Status: **Reviewed**

Entry #:   197

Date Submitted: 9/14/2020 1:29 PM

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

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

BASIC PROGRAM INFORMATION

Academic Year
2020-2021

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Disability Resource Center

Discipline Name
Disability Resource (DR)

Department Chair Name
Shauna Moriarty, Ed.D.

Division Name
Student Services

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

Discipline Mission statement
The Disability Resource Center (DRC) is a department within the division of Student Services which offers specialized instruction and services to students with various documented disabilities as mandated by the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and their respective revisions. These disabilities include physical, visual, auditory, communication, learning and psychological disabilities which might impose an educational limitation within the college environment. Faculty and Staff are committed to ensuring access to all facets of the college and to providing accommodations and services to promote student success within college programs.

(click here for information on how to create a mission statement)

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

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

Please list the names and positions of everyone who helped to complete this document.
Leigh Ann Van Dyke, LD Specialist/Instructor; Shauna Moriarty, Director

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: Permanent Employees Staff Count

Full-time Faculty (total number of FT faculty in your discipline)
3

Full-time Faculty (FTEF)   **Part-time faculty (FTEF)**
3   4

Classified and other permanent staff positions that support this discipline
Dan Dryden; Cynthia Cordova; SSP II - Front Office (vacant); Denise VanderStoel (CAST); Alternate Media Specialist; Brad Tenney; Kelly Pertersent

Additional hourly staff that support this discipline and/or department
Two front office/counseling support short-term hourly professionals and 24 hourly interpreting professionals.

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

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

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

How do they align with employer and transfer expectations?
n/a

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?
n/a

How have these factors presented challenges for your program(s)?
n/a

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

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

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

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

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

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?
70.0%

Why did you choose this standard?
The standard for our DR 15 course is 70% of the students will demonstrate marked improvement in grammar and writing skills (pass rate). Although, we have consistently been over the 70% standard. The dynamics of the DR 15 class are unique. We have around 16 students with disabilities. We also have students with many learning challenges, and many of these students have Intellectual Disabilities or Learning Disabilities. In this class, grammar and college writing can be challenging for these students.

The standard for our DRC Counseling 110 course is 70% will demonstrate marked improvement in time-management, study skills, procrastination, and student success. We have a smaller classroom size, so we can give extra attention and instruction to learning disabled, students with various disabilities', and students with learning challenges. Many of these students are entering this course with very poor study habits, unaware of study strategies, and many are not successful students.

What is your stretch goal for course success rates?
80.0%

How did you decide upon the goal?
DR 15: This is an attainable goal with the smaller classroom size and an embedded tutor. Based on past DR 15 class statistics, we are consistently able to stay above our standard success rate with more individualized attention. Again, I believe this has been attainable because the embedded tutor is able to work one on one with some of the students that have a difficult time processing the information. We also have a pre and post assessment that gives us an idea of the students' grammar level coming into and leaving DR 15.

Our current stretch criterion is 80% of the students will demonstrate marked improvement in grammar skills, and a 30% increase in test scores. Again, there are students that have a difficult time processing information. I found that these students, particularity Intellectual Disability students, may not be able to grasp some of the information being presented in class. I have these students work one on one with an embedded tutor and this has helped tremendously.

COUN 110: This is an attainable goal with the smaller classroom size and availability to the instructor during class and during an office hour (1 hours) before each class. Based on past DRC course statistics, we are consistently able to stay above our standard success rate with more individualized attention. Also, as a Learning Disability Specialist, I am aware of different learning disabilities, processing speeds, memory issues, learning styles, and challenges some of these students may face. This class will meet all learning styles; visual, auditory, and hands-on learning styles. I teach with visual tools, short/ chunked out auditory lectures, and hands on activities or handouts in every class. We also participate in active reading and repeating course information for any student with working memory or memory issues. The learning strategies taught are also vital to the students to increase college success.

Our current stretch criterion is 80% of the students will demonstrate marked improvement in time-management, study skills, procrastination, and student success. In this class, we participate in active reading and learning. The students have to actively read their text by taking a (at-home) quiz on each chapter. This at-home quiz has them read important information in the text to answer the questions on the exam. The active learning is done through group work, activities in class, and assignments done together in class with the instructor.

COURSE LEARNING OUTCOMES

How have you improved course-level assessment methods since the last PRP?
DR 15: We have improved our study guides for each grammar section before a quiz or mid-term. These study guides help the students' break down the information they have just learned. It also helps determine who needs tutoring and a time to answer students' questions before a quiz or test. We have also improved many of our quizzes and mid-terms with new questions.

COUN 110: This is our first PRP in Counseling 110. I have created, with the help of the Cengage publisher representatives, nine (at-home) quizzes for each chapter and learning strategies. These assessments were created to increase active reading, comprehension and active learning. Then, this information is repeated in class through lecture, PowerPoints and activities/handouts to help with working memory and long-term retrieval. There are also study guides created before the mid-term to help review and continue to rehearse the information learned in class. There is a high pass rate on the take home quizzes and the mid-term.

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

Current Statistics:
The 2019/2020 academic year results from pre- to post test:
This academic year we only offered one DR 15 each semester; we have added the edition of Counseling 110 to help our students with college success and learning strategies. The average score in the pretests were 18/68; slightly lower than last year. We were also dealing with Co-Vid 19 and we had a few students drop the course. I also had many students with Intellectual Disabilities who had a difficult time grasping the grammar concepts. The post-test had the exact same questions woven throughout the exam, and the class average on the post test was 48/68. The 2019/2020 year provided more than a 30 % increase. Between pre and post-tests. In total, 26 out of the 31 students passed the course, and most, who passed the course, were well above the stretch score of 80%. There was an increase in students that struggled to grasp basic concepts and were unable to reach 70% to pass the course, but the majority of the class did very well and we were able to reach our stretch goal.

The 2018/2019 academic year results from pre- to post-test: The average score in the pre-tests were 22/68; slightly higher than last year. The post-test had the exact question woven through the exam, and the class average on the post-test was 53/68 post-test scores. The 2018/2019 year provided a 42% increase from pre to post-tests. 21 out of the 26 students passed the class with a percentage score of well over 70%. Most of the students were over 80% percentage score. A few of those students received a no pass due to attendance issues (not turning in assignments). The standard success rate and the stretch goal was still attained.

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

In Fall of 2018, I had an increase number of students with Intellectual Disabilities. The pre- test average was 19/68. The post-test average was 52/68. There was a 33% increase from pre-post-test, and 16 out of 20 students passed the class (80%). So, the standard success rate and the stretch goal was still attained.

I have found that the majority of the Counseling 110 students referred to our DRC course are struggling academically and/or applying successful college success skills. This course curriculum is important to their motivation, value of their education, vital study strategies' and tools, and create Creator mindsets. This can greatly change the lives for many students. So, I find that the students that pass the majority of quizzes, participate in our Life Plan Project, and pass the class with an A or B have successfully grasped the information and have made changes to their mindset, study habits, time-management systems, strategies, and are empowered for change.

The at-home assessments are a great tool to gage if the student is using their active reading and learning to find the answers and then comprehend the information to answer critical thinking questions that are on every quiz. At this time, we had a total of 33 students in the Fall 2019-Spring 2020 semester. There were 20 students who received an A. There were 7 students who received a B and 3 C's.

In the Spring 2020 we had 3 students drop due to Co-Vid 19, and one student received an F due to not turning in assignments. Overall, there is a very high success rate.

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

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

CAREER AND LABOR MARKET DATA

Do you want more information about or need assistance integrating work-based learning into your program?
No

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

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

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

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

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

Work Based Learning

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

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
No

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

Program Goals

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

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

Goals

Goal 1

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

Is this a new or existing goal?

Existing

Goal Status

Completed

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

Outcome(s) expected (qualitative/quantitative)
Outcomes:

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

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

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This goal aligns with the College's second strategic goal, namely, "Strengthen efforts to improve outreach, persistence, and student success."

Expected Goal Completion Date
6/1/2020

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)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?
No

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

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

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

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.

   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 review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
No

Do you have resource needs that require physical space or modification to physical space?
No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES. Please check with your department chair on the availability for this cycle.

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

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

Enter your email address to receive a copy of the PRP to keep for your records.
smoriarty@palomar.edu

Review

Chair Review

Chair Comments

Chair Name   **Chair Sign Date**

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:
The data presented shows great success for this population. I expect that over time we will see the transition of this student population into more credit courses.

Areas of Concern, if any:
None seen at this time.

Recommendations for improvement:
Continue to improve pedagogical strategies through the decolonization of the course syllabi and course outline. Continue to seek diversification of staff and faculty.

Dean Name   **Dean Sign Date**
Leslie Salas   1/7/2021

IPC Review

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

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)   **IPC Review Date**

Vice President Review

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

Areas of Concern, if any:

Recommendations for improvement:

Vice President Name   **Vice President Sign Date**