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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year
2020-2021

Are you completing a comprehensive or annual PRP?
Annual

Division Name
Student Services

Department Name
Disability Resource Center

Department Chair Name
Shauna Moriarty, Ed.D.

Discipline Name
Disability Resource (DR)

Department Chair email
smoriarty@palomar.edu

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

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

Discipline 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 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

BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. 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 two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) [Permanent Faculty and Staff Count](#)

2) [FTEF LINK](#)

How many permanent or full-time faculty support your discipline (program)?

4 full-time faculty

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

For this past fall semester, what was your Part-time FTEF assigned to teach classes?

List the classified and other permanent staff positions that support this discipline.

Cynthia Cordova, Dan Dryden, SSS II (vacant- soon to be filled), Kelly Petersen, Brad Tenney; Denise VanderStoel (CAST), Alternate Media Specialist (Vacant)

List additional hourly staff that support this discipline and/or department

Two short-term hourly Front Office Staff Members; Two short-term hourly test proctoring staff; two short-term hourly professionals to support the Access Tech Center

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/>)

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

70.0%

Why did you choose this standard?

COUN 110: The standard for our DRC Counseling 110 course is 70%; students 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.

COUN 148: College success rate is 70%

The standard for our Counseling 148 course is 70% which will have the students demonstrate marked improvement in physical and mental stress management, utilization of stress management modalities, understanding the many causes of stress, test anxiety, anxiety, and stress reducing techniques. We have a smaller classroom size, so we can give extra attention and instruction to students with anxiety, learning disabilities and other various disabilities. Many of these students are entering this course with very poor study habits, high stress and anxiety, and severe test anxiety.

What is your stretch goal for course success rates?

80.0%

How did you decide upon the goal?

COUN 110: 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, students 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 quiz. The active learning is done through group work, activities in class, and assignments done together in class with the instructor.

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.

COUN 148: Our current stretch criterion is 80% of the students will demonstrate marked understanding and improving stress, causes of stress mentally and physiologically, relationship and social stress, personal change and fear, stress on campus, reducing test anxiety and utilization of different stress reducing and relation techniques and modalities. The students have to actively participate in the lecture, discussion boards, group work, and utilization of stress reducing modalities.

This is an attainable goal with the smaller classroom size and availability to the instructor during class and during an office hour (1 hour) 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 and Licensed Professional Clinical Counselor, I am aware of different learning disabilities, processing speeds, memory issues, learning styles, mental health issues, anxiety, and other 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 in every class. We also participate in active reading/learning and repeating course information for any student with working memory or memory issues. The learning strategies and stress reducing modalities taught are also vital to the students to achieve and increase college success.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.

COUN 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 (modules in Canvas) 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. I have also added discussion boards and break out room assignment to help the students feel more engaged with one another and help with Zoom fatigue.

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 gauge 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 29 students in the Fall 2020-Spring 2021 semester. There were 13 students who received an A; 4 students who received a B; and 4 C's. We had 3 students drop due to Co-Vid 19 and the online environment, and 6 students received an F due to not turning in assignments; they were not prepared for the online environment challenges and time management needs. Although, the students were contacted several times for assistance in the course; they ultimately lost motivation and stopped putting in the required effort. Overall, there is a very high success rate in Counseling 110.

COUN 148: I am using the Cengage (publisher) MindTap platform. This platform allows students to utilize activities that correspond to the lecture and the textbook Personal Stress Management from Surviving to Thriving. These activities are engaging experiences that have the student critically think, increase self-awareness, and guide them through stress reducing modalities. After each chapter, the student is quizzed through an open book format. This format increases active learning by reading and re-reading the important content to discover the correct answers for the quizzes. Each chapter is then reflected on through a reflection essay; which they will express how they apply what they have learned to their life and college success. As well as, the information is repeated in class through lecture, PowerPoints and activities/handouts (modules in Canvas) to help with working memory and long-term retrieval. Each semester I have control (in MindTap) to add and delete any new content; I have also added additional supportive videos and content on stress and wellbeing. This year, I also took a Yale course Science of Wellbeing to increase my knowledge on the subject matter.

I have found that the majority of the Counseling 148 students referred to our course are struggling academically and/or with high stress and anxiety. These students know stress and live with it every day, whether they are studying for an exam, juggling work and school, relationship issues and other stresses. This course curriculum is important to their ability to cope with stress which is a key determinant to the student health. This source also presents a positive, proactive, evidence-based approach. Although we discuss the negative effects of excess stress, the students can take a new perspective. We also teach that stress can be an opportunity for learning and growth that enables them to thrive. Students that engage in this stress management course will engage in learning, personal growth, and it designed to be transformational.

At this time, in Spring 2021, we had a total of 14 students. The class allows 16 students, and the course started with 16, but two students dropped due to the online environment and pandemic stresses. There were 8 students who received an A; 3 students who received a B; and 1 C. Two students failed the course due to not turning in assignments (although several attempts were made to help these students). In this pandemic and online academic environment we have some students who could not keep up the level of motivation and time management needed for a 16-week semester. Overall, there is a very high success rate in Counseling 148.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.

Yes

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

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CAREER AND LABOR MARKET DATA

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? If so, how would the new or emerging careers impact your future planning?

n/a DRC's COUN 110 and 148 are designed to support and bolster student with disability success in college courses.

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?

DRC's COUN 110 and 148 equip students with time management, study techniques, stress management, organization, and other skills to guide students to successful navigation of courses in college.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world 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

Do you want more information about or need assistance integrating work-based learning into your program?

No

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

N/A

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](#).

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

Goals

Goal 1

Brief Description

Strengthen student college success and their understanding of stress and ability to reduce stress and test anxiety.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

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. Also, as a Learning Disability Specialist and Licensed Professional Clinical Counselor, I am aware of different learning disabilities, processing speeds, memory issues, learning styles, mental health issues, anxiety, and other 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 in every class. We also participate in active reading/learning and repeating course information for any student with working memory or memory issues. The learning strategies and stress reducing modalities taught are also vital to the students to achieve and increase college success.

Outcome(s) expected (qualitative/quantitative)

I expect the qualitative outcomes Counseling 148 that the students who pass this course will be able to cope with stress which is a key determinant to the student health. This source also presents a positive, proactive, evidence-based approach. Although we discuss the negative effects of excess stress, the students can take a new perspective. We also teach that stress can be an opportunity for learning and growth that enables them to thrive. Students that engage in this stress management course will engage in learning, personal growth, and it designed to be transformational. The Counseling 110 students who pass this course will have increased motivation, value of their education, have knowledge of vital study strategies' and tools, better study habits and time-management systems, and create creator mindsets and are empowered for change. The quantitative outcomes for both courses are that most students will do well and succeed in this course though individual attention, office hours, and a well designed and easy to follow Canvas page with directions, descriptions, and all th information needed for course, assignments and quizzes.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

The collective goal embraced by DRC's two Counseling courses centers on stress awareness and management as critical components of student success in college. These goals align with the department mission through the focus on intrusive support, instruction and barrier removal: 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.

Expected Goal Completion Date

12/17/2021

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 fiscal year 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?

No

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

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

Part 4: Facilities Requests

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

No

PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form 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