

2009-2010 Instructional Program Review and Planning Supplemental Form

Please complete this form for each priority you identified in the 2008-2009 progress report (review these at <http://www.palomar.edu/irp/IPRPSupplementalReport.htm>). Please list at the end of this form the faculty and staff who participate in this report. Forward (1) a hard copy to Instructional Services and (2) email a Microsoft Word copy to jdecker@palomar.edu no later than 3/05/2010.

Department Behavioral Sciences	Department Priority # 1	<input type="checkbox"/> No funding/resources are being requested
Program/Discipline: AODS		Program/Discipline Priority # FOR 2010-2011: 1

To establish a priority, use the current Program Review and Planning (PRP) document submitted Spring 2009 (posted at <http://www.palomar.edu/irp/IPRPSupplementalReport.htm>) for this program or discipline. Identify from Box #2 in the PRP a priority for the upcoming academic year or develop a priority based on the data analysis discussed in Box #2.

***2. Data Analysis (restate or summarize the data analysis from the PRP):**
 This is the first year that the AODS program will submit a PRP document. During 2009-10 program improvement issues for the AODS program included the following areas. 1) Improving the internship placement process and experience. The process for attaining an internship needs to be clarified in an updated program manual. AODS internship site supervisors (employers) need to learn more about Palomar College AODS program and discuss internship requirements, forms, evaluation procedures and discuss concerns and problem areas for student placements. This activity will directly impact core indicator: employment. These partnerships will assist students to attain quality field placements and increase their readiness for employment; 2) Curriculum must be updated with student learning outcomes, which address core indicators: skill attainment, persistence and employment. Update curriculum to new (CAADE) certification standards and create student-learning outcomes in alignment with industry needs. Train AODS faculty in the SLO assessment process; 3) A full time faculty member was hired to coordinate the program in 2008-09. The coordinator needs to conduct program review and survey students each semester, and compile results. One of the important issues is to maintain a database tracking and evaluation system for AODS students and their internship placements, hours completed, evaluation ratings, course completions, eligibility for AODS certifying exams, and educational planning for completion of AODS Certificate and/or AA. Data would allow program coordinator to provide educational planning support to enrolled students; 4) Students require assistance to prepare for their AODS certification including developing a portfolio, gaining field placement experience and passing a comprehensive written exam. The AODS program needs to provide exam preparation manuals and test samples for library reference. Students need to pass a certifying exam to work in the substance abuse field. The activities above address core indicator: employment; 5) Provide mentoring, support and early alert service to students enrolled in field placement and foundation AODS courses (a model adopted from the AODS program at City College of San Francisco). A substantial number of students enter the AODS program struggling with poor academic skills and economic barriers such as not owning a computer. Over 60% of the AODS students report that they are in recovery from alcohol or other drug addiction. About 15% of AODS students report being on medication for psychiatric disorders (Ex. bipolar and major depression). AODS students need special support and mentoring to persist in college, gain college success skills, maintain their personal recovery program, and become ready for employment.

***3.a/b. Describe your goal (priority) based on data analysis from the PRP:**
AODS program priorities: Provide faculty training (SLOAC's), improve internship placement process, maintain AODS program accreditation and certification standards, Prepare students for certification process and exam, provide support to AODS students to complete and persist in the program.

Resources requested: Identify all the resources you are requesting to support the implementation of this priority. These resources would be additional funding needed beyond what is already provided to the discipline through the base resource allocation process.	Describe the resource(s) requested	Cite page(s) that provide rationale for this priority request	Estimated Amount of Funding Requested	New, one-time funding	New, on-going funding
*4.a. Equipment – Per unit cost is ≥\$500 (microscopes, table saw, etc.)					
*4.a. Technology (computers, data projectors, document readers, etc.)					

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*4.b. Budget for 4000s - Per unit cost is ≤\$500 (supplies)					
*4.b. Budget for 5000s – Printing, maintenance agreements, software license, accreditation fees, etc.	1 AODS Faculty Training \$600; 2 CAADE and CAADAC Conferences \$1,200; 3 Certification Exam Preparation Workshop \$750; 4 Guest Speaker Stipends \$800; 5 AODS Program Printing and Postage \$650; Other: AODS Student Mentors \$5,000.		\$9,000		X
*4.c. Facilities					
*4.d. Faculty position					
*4.e. Classified staff position (contract)					
*4.e. Classified staff position (hourly)					
			TOTAL 9,000		

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How will you evaluate whether or not you have met your goal/priority with the requested resources?

AODS Faculty Workshop - SLO's Assessment Cycles. All AODS courses will be evaluated by the program coordinator, meeting with individual faculty teaching the courses to ensure that student learning outcomes, which address core indicators: skill attainment, persistence and employment are in place. Program coordinator will update curriculum to new (CAADE) certification standards and create student-learning outcomes in alignment with industry needs. In addition, assessments and assessment cycles will be defined and discussed at the annual AODS Faculty Meeting in August. Evaluation of the SLO Assessment process will take place during that meeting.

CAADAC and CAADE Conference - The AODS program coordinator will attend two professional conferences to keep current with industry standards and certification issues: CAADAC conference (October) and CAADE (April). The goal priority with this request is to maintain Palomar College's program accreditation with CAADE.

Certification Exam Preparation Workshop - Students require assistance to prepare for their AODS certification including developing a portfolio, gaining field placement experience and passing a comprehensive written exam. The AODS program will provide students with an exam preparation manual and test samples for library reference, in addition to an extensive exam prep workshop. The certification exam prep workshop will be evaluated by the pass rate of Palomar College AODS students who took the certification exam during the current year (exams are given in June and December). In addition, the workshop will be evaluated using a survey asking students who attended the prep workshop about their confidence and readiness to take the certification exam. Students need to pass a certifying exam to work in the substance abuse field. The activities above address core indicator: employment.

Guest Speaker Stipends - Guest speakers from local alcohol and drug treatment facilities will come to Palomar College to meet with faculty and students. The presenters will discuss the process for attaining an internship will be clarified and the program coordinator will use this information in the updated AODS Program Manual. The program coordinator will survey AODS internship site supervisors (employers) to evaluate the needs of internship site supervisors and their understanding of the Palomar College AODS program and internship requirements, forms, evaluation procedures and concerns and problem areas for student placements. This activity will directly impact core indicator: employment. These partnerships will assist students to attain quality field placements and increase their readiness for employment.

3) A full time faculty member was hired to coordinate the program in 2008-09. The coordinator needs to conduct program review and survey students each semester, and compile results. One of the important issues is to maintain a database tracking and evaluation system for AODS students and their internship placements, hours completed, evaluation ratings, course completions, eligibility for AODS certifying exams, and educational planning for completion of AODS Certificate and/or AA. Data would allow program coordinator to provide educational planning support to enrolled students.

AODS Program Printing and Postage - The AODS program offers services to meet program goals that require printing and postage: monthly orientation sessions to new and prospective students, AODS certification exam workshops, faculty and advisory board meetings, AODS program brochures, internship placement and evaluation forms, and letters to faculty, advisory board, students and employers. While this item is covered in other program area, it will be evaluated by tracking attendance at AODS workshops.

AODS Student Mentors - The Palomar College AODS program has over 250 students in the program and some of the courses have 45-50 enrolled (Spring 2010). A substantial number of students enter the AODS program struggling with poor academic skills and economic barriers such as not owning a computer. AODS Student Mentors will provide mentoring, support and an early alert service to students enrolled in field placement and foundation AODS courses. The program will be evaluated by using a retention study to see how many students in each AODS class (8th week – 16th week) complete the course with a passing grade (C or better). This study will be conducted during the Spring 2010. In addition, AODS faculty will be surveyed to evaluate the effectiveness of the AODS student mentor program.

What evidence will you provide to reflect the impact these resources had on student learning?

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A student retention study will be conducted for the AODS courses taught during Spring 2010. The study will evaluate how many students in each AODS class (8th week – 16th week) complete the course with a passing grade (C or better). In addition, AODS faculty will be surveyed to evaluate the effectiveness of the AODS student mentor program. Student Evaluation forms for all students who complete a field placement course (AODS 140, 298 and 299) will be collected, reviewed and evaluated to assess student learning. Instructors will compile results showing how many students attain a satisfactory rating on the evaluation form. Students in field placement courses will compile a professional portfolio at the end of the semester. During a designated class meeting, students will bring their completed portfolio organized in a three-hole punch notebook to class for review. Instructors will compile results of how many students attain a satisfactory score on the portfolio review. Students in field placement courses will be given a self-evaluation reflection log assignment to complete during the 12th week of the semester. Instructors will compile results of how many students attain a satisfactory score on the reflection log assignment. AODS faculty will meet in August 2010 to review, discuss and analyze assessment results from their Spring 2010 course(s). Using the results and analysis faculty will determine what changes, if any, will be made to the SLO assessment and design or to instruction.

<p>*5. Strategic Plan goal or objective addressed by this priority: http://www.palomar.edu/strategicplanning/Strategic%20Plan%202009/Strategic%20Plan%202009_book%20as%20printed.pdf</p>	<p>Course(s) & SLO(s) addressed by this priority: http://www.curricunet.com/Palomar/</p>	<p>Program(s) and SLO(s) addressed by this priority (program is defined as a certificate, degree, or discipline): http://www.curricunet.com/Palomar/</p> <p>AODS program priorities: Provide faculty training (SLOAC's), improve internship placement process, maintain AODS program accreditation and certification standards, Prepare students for certification process and exam, provide support to AODS students to complete and persist in the program.</p>
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6. Reflect on the progress your discipline and/or department is making on defining, implementing, and assessing course, program, GE/Institutional level SLOs. What have been the benefits and what have been the challenges?
 Improving the internship placement process was addressed as a top priority during 2009-10. The field placement process requires additional support and ongoing collaboration between Palomar College faculty and employers. During 2008-10 the program coordinator has conducted site visits to over 50 internship placement sites meeting with agency representatives and sites supervisors. During October 2009 the AODS program hosted a Site Supervisor Meeting and invited various agencies in North County. The AODS Advisory Board met in October 2009 and defined a revised the placement form contract adopted during Spring 2010. Curriculum was updated with student learning outcomes by meeting with the AODS faculty during the 2008-09 and 2009-10. In 2009-10 AODS faculty defined SLO's for all courses and defined the assessment process for the student learning outcomes defined in each of the courses taught. In 2008-09 the AODS coordinator conducted a program review and survey students and faculty and compiled results. A database was maintained of all students completing field placement courses. Additional data collection and ongoing program review is being conducted in 2009-10. The AODS program provided a written exam prep workshop with Dr. Herdman in November 2008 with 60 students in attendance and in November 2009 with 75 students in attendance. Mock exams were provided and review materials were provided to students. Results indicate Palomar College AODS students had a 90% pass rate during the December 2008 and March 2009 exam. Ongoing support for this issue is needed. Test results from

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the June and December 2009 are not yet compiled. A mentoring, support and early alert service was designed and a program in place for 2009-10. Currently three students are being paid as AODS Student Mentors with two additional students serving as mentors in a volunteer capacity. The program will be evaluated by students and staff and a retention study will be conducted during Spring 2010 to measure the effectiveness of the program. The challenges - The barriers encountered include 1) maintaining a database of student information requires much data entry and the AODS program coordinator has no clerical support. 2) Coordinating with the 50 + alcohol and drug treatment facilities in North San Diego county requires extensive planning, driving and scheduling to maintain contacts. Again, with only one full time faculty member the organizational task is difficult and requires much scheduling time with no clerical support to assist. 3) It is difficult to arrange for meetings of AODS faculty to discuss student learning outcomes, curriculum updates and professional development sharing. The faculty work full time during the day and teach in the evening. Scheduling and arranging meetings must be done with much advanced planning.

Individuals completing this Program Review and Planning Supplemental document:

Name(s):	Signatures:	Date:
Maria Miller		

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