over the past year, summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments. If you have not completed SAO assessments, document why (e.g., SAO was assessed last year).

SAOs

SAO 1

SAO Title
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 Status
Assessed

SAO Summary and Reflection

Pre and Post Assessment was Given to the 111 High School Students who participated in DRC's Welcome Days in Feb. 2020. Assessment Questions:

1. I am familiar with how to enroll in the DRC at Palomar College?

Strongly agree agree disagree strongly disagree N/A

2. I can list 2-3 services the DRC provides for students in its program?

Strongly agree agree disagree strongly disagree N/A

List two to three services DRC offers student:

1. _____
2. _____
3. _____

3. I am considering applying to and attending Palomar College?

Strongly agree agree disagree strongly disagree N/A

4. I have an awareness of my educational and career goal?

Strongly agree agree disagree strongly disagree N/A

5. DRC services for students at Palomar College are voluntary. In order to receive services and support, I have to apply.

True or False (circle one)

DRC Welcomes Days - Feb. 4, 5, & 6, 2020
Palomar College
Pre & Post Assessment Results

School Name Pre and Post Response Q1: Familiar with how to enroll in DRC? Q2: Can List 2-3 Services DRC Provides? Q3: Considering Applying to Palomar? Q4: Have an Awareness of Educ/Career Goal?

Mission Hills (22) Pre Strongly Agree/Agree 6 5 13 15
Disagree/strongly Disagree 13 13 5 5

Post Strongly Agree/Agree 18 16 14 18
Disagree/strongly Disagree 2 3 4 2

San Marcos High (30) Pre Strongly Agree/Agree 11 1 24 26
Disagree/strongly Disagree 14 20 2 4

Post Strongly Agree/Agree 26 22 25 23
Disagree/strongly Disagree 1 4 2 4

Esco High School (24) Pre Strongly Agree/Agree 16 9 21 23
Disagree/strongly Disagree 6 7 2 0

Post Strongly Agree/Agree 21 16 19 22
Disagree/strongly Disagree 3 6 4 1

San Pasqual & Del Lago Academy (22) Pre Strongly Agree/Agree 20 16 20 19
Disagree/strongly Disagree 1 2 2 2

Post Strongly Agree/Agree 19 19 20 19
Disagree/strongly Disagree 2 2 2 1

Orange Glenn (13) Pre Strongly Agree/Agree 5 2 11 12
Disagree/strongly Disagree 6 7 2 1

Post Strongly Agree/Agree 10 5 11 11
Disagree/strongly Disagree 2 6 1 2

***did not include N/A's

SAO 2

SAO Title
Increased DRC utilization of approved academic
accommodations.

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

Next planned assessment
Assessment of this SAO will need to be pushed back to
the end 21-22 due to the closure of DRC's onsite Testing
Center and equipment loan program due to COVID-19.
We are awaiting data from Institutional Research
regarding the number and percentage of DRC students
who used their priority registration accommodation in
2020-21 and 2019-2020.

Assessment Status
Not assessed

OTHER ASSESSMENT DATA

Review the Quantitative and Qualitative Data from your comprehensive review. If there are updates please describe them below.

ACHIEVEMENTS AND OTHER RELEVANT INFORMATION

Describe your program's achievements this past year. Where possible, describe how these achievements are related to our students and their success!

DRC's Achievements:

1. High School Bridge Program/Coordinated Activities:

DRC embarked on a journey three years ago to tackle areas of concern and observations regarding high school students' with disabilities first year experience in college. Such concenrs led to the DRC developing relationships with Special Education personnel in regional high schools and a mission to help high school students with disabilities see that college is an option and the support will be here for them. The far majority of high school students are unaware of the significant differences of the disability related laws between high school and college. While in high school, students are accustomed to teachers, parents and the district carving the student's educational path, whether it is their class schedule, accommodations, academic challenges, etc. Numerous observations took place over the years in which high school students were not prepared for community college in that they lacked essential skills necessary for college success. Since many DRC students were not prepared, many felt overwhelmed, thought they were not "college material" and did not pursue their educational dreams.

In 2018-2019, DRC launched a High School Orientation/Transition Pilot Program which included San Marcos and Mission Hills High School. Students were educated of the specific differences between high school and college; Importance of being a self-advocate for oneself; Plethora of Majors at Palomar; Academic Guidance; How to Apply and to Attend Palomar, DRC Accommodations, ETC.

To further assist in the student's transition, a DRC College Success Day was developed and was implemented one week prior to the fall semester. Besides establishing connections with the new students, Counselors presented guidance on: Tips of Being a New College Student, Class Schedules, Implementation of DRC Accommodations, Palomar College numerous resources, such as, Tutoring, Student Clubs, Writing Centers, Behavioral Health Services, etc. The following year, 2019-2020, saw the expansion to five schools. An outline of the three-pronged DRC Bridge Program Initiative is outlined below.

• DRC Welcome Days (Bridge Program Activity One) in February: Welcome Days featured a campus tour and an interactive welcome presentation by a DRC counselor to neighboring high schools to smooth the transition for students with disabilities from high school to college and are held in Feb. 2019 and Feb. 2020 The first year, 2019, DRC hosted three high schools with 75 students, and in 2020, the DRC expanded to five schools with a total of 111 students.

• Evening Counseling Hours (Bridge Program Activity Two) In April and May: High school students, including those who attended DRC's Welcome Days, are invited to meet with a DRC counselor for a one on one intake to become a registered student with the DRC, develop an ed plan, create an Academic Accommodation Plan (AAP), and discuss accommodations and tips for success. The addition of evening hours saw 25 to 30 more students completing intakes during these two months in 2019 and 2020 than 2018.

• College Success Day (Bridge Program Activity Three) in mid-August: The same high school students who participated in the February Welcome Days are invited to return to campus for DRC's College Success Day held in mind-August, one week before the start of the Fall semester (post-pandemic: the Collee Success Day was converted to accessible pre-recorded presentation that was shared with regional high school partners in Special Education, posted on DRC website, and announced through Palomar email and Instagram). Parents/guardians are invited to attend as well. Participants

2. PAH Events: The DRC hosted "PAH" events where students with deafness or hearing loss could attend, receive registration and financial aid assistance on or shortly after the priority registration date.

3. Expanded Social Media Presence: DRC became live and active on Instagram in 2020 as a

4. Increase in Student Intakes: Intake "season" with incoming high school students remained noticeably busier than previous years, all the way through the summer and a few weeks into the fall semester. Students were certainly hearing about our services, and interested in connecting.

5. Faculty Consultations and Trainings:

• There has been an uptick in faculty consulting with the DRC proactively to learn how to best serve our students in the virtual learning environment.

• DRC has collaborated with the ATRC on PD monthly regarding testing in the virtual environment.

• DRC has a presence on the Distance Education Committee.

• During COVID, DRC has provided training and support to D/HH students and interpreting staff to best utilize the Zoom application used in remote instruction. Supervisor of D/HH Services held many one-on-one training sessions with students and provided instruction on utilizing Zoom features for accessing interpreting/captioning services.

6. Canvas Utilization: An accessible, pre-recorded introduction to the DRC was created for faculty to share in their Canvas courses as a resource or as part of an assignment. Working on more ways to better collaborate with all faculty, and encourage them to utilize the DRC as a resource for supporting their curriculum. In discussions with ATRC and DE Committee to get a DRC "button" in every Canvas class at Palomar, to increase our presence in the virtual learning environment for both students and faculty.

7. Social Engagement Activities:

a. Zoom Hands: "Zoom Hands" is hosted by the D/HH department weekly. This one-hour Zoom session allows signing students to socialize with other students in their preferred mode of communication, ASL. The majority of D/HH students

are not raised in homes where ASL is used regularly. For this reason, D/HH students who communicate using ASL are at a greater risk for social isolation during COVID. The average attendance for these sessions from May through October has been 50% of our student population of D/HH ASL users.

b. Social Connections: Social Connections was created in 2019, as a place where all students, mostly from the DRC, gather once a month, eat pizza and participate in interactive activities. Besides improving their socialization skills, many took risks in a safe environment and actually developed friendships. Students who are on the Autism Spectrum struggle speaking up, answering questions and engaging in conversations. Participating in this Group was a huge step for many of our students. At our last meeting, there were approximately 20 students with various disabilities and many future activities were planned, such as, motivational speakers, Student Presentations which centered around their hobbies, interests as well as meetings to focus on Goal Setting, Risk Taking/Self Esteem, Relationship Development and Career Goals.

8. Technology Loan Program for DHH students to ensure access to remote captioning and interpreting. During COVID-19, the DRC offered technology loans to students and staff (ipads, laptops, HD webcams, hotspots) in an effort to make interpreting services online more accessible/reliable.

Provide an update on 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?

Update on Recent Legislation, Policies, Procedures, Processes, and/or Technology that Have/Will Impact the DRC:

AB 705: Given AB 705, remedial math and english are no longer offered at Palomar College (effective Fall 2019). Approximately, 20% of all DRC students were enrolled in at least one remedial course for the Fall 2018 semester. Approximately, 42% of DRC students approved for academic accommodations requested to utilize these accommodations in their Remedial Math and English courses this same semester. Approximately 400 students, with potential English and/or Math basic skills enrolled in transfer-level English and/or Math courses in Fall 2019. Data is still being gathered and disaggregated to determine the full impact of AB 705 to allow for intentional decision-making and efforts to address DRC students not experiencing transfer-level math and english course success.

COVID-19: Efforts to minimize and mitigate the health and safety impact of this pandemic, all student services and instruction, including DRC services, have shifted to a remote/online environment. Such a shift has seen some DRC students thrive and others battles mental health and other challenges prompted by reduced social interaction experiences, time management deficits, among others. We have seen a sharp decline in enrollment for deaf and hard of hearing students as a result of this shift.

Deaf and Hard of Hearing-Related:

The current educational climate in the Deaf Community greatly effects how prepared D/HH students are when arriving at Palomar College. A large number of D/HH freshman at Palomar College have not been adequately prepared for ENG 100. With the January 2018 passage of AB705, the remedial and support classes which provided essential additional preparation for D/HH students are no longer offered.

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

Board Policies, Procedures, and Processes that Need to Be Updated, Created, or Deleted:

AP 5140: AP 5140 needs to be updated and revised.

Institution-wide Accessibility: There needs to be an accessibility statement and policy for the institution.

Universal Design for Learning (UDL): In order to ensure full accessibility and participation by the rich variety of learners and learning styles at Palomar College, principles of UDL need to be incorporated into the design of all curriculum, work and learning spaces and in the ways we assess learning.

Deaf and Hard of Hearing Specific: Additional support services specific to D/HH students are needed to assist in the transition from high school to college. Palomar D/HH students do not traditionally join workshops or events offered to the general student body. Deaf students will, however, attend events/sessions/workshops specifically tailored for their linguistic needs. As such, the D/HH program can be more successful in reaching out to D/HH students with support services such as tutoring, workshops, and support classes conducted in ASL. Topics of workshops most needed are: CANVAS navigation, study skills, note taking instruction, navigating college resources

English support via tutoring, support classes, referral system to community resources

Incentives and support for uncertified classified staff to earn National Interpreter Certification

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PROGRESS ON GOALS

Review the goals listed on your comprehensive review and sumarize progress you have made on the strategies for implementation. If your unit has experienced challenges implementing the goals, describe those challenges.

Click on "+Add Goal" below for each additional goal.

Goals

Goal 1

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

Choice
In progress

Describe Progress
The DRC launched a High School Bridge Pilot in 2018-19 and expanded efforts in a full Initiative in 2019-20 with five area high schools. The aim is to bolster knowledge, access, and connection to accommodations and services for incoming high school students prior to the start of (each) Fall semester. The three interconnected prongs include: DRC Welcome Days in February, Evening Hours for Intakes in April and May, and College Success Day in August.

Describe Challenges
The movement of all services to the remote envrionment due to COVID-19 has challenges DRC staff and faculty with examining novel ways of reaching neighboring (feeder) high school schools, SPED programs, and students with disabilities in Feb. 2021 through August 2021.

Describe Outcomes (if any)
Pilot: (2018-2019): 3 high schools participated, 75 students total
Year One - Full Launch: 2019-2020: 5 high school participated; 111 students total.
Pre and post assessments detail the impact of the DRC Welcome Days. 25% more high school students completed intakes in April and May 2019 & 2020 than in 2018.

Goal 2

Goal
Increase knowledge of disability laws and mandates within the postsecondary education setting among Palomar College adjunct and full-time instructors.

Choice
In progress

Describe Progress
1. DRC collaborated with ATRC to hold regular (monthly) PD sessions to instruction and guide faculty in how to extend quiz and exam time for students approved for such an accommodations as part of their Academic Accommodation Plan (AAP) and Authorized Accommodation Letter.
2. A DRC adjunct Counselor serves on the DE Committee
3. DRC Director presented at various departmental meetings (Behavioral Sciences, etc.)

Additional DRC-hosted disability and accessibility trainings and owrkshops for adjnct and full-time faculty are needed.

Describe Challenges
The impact of COVID-19 led to an expected shift in addressing the time sensitive student access and navigation needs ushered in by the movement to distance education. Further, the loss of four full-time professionals all within a three-month period (retirements of two faculty and one classified position and one resignation of a classified professional) resulted in an intensive focus on hiring.

Describe Outcomes (if any)
In progress.

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.
Palomar College's VfS five goals include: 1) completion (certificate and degree), 2) transfer (degree completion and four-year innstiution transfer rates), 3) unit accumulation (decrease in average units earned in ccc among those who have completed at leaset 60 units), 4) workforce (job attainment in field of study), and 5) equity (decrease in equity gap among DI student groups).

Palomar College's DRC plays a pivatol role in the instituion's mission and intentional efforts to achieve these outcomes. DRC's counselors provide personal, education, and disability managment counseling to a growing number of qualified students with verified disabilities. This holistic counseling supports students' certificate/degree completion, transfer, and unnecessary course accumulation. Further, DRC's interpreting/captioning services, alternate media services, assistive technology access and training, administration of exams with accommodations, and learning disability assessment all bolster students' access and participation in curriculum, learning, and campus/college programs and activities all of which contribute to course and degree/certificate completion and transfer.

DRC will implement the following to continue to help the college meet these important outcomes: explore additional ways to ease access to and utilization of approved accommodations for qualified students with disabilities and information and support for their instructional faculty. Currently, the DRC is exploring the creation of a "DRC button" in Canvas (to appear in all courses) that would provide information and links to request accommodations, etc. for faculty/students.

Describe any changes to your goals or three-year plan as a result of this annual update.
There are no changes to goals or three-year plan as a result of this annual update, however, some assesment, data collection and analysis timelines have shifted, been extended, due to the unanticipated movement from an onsite to an online presence and service delivery system.

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RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

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) that will impact your unit. 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.

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

PART 1: STAFFING NEEDS

Are you requesting new Classified, CAST, or AA positions?
No

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the Benefits Worksheet **for additional costs related to benefits for the position.**

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?
No

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NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

   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).

   Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY

Will you be requesting any technology (hardware/software) this upcoming year?
Yes

Technology Request

Technology Request 1

What are you requesting?
We are requesting interpreting scheduling software, uSked, to allow for more efficient and effective interpreting scheduling. This software would be used to schedule,book and organize all interpreting requests, incuding district and student requests. This software is used by dozens of colleges/universities to schedule interpreting services.

Provide a detailed description of the techonology item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
uSked Interpreting Scheduling software promotes efficiency in day to day schedling, offers less chance for oversight/human error, provides an ability to run reports, and is accessable via an online portal and/or app. This user-freindly software will allow for more streamlined work flow processes, efficiency of operations, and accuracy and effectiveness. The DRC has trialed several other software solutions in the past; we have not yet found one that offers the capabilities featured in uSked. This software alligns with DRC's goals and SAOs of increasing DRC student utilization of accommodations and services.

Estimated Amount of Request.
$7,500.00

Will you fund the request through your budget or other sources?
Existing Budget

What PRP plan goal/objective does this request align with?
The PRP plan and goal that this software request aligns with is Goal #1: To bolster knowledge, access, and connection to accommodations and services.

What Strategic Plan 2022 Goal:Objective does this request align with?

1:1   1:5   5:1

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)
1

Do you think that your request for technology will require changes to a facility?
No

Note about technology requests:

All technology requests will now go through a review process before prioritization.

- *Your director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
    - *You must complete this checklist and return it to your director no later than 10/30/2020.*
    - *Once the director approves the form and the request, the director will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
    - *The results of the review will be sent to the director with feedback.*
    - *The director will determine whether or not the request moves forward for prioritization and/or implementation.*
        - *Requests for one-time funding will move forward for prioritization.*
        - *Requests that use funding from your department budget may move forward for purchase.*

PART 3: FACILITIES NEEDS

Do you have resource needs that require physical space or modification to physical space?
Yes

Facilities Requests

Facility Request 1

What are you requesting?
DRC is located in a modular building that is over 40 years old and is in tremendous need for repair/renovation/new facility to meet with needs of students and the faculty/staff who serve them.

What discipline PRP plan goal/objective does this request align with?
SP Goal 1: Students

What Strategic Plan 2022 Goal:Objective does this request align with?

1:1	1:2	1:3	1:4
1:5	5:1		

Provide a detailed description of the facilities item or space requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
The DRC is requesting $70,000 to renovate the lobby and individuals counseling/administrative offices to increase access for students and enhance the DRC's ability to fulfill SP Goal 1: Increase student access, progress, and completion, while decreasing equity gaps, and the accompanying five objectives. The lobby needs a better design to welcome students, promote better physical access for students using wheelchairs, and ensure confidentiality of protected disability documents and discussions that must occur. If renovation can't occur, the DRC is seeking a new location/building to inform the 2,000+ students with disabilities of their value on the campus and create easier access to these vital and legally mandated services.

Is there an associated cost with this request?
Yes

Will you fund the request through your budget or other sources?
One Time Request, $70,000

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance)?
We will request the funds through our DSPS budget to see if such renovations would be an allowable expense according to Title 5 and Chancellor's Office funding stipulations. If these building renovation expenses are not approved as an allowable DSPS Allocation expense, other funding sources will be needed.

A renovated DRC, or relocation to a new space/building, will require facilities' investment and attention to ADA compliance.

PART 4: 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 under "Instructional Funding Sources").

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?
No

Reminder: Data does not autosave. Save this content before moving to the next section or closing form.

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

Person/Group/Council who reviewed PRP:
Leslie Salas

Date Reviewed
11/12/2020

FEEDBACK

Strengths and successes of the program/unit as evidenced by the data, analysis, and assessments:
I am impressed to see all the work being done with the high schools bridging students to Palomar College. In addition, I am excited to see the analysis of the data on the PD workshops that the program has been providing to staff and faculty.

Areas of Concern, if any:
How are the PD workshops being measured for learning? The PD sessions are structured and delivered in an interactive format rather than a didactic one allowing faculty to bring their specific questions and scenarios forward for assistance and guidance. A simple post-assessment could be impementated that could produce value for us and can be incorporated in our December 2020 sesson.

Recommendations for improvement:

Enter your email address to receive a copy of the PRP to keep for your records.

I confirm that the Program Review is complete and ready to be submitted.
Yes

Vice President Review

Strengths and successes of of the discipline as evidenced by the data and analysis:
DRC has been a strong student advocate and continually evaluates its services as well as SAOs

Areas of concern, if any:
Agree with Dean Salas

Recommendations for improvement:
The DRC space does need to be evaluated and we will start the discussion in spring.

VP Name:
Vikash Lakhani

Signature Date:
12/15/2020