



2022-23 Non-Instructional Program Review and Planning

2022-2023 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 and strategies necessary to improve the operation of your area. With that in mind, please answer the following questions.

BASIC UNIT INFORMATION

Academic Year

2022-23

Are you completing a Comprehensive or Annual PRP?

Comprehensive

Division Name

Student Services

Department Name

Disability Resource Center (DRC)

Choose your department. If you don't see it, you may add it by typing it in the box.

Program/Unit Name

DRC

Programs/units are listed by division in alphabetical order (FAS, HRS, INSTR, PRES, SS). If you don't see your unit, you may add it by typing it in the box.

Name of Person responsible for the Program/Unit

Shauna Moriarty Bennett, Ed.D.

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

Units need not include each webpage within the main site. However, if your unit oversees multiple areas, please list the sites for each area reviewed in this PRP form.

Click "+Add Webpage URL" to include additional web pages

Webpage URL 1

Unit webpage

<https://www.palomar.edu/drc/>

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

Click on "+Add Participant" below to include additional participants.

Participant	Title
Dan Dryden	Administrative Coordinator
Cynthia Cordova	Testing Coordinator
Denise VanderStoel	DHH Program Supervisor
Kelly Petersen	Assistant, DHH Program Coordinator
Brad Tenney	ASL Staff Interpreter
Elizabeth Cervantes	SSS II
Crystal Velasco	Counselor/Assistive Tech Specialist
Leigh Ann Van Dyke	Learning Disability Specialist/Instructor
Liz Wilke	Adjunct Counselor
Alyssa Vafaei	Adjunct Counselor
Dr. Sabrina Menchaca	Adjunct Counselor
Catrina Gillus	Adjunct Counselor
Shaylah Turk	Adjunct Counselor/Military-Affiliated Student Specialist
Daniel Straub	Counselor
Lori Meyers	Counselor

PROGRAM/UNIT MISSION STATEMENT

What is your Program's/Unit's Mission Statement?

The DRC recognizes disability as an aspect of diversity that is integral to society and to the campus community. The role of the DRC is to assist the campus community in creating more usable and inclusive environments and equitable access to the college experience for qualified students with disabilities through specialized instruction, technology, advocacy, and services. The DRC works collaboratively with students, faculty and staff to create accommodations to remove environmental barriers to access and bolster student retention.

Click here for [How to Create a Mission Statement](#).

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

DRC's mission directly aligns and contributes to Palomar College's Vision and Mission in its focus on promoting and working toward equitable access, inclusion, Universal Design for Learning, and innovative practice aimed at bolstering student with disability participation, completion, sense of belonging, and graduation/program completion.

Link: [Vision, Mission, and Values](#)

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

PROGRAM/UNIT DESCRIPTION

Staffing

In this section, you will identify how many faculty and staff support your program. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the link shown in red below. This form required a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Faculty and Staff Count](#)

Full-Time Staff

Total Number of Full-time Staff

Number of Classified Staff

Number of CAST Staff

Number of Administrators

Part-Time Staff

Total Number of Permanent Part-time Staff

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

FTEF of Part-time Faculty

Number of Full-time Faculty

4.00

Describe additional temporary hourly or contract staff who support this unit and/or department. (Include FWS/District Student Workers/Veteran Student Workers)

The DRC has two short-term hourly staff who assist in the Access Tech Center, two short-term hourly staff who serve as proctors in our Testing Center, and four short-term hourly staff who provide Counselor Support and front office operations. In addition the DRC has a part-time Alternate Media Specialist (hourly).

Have you experienced any changes in staff this past year? If so, please describe how the changes have impacted your operations.

Due to the global endemic and need to maintain the health and safety of all, the DRC has continued to offer many services in a virtual setting along with onsite/in person services. This past year, the DRC hired two additional part-time counselors, including one who specializes in working with military-affiliated students. We also hired a part-time Alternate Media Specialist who oversees the production of alternate media for students.

As part of the PRP cycle, Human Resource Services will provide Organizational Charts for all non-instructional units. Review the following organizational charts to answer the questions below.

- [Finance and Administrative Services](#)
- [Human Resource Services](#)
- [Instructional Services](#)
- [President's Office](#)
- [Student Services](#)

In reviewing your organizational structure, what are the strengths and opportunities this structure brings to the department, division, and College?

DRC is a largely autonomous unit headed by an Educational Administrator, a CAST supervisor over the DHH program, and is situated within the Student Services Division and the Counseling Dept. specifically.

The DRC is a multi-faceted department that provides numerous services to students, as well as faculty and staff. One such service provided includes educational and personal counseling, making it a good fit to report to and fall within the Counseling Department to allow for communication, alignment for students and counseling faculty alike.

The DRC also features learning disability assessment, prescribes curriculum accommodations through the interactive process, provides alternate media for instructional materials, offers assistive technology access and training, coordinates and supplies captioning and interpreting of audio content for deaf and those with hearing loss, and oversees the administration of exams with accommodations. Many of these services directly relate to instruction. The development of the Access & Inclusion Committee that is co-chaired by the Director, DRC and VPI helps address the need for consistent communication and input from/between the DRC and Instruction.

In reviewing the organization structure, are there areas that could be improved if you were structured differently (i.e., efficiencies, communications/collaboration with the College, needs, etc.)?

The DRC is the main entity in the institution tasked with ensuring equitable access to curriculum, co-curriculum, and physical spaces for persons with disabilities and working toward disability justice, the dismantling of systemic ableism, and a movement toward a social political lens of disability. As accessibility and inclusion related to disability permeate all aspects of Palomar College (i.e. curriculum, facilities, student life/experience), a DRC Outreach and Marketing Coordinator is needed. In addition, an accessibility/disability budget line item in all of these functional areas and a seat at all shared governance committees would further support the institution in achieving federal/state compliance and equitable access for persons with disabilities.

Program/Unit Description

Who utilizes your services?

Students with verified disabilities (vision, hearing, cognitive, physical, medical, mental health, among others) utilize DRC Services. In addition, faculty, staff, and administrators interested in disability and equity participate in DRC's education and professional development activities. Lastly, faculty with disabled students in their courses partner with the DRC to ensure equitable access to curriculum and programming as well as instructional materials.

What services does your program/unit provide (describe your program/unit)?

DRC provides the following services and programming:

1. Educational, Personal, and Disability Management Counseling
2. Learning Disability Assessment
3. American Sign Language (ASL) Interpretation
4. Real-time captioning/captioning
5. Alternate Media - assessment, production and training
6. Assistive Technology - evaluation, assistive tech tools/software, training
7. Testing Center - administration of in person and remote exams/quizzes with accommodations
8. High School to College Transition Program - Feb through August each year)
9. Faculty consultant work - professional development and training
10. Disability Awareness, Education, and Pride Professional Development
11. Reasonable accommodations and auxiliary aids to qualified students with disabilities
12. Specialized classes and instruction, including workshops
13. Registration support, including priority reg for students

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PROGRAM/UNIT ASSESSMENT

SERVICE AREA OUTCOME 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 uses Nuventive Improve 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 doing the following:

- 1) Login to Nuventive Improve through the Palomar College [Single Sign-on](#).
- 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 method and/or assessment results, if appropriate.

NEED HELP?

Nuventive Improve:

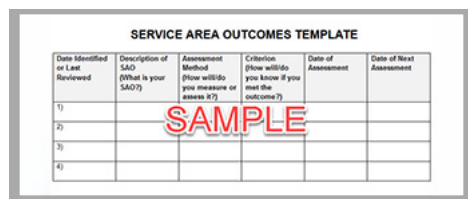
- 1) If you need help with anything Nuventive Improve related such as login, unit identification, entering SAO info, contact Marti Snyder at msnyder2@palomar.edu.
- 2) Check out this video on how to enter SAOs in Nuventive Improve: <https://youtu.be/b1sRa68wm4c>

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](#)



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

Are all of your unit's SAOs and assessment plans UPDATED and ENTERED in Nuventive Improve?
☒ Yes ☐ No

SAOs SUMMARIES AND REFLECTIONS

Each of your program/unit SAOs should be assessed at least once every three years. For each SAO in Nuventive Improve/ summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments.

SAOs

Click "+Add SAO" below to include additional requests.

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/welcome and first week of classes)

Assessment Status

☒ Assessed ☐ Not assessed

SAO Summary and Reflection

Number of students who RSVP'd to each DRC event:

- a. Welcome Days - 78 students
- b. Virtual College Success Day - 46 students
- c. Graduation Ceremony - 27 students

Total number of welcome (intake) appts from April, May, and June 2022 due to the expanded evening hours for new/incoming students for Fall:

- a. April 2022- 62 students
- b. May 2022- 75 students
- c. June 2022- 78 students

SAO 2

SAO Title

Increased utilization of approved academic accommodations.

Assessment Status

☒ Assessed ☐ Not assessed

SAO Summary and Reflection

Number of DRC students who took a test with the DRC last year (July 1, 2021 through June 30, 2022)

- a. Fall 2021- 26 students
- b. Spring 2022- 61 students

Number of tests proctored by the DRC last year (July 1, 2021 through June 30, 2022)

- a. Fall 2021- 163 exam appointments
- b. Spring 2022- 192 exam appointments

Number of students requesting Accommodation Letters last year?

- a. 996 Accommodation Letters Generated

OTHER ASSESSMENT DATA

Quantitative Data

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

Measures, Descriptions, and Annual Values

Must have at least two measures. Copy and Paste from previous PRPs or include any new measures developed this year. The default years for the values to be entered are listed in the table heading. If you chose to use data from different years, please list those years in the first row of the table and proceed to enter your measures, values, and definition /description of measure in in rows two and beyond.

Measure 1

Name of Measure

Description of Measure

Year

ex: 2017-18

Year

ex: 2018-19

Year

ex: 2019-20

Year

ex: 2020-21

Value

Value

Value

Value

List values for years listed immediately above. Select "+ Add Measure" below to insert all measures, values, and descriptions.

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

The pandemic saw a decline in students participating in the DRC, a required movement/shift from in person to remote services, an increase in college participation for some disabled students to the expanded online offerings, expressed feelings of lack of interaction/social connection.

Please explain.

Qualitative Data

Describe any qualitative measures you use and summarize the results.

n/a

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

n/a

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

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!

21-22 DRC Achievements:

Access & Equity Hour:

- As of 10/28/22: 145 unique users overall
- Luis Guerrero, Mathematics Professor & PD Coordinator: It has provided a platform to be informed and infused with multiple practices and guidance's that goes beyond mere compliance. Many of the student panels have been invaluable to humanize the experience and make more tangible how the accessibility is just the beginning and we need to move to access and social justice aspects that our DRC student face. Both the work of the access & Equity hour and all other speakers, films and events have raised awareness and continued commitment from the larger Palomar community that the work is ongoing and that we need to serve our students better. Keep up the great work.
- Tina-Marie Parker, ESL Professor: I have been able to attend only a few of the Access and Equity Hour workshops, but they have made me to be more cognizant of equitable practices in my teaching and materials. They have also given me the language to confidently speak about this with colleagues, to ensure that my department is doing everything we can to make our content accessible. And, despite only attending a few workshops, the weekly email reminders that these workshops happen help keep accessibility front-of-mind. When I'm tired and stressed and consider posting a short video to my class Canvas page without editing the subtitles, the DRC's consistent presence acts as a reminder to me as to why this is important, why it matters - and then I take a breath and edit. I also had a giddy realization when a student this semester disclosed their learning disability to me. I encouraged them to contact the DRC, but this student didn't seem eager to do that. Yet, when I thought about the possible accommodations that this student might need, I realized that many of these were already built into my class (accepting all late work, accepting all revisions, recording portions of my in-person class with the Hyflex equipment and posting to Canvas, having students take collaborative notes that are available on Canvas later, and some more). I also took the DRC's advice to simply ask the student what they need and to trust the student to know the answer. And, they do! I don't have to keep pestering the student about going to the DRC, and I don't need to guess how I can help them when they don't go - they can just tell me. It's so simple, yet the fact that this idea was novel to me made me realize (some of) my own biases.
- Barbara Springer-Hammons, Child Development Professor: Dear Alyssa, once again I feel compelled to write to complement you on your outstanding DRC Access and Equity Hour. I have been attending your presentations pretty much since you started them in May 2021. I continue to be impressed by the variety of topics presented and the level of enthusiasm and effort you put into creating well researched and relevant content that is so important to the success of our students here at Palomar. I consider your Equity hour the highlight of my week. I learn important information each time I attend. The content of your Equity hour varies from week to week, with the content presented relevant and important to all employees of Palomar College, from the President down and through them to our students. My only complaint is that the Access and Equity cannot be mandated. Again, I thank you for enriching my knowledge which in turns enriches my students.
- Marjan Vena, Speech Communication Professor: I have gained insight and valuable information from attending Access and Equity Hour @ the DRC. More specifically, the session on Intersectionality of LGBTQ & Disability was very useful as it provided information that is very useful when interacting with

PROGRAM/UNIT EVALUATION AND THREE-YEAR PLANNING

Program Evaluation and Planning is completed in two steps.

First, you will complete an overall evaluation of your unit drawing from your unit assessment data.

Second, working from that evaluation, you will establish your goals for the upcoming three years.

Section 1: Overall Evaluation of Program

Reflect on your 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 them 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!

OVERALL EVALUATION OF PROGRAM

Discuss your Program's/Unit's Strengths, Opportunities, Aspirations, and Results (SOAR) and summarize your discussion below.

Strengths:

Personnel: passionate, dedicated, knowledgeable

Opportunities:

Access & Inclusion Cmte; Access & Equity Hour; Openness for More Training and Professional Development; Disabled Students Voices: Greater campus/personnel knowledge and commitment to disability laws and justice through the purchase of accessible textbooks and software, UDL implementation, more usable and inclusive buildings, restrooms, outdoor spaces, and more intentionality in event planning.

Aspirations:

Movement away from a medical model of disability to a social political model that centers disability in the forefront and applies a disability justice and equity lens to curriculum, co-curriculum and event design so all learners feel seen, included, and can participate fully to achieve their goals.

Results:

Increased retention and persistence for students with disabilities and greater reports among students of feeling supported among the campus community around their approved accommodation requests. A campus that has flexibility in its operations, affirming the variety of learners, learning styles, demonstrating knowledge, and ways of navigating and accessing curriculum and physical spaces.

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

PROGRESS ON PRIOR PRP GOALS

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

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

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Click "+Add Goal" below to include additional goals.

Goal 1

Brief Description

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

Select "+ Add Item" to include additional measures.

Choice

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

Goal 2

Brief Description

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

Select "+ Add Item" to include additional measures.

Choice

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

ESTABLISH GOALS AND STRATEGIES FOR THE NEXT THREE YEARS

In the previous sections of this PRP, 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.

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

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

Click "+Add Goal" below to include additional goals.

Goal 1

Description

Identify the curriculum, curriculum support, and co-curricular needs of our current DRC students and disabled students in the community.

How will you complete this goal? Include strategies and a timeline for implementation.

How: Community Needs Assessment – Talk with professionals, students and parents in the community in collaboration with Non-Credit Dept.

Meet with IRP. Survey and focus groups of existing DRC students AND incoming for Fall 2023. Ask:

- a. Classes of Interest
- b. Areas of Academic Need
- c. Areas of Social/Interaction Need
- d. Noncredit or Credit Preferences
- e. Identify what is happening now re: support classes. What is working? What is not working?
- f. Examine best practices at other colleges
- g. Idea: support classes taught by DSPS – disability studies lens. City College. Tucker and Taylor (ATC Coordinator).
- i. Tutor Training specific to disability
- ii. Disability Cultural Centers
- iii. Low-hanging fruit- classes for SWD

Hire part-time researcher and/or outreach specialist – use carryover funds

Outcome(s) expected (qualitative/quantitative)

Creation of one or more non-credit courses for students/adults with disabilities seeking these courses in the community/transition programs and curriculum to bolster english/math/career prep/college course completion for students seeking certificate/degree attainment.

How does this goal align with your department mission statement, the College's Strategic Plan, and /or Guided Pathways?

This goal aligns with Goal #5, Equity, to cultivate opportunities for greater access to knowledge and skills and the narrowing of educational gaps to promote heightened job attainment and degree completion.

Expected goal completion date

6/30/2025

How do your goals align with the College's values of equity and inclusion?

These three goals directly support the College's values of equity and inclusion through a focus on high school to college bridge and transition, institutional commitment to federal and state disability laws and civil rights, and an expansion of courses/curriculum designed to open doors to access, skill building and job opportunity.

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.

Link: [Strategic Plan 2022](#)

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

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: 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.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

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.

Are you requesting new Classified, CAST, or AA positions?

☒ Yes ☐ No

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

Outreach & Marketing Coordinator

Is the position request for AA, CAST, or Classified staff?

Classified

Is this request for a full-time or part-time position?

☒ Full Time ☐ Part Time

☐

How does the position fill a critical need for current, future, or critical operations? (e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability.)

The position will allow for increased outreach, education and marketing of disability services, disability justice, stigma reduction, and community awareness, disability allyship and support.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?

Yes, reorganization. This position will relieve some of the workload burden that falls on existing classified, faculty, and administrators and will extend the scope and breadth of outreach and education needed.

Is there funding that can help support the position outside of general funds?

☐ Yes ☒ No

Describe how this position helps implement or support your three-year PRP plan.

Yes, this position will help achieve all three goals.

Strategic Plan 2022 Objective

- | | | | |
|------------------------------|---|------------------------------|------------------------------|
| <input type="checkbox"/> 1:1 | <input type="checkbox"/> 1:2 | <input type="checkbox"/> 1:3 | <input type="checkbox"/> 1:4 |
| <input type="checkbox"/> 1:5 | <input type="checkbox"/> 2:1 | <input type="checkbox"/> 2:2 | <input type="checkbox"/> 2:3 |
| <input type="checkbox"/> 2:4 | <input type="checkbox"/> 3:1 | <input type="checkbox"/> 3:2 | <input type="checkbox"/> 3:3 |
| <input type="checkbox"/> 3:4 | <input type="checkbox"/> 3:5 | <input type="checkbox"/> 4:1 | <input type="checkbox"/> 4:2 |
| <input type="checkbox"/> 4:3 | <input checked="" type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College [Strategic Plan 2022](#)

If the position is not moved forward for prioritization, how will you address this need?

The amount of outreach/marketing will remain the same and the concern that students and faculty are not being introduced to the DRC and connected to services/accommodations/training/ advocacy, etc. will continue to climb.

Staff, CAST, AA request 2

Title of position

Short-term hourly staff or student employee to support DRC's DHH Program

Is the position request for AA, CAST, or Classified staff?

Unknown

Is this request for a full-time or part-time position?

☐ Full Time ☒ Part Time

☐

How does the position fill a critical need for current, future, or critical operations? (e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability.)

The part-time DHH support staff will perform the following critical functions:

1. Classroom initial set up and support for remote interpreting/CART accommodations
2. Video editing for full access/inclusion (creating caption tracks, editing captions, placing interpreter PIP, etc.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?

Use of technology to meet effective communication needs

Is there funding that can help support the position outside of general funds?

☐ Yes ☒ No

Describe how this position helps implement or support your three-year PRP plan.

This position helps the DRC and institution fulfill accommodation needs.

Strategic Plan 2022 Objective

- | | | | |
|------------------------------|---|------------------------------|------------------------------|
| <input type="checkbox"/> 1:1 | <input type="checkbox"/> 1:2 | <input type="checkbox"/> 1:3 | <input type="checkbox"/> 1:4 |
| <input type="checkbox"/> 1:5 | <input type="checkbox"/> 2:1 | <input type="checkbox"/> 2:2 | <input type="checkbox"/> 2:3 |
| <input type="checkbox"/> 2:4 | <input type="checkbox"/> 3:1 | <input type="checkbox"/> 3:2 | <input type="checkbox"/> 3:3 |
| <input type="checkbox"/> 3:4 | <input type="checkbox"/> 3:5 | <input type="checkbox"/> 4:1 | <input type="checkbox"/> 4:2 |
| <input type="checkbox"/> 4:3 | <input checked="" type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College [Strategic Plan 2022](#)

If the position is not moved forward for prioritization, how will you address this need?

Alternatives to be explored.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2019, 2020, 2021. 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?

☐ Yes ☐ No

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PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are **STRONGLY** encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

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

☒ Yes ☐ No

Technology Request

Click "+Add Technology Request" below to include additional requests.

Technology Request 1

What are you requesting?

1. Approximately 6-8 omnidirectional microphones are needed to meet the growing need of remote services. In the post-COVID era, it has become increasingly difficult to find service providers willing/able to interpret and caption all in-person requests on-site. Lapel microphones currently in use do not serve all class needs. To achieve an equitable experience for the student, powerful omnidirectional microphones are required.

2. Approximately 6 laptops to loan to students who access remote interpreting/captioning services. To see an ASL interpreting team clearly, a laptop is required. Students will likely utilize their personal laptop for coursework during class. Additional laptop is required to receive remote accommodation services.

Is this a request to replace technology or is it a request for new technology?

New Technology

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Microphones: In the post-COVID era, it has become increasingly difficult to find service providers willing/able to interpret and caption all in-person requests on-site. Lapel microphones currently in use do not serve all class needs. To achieve an equitable experience for the student, powerful omnidirectional microphones are required.

Laptops: To see an ASL interpreting team clearly, a laptop is required. Students will likely utilize their personal laptop for coursework during class. Additional laptop is required to receive remote accommodation services.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Deaf Students and Students with Hearing Loss

c. What are the expected outcomes or impacts of implementation?

Great access

d. Timeline of implementation

Implemented upon receipt; training plan not needed

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licences, support, maintenance, etc.).

\$15,300

Do you already have a budget for this request?

Yes

What PRP plan goal/objective does this request align with?

Goal one and Goal two

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

- | | | | |
|------------------------------|---|------------------------------|------------------------------|
| <input type="checkbox"/> 1:1 | <input type="checkbox"/> 1:2 | <input type="checkbox"/> 1:3 | <input type="checkbox"/> 1:4 |
| <input type="checkbox"/> 1:5 | <input type="checkbox"/> 2:1 | <input type="checkbox"/> 2:2 | <input type="checkbox"/> 2:3 |
| <input type="checkbox"/> 2:4 | <input type="checkbox"/> 3:1 | <input type="checkbox"/> 3:2 | <input type="checkbox"/> 3:3 |
| <input type="checkbox"/> 3:4 | <input type="checkbox"/> 3:5 | <input type="checkbox"/> 4:1 | <input type="checkbox"/> 4:2 |
| <input type="checkbox"/> 4:3 | <input checked="" type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Click here to access [Strategic Plan 2022](#)

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

1

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?

none- DSPS Budget Allocation

Will you accept partial funding?

☒ Yes ☐ No

PART 4: FACILITIES REQUESTS

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

☐ Yes ☒ No

Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

PART 5: OTHER 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?

☐ Yes ☒ No

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

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

smoriarty@palomar.edu

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Page 5 will show for reviewers (VP and/or Planning Councils) upon submission of the 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 Immediate Supervisor.

Immediate supervisor who reviewed PRP:

Leslie Salas

Sign Date

12/15/2022

If you are both the immediate supervisor and the VP for this area, please skip to the Vice President (or President) Review below.

FEEDBACK

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

The department continues to make great strides in DEIAA for students and the college

Areas of Concern, if any:

Access for students and continued professional development of faculty serving DRC students

Recommendations for improvement:

n/a

Vice President (or President) Review

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

Strengths include the staff supporting the DRC and the proposed paradigm shift away from a medical model of disability to and social-political model that empowers students and provides more opportunities for inclusion.

Areas of concern, if any:

Campus access may be a concern moving forward and if not already conducted, a review of the San Marcos Campus, and centers should be occur with regard to accessibility.

Recommendations for improvement:

N/A

VP Name:

Brian Ellison

Signature Date:

1/27/2023