

PROGRAM REVIEW Fall 2017

Program: Learning Skills

Division: Student Services

Date: October, 2017

Writer(s): Paula Schoenecker

SLO/SAO Point-Person: Paula Schoenecker

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 13.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 16

Links:

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2016 Program Review Updates : <https://goo.gl/YV8QOt>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program’s data since last year’s Program Review Update (Fall 2016).

Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<https://goo.gl/WuR9cQ>)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

Data from Institutional Research data packets shows an increase in both student headcount (79 – 93) and total course enrollment (89 to 100). While the enrollment of women remains constant at 41 students, men taking my courses increased from 38 to 52. I also had an increase of 10% in the age group of 19 yrs or younger. I had an increase in the number of African American students served from 8% to 12%. I experienced a decrease in Latino enrollments from 29% to 17% (with 29% being an all- time high for me.) There has been an increase in multi-ethnic student enrollment. Lastly, for demographics, I find it interesting that my largest number of students are those “continuing” in both the Fall and Spring. Especially during the fall, I would expect that most students would be our first time in college students, but this is not the case. The fact that some students are “coming down” to learning skills classes suggests to me that they may start out in higher basic skills classes and then need to take a step back for whatever reasons. In reality, this is what happens to a number of my students by self-report. Others are continuing because they didn’t take any math or English at first and now they want to take learning skills before they do. Lastly, some attend to get support for their math or English class.

B. Changes to Program and Needs: Describe any significant changes to your program or your program’s needs since the previous Program Review Update (Fall 2016).

<p>I apologize in advance for my candidness. I was hired 10 years ago to revitalize and rebuild the learning skills program with the intent to change the courses from babysitting services for students with low cognitive ability to courses that would enhance the matriculation ability of students with learning related disabilities that could indeed benefit from college. I did so in spite of a lack of support and constant changes in philosophy from the continually changing myriad of administrators to whom I reported. After Pam Luster left, I have had no dean or VP who would take responsibility for supporting this program. I’m not going to soft soap the situation. It has been a nightmare for numerous reasons. Let me just list a few.</p> <p>1) This program has yet to find its niche. It is continuously overlooked by the campus at large whenever discussion arises around basic skills, student support classes, benefits to other special programs, etc..I feel that LRNS is put in its own</p>	<p>Mark an X next to each area that is addressed in your response.</p>																		
	<p>Definitions of terms: https://goo.gl/23jrxt</p>																		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px;"></td> <td>Community Partnerships/Outreach</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Curriculum*</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Enrollment Management</td> </tr> <tr> <td></td> <td>External Factors</td> </tr> <tr> <td></td> <td>Facilities,** Supplies and Equipment (Including Software)</td> </tr> <tr> <td></td> <td>Financial/Budgetary</td> </tr> <tr> <td></td> <td>Human Resources</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Learning Support</td> </tr> <tr> <td style="text-align: center;">x</td> <td>LPC Planning Priorities</td> </tr> </table>		Community Partnerships/Outreach	x	Curriculum*	x	Enrollment Management		External Factors		Facilities,** Supplies and Equipment (Including Software)		Financial/Budgetary		Human Resources	x	Learning Support	x	LPC Planning Priorities
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<p>silo by everyone else. I have tried over and over to work with both the math and English departments to serve students that are not succeeding in their classes. Yet each program prefers to develop their own ideas and services (courses) to support their underachieving students. They only turn to me when having to deal with the most disabled in our population.</p> <p>2) I have yet to find a steady source of referrals. Only a few of the general counselors will suggest my courses to students in any regard. Although by definition “educational assistance” classes serve students with disabilities, we can serve anyone as long as a good percentage have a disability. At this academic level, about 51% of students that I identify as having a learning disability have never been previously identified. So some students (with no prior identification of LD) could have one. When in one of my classes I usually spot that and get them the testing and services they need.</p> <p>3) As of late, the biggest change to the LRNS program is the curriculum committee’s demands for change. In spite of the fact that educational assistance courses exist throughout the state in the form of courses to remediate and/or provide supplemental instruction in basic skills (most notably our own Chabot College), LPC’s curriculum committee now feels that it is inappropriate for the LRNS courses to make any reference to me “teaching” math, reading or writing. Anyone teaching these courses (at this point, me) does not meet minimum qualifications. I have been told to rewrite the curriculum. I suppose by strict interpretation that this is true. I will simply say that a) This presents a flaw in our system because developmental education should really be run by education specialists. b) The lack of clearly stated, consistent interpretation throughout colleges is frustrating. I am being told that I can’t do even what our sister college is doing. I am now supposed to rewrite the courses to state that they are only providing study skills strategies. In my learning skills math class, for example, I am reviewing basic math concepts that were taught in 3-6th grade. Those elementary school teachers did not have a master’s degree in math. I am also proud of the degree of learning and self-management skills that I already infuse into the courses.</p> <p>4) Until recently, no one has been willing to sit down and truly look at the mission of these courses and their efficacy besides Jim Gioia and myself. There is so much potential in these courses for a great number of students, but we are now stuck in the where, what, how and who of it all. As mentioned last year, I looked into providing these courses through a non-credit program, but that involves once again going through the curriculum process and non-credit has been a possibility at our campus until now.</p>		https://goo.gl/LU99m1
	x	Pedagogy
	x	Professional Development
	x	Services to Students
		SLO/SAO Process
		Technology Use
		*Curriculum will also be addressed in Part 2 (Curriculum Review).
		**Facilities will also be addressed in Question H.

C. Reflection: What plans from the [2016 Program Review Update](#) or any [previous Program Reviews/Updates](#) have been achieved and how?

<p>In anticipation that the Learning Skills Program will be continued. I have completed the development of a new course on building the executive function in students. In addition, I have modified LRNS 116 into a course that will hopefully make it 3 units, degree applicable and transferable with the goal of increasing awareness and attendance. These courses will be launched this month.</p> <p>Plans to continue providing the service of assessment for learning disabilities to as many students as need it in a timely manner have been successful. By assessing individually, using counseling hours instead of CAH hours, I can reach more students, process them quicker and virtually eliminate the testing of students for which it is inappropriate. They also receive a higher quality of individual attention, strategies to assist with current issues in classes, and meaningful intervention.</p> <p>Plans to hire a Learning Disabilities Technician to assist with the overall, time-consuming process of testing, identifying, reporting and documenting learning disabilities are still on the table. However, the process of developing and hiring new classified positions is unwieldy. In addition, there is no current budget for this person. We achieved some support last year by hiring a part time assistant as a professional expert through the use of equity funds. However, this person retired and we now have fewer hours available and limited means to recruit individuals for whom this position would work. Continually hiring and training new assistants is more of a burden, than a relief for the LD Specialist.</p> <p>Within the math courses we have been able to obtain and utilize a software program called Catch Up Math. This allows our students to work at their own level and pace and to study outside of class. Last year we were able to hire a very part time instructional assistant to help students in and out of the learning skills classes by helping them with this program.</p>	Mark an X next to each area that is addressed in your response.
	Definitions of terms: https://goo.gl/23jrxt
	<input type="checkbox"/> Community Partnerships/Outreach
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D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

I think this question has already been answered in the	Mark an X next to each area that is addressed in your response.
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<p>previous questions, so I will try to be breid. I could give as many examples as there are days in the school year. I have to keep tissues in my office, classroom and testing room since I have students in tears on a daily basis. There is nothing more rewarding than being able to tell a student that s/he is not lazy and stupid, but that they have a learning related disorder that impacts their learning, or that no one has adequately told them how to learn and what they need to do to be successful in college given their unique learning profile. Although this takes place in all my classes and through the LD assessment process, there is no place like within the LRNS 116 class.</p> <p>Last year, I had a Latina woman take my LRNS 116 class. She took the class because she thought her son may have a learning disability and she wanted to learn more about the topic to help him. She is a single mom, struggling to make ends meet and struggling in college as well. At that point in time she felt this may be her last class because although she wanted to attend and finish college more than anything, she didn't think she was capable and she needed to "get real" and get a job full time to better support her family.</p> <p style="text-align: center;">Sound familiar?</p> <p>As we progressed through the class, this woman started to see more and more characteristics in herself as well as her son, and after finding out that sometimes these disorders are hereditary, she decided she wanted to be tested. Many tears, questions, denials, attempts to drop (which I thwarted) and fears, we did identify a significant learning disability. This started a new round of denial, tears, questions, fears, but this time—no threats to drop. By knowing what is actually going on with her, she has new hope of overcoming her difficulties and succeeding. This semester she is taking my writing class and my career planning class. Last week she told me how excited she is and she wanted me to know that I saved her life. (her words)</p>	Definitions of terms: https://goo.gl/23jrxt
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E. Obstacles: What obstacles has your program faced in achieving plans and goals?

<p>Probably the biggest obstacle is "manpower". The whole DSPS program is understaffed compared with other DSPS programs. At Chabot College there are 2 full time LD Specialists/Learning skills instructors making it possible to offer all their classes and do LD assessment. They are now able to hire a full time DSPS Director. They have 2 full time instructional assistants to help the LD Specialists with testing and in the classes.</p> <p>Here at LPC, we are all doing double duty. Since I am using counseling hours as part of my load for testing, I cannot offer all the LRNS classes each semester and keep</p>	Mark an X next to each area that is addressed in your response.
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my sanity. When I started this job, I had two instructional assistants on board for a total of 50 hours per week assistance. They retired and we were not allowed to hire anyone. I have no one, unlike Chabot. Jim only has 50% of his load to coordinate the program because he is assigned as counselor for the other 50%. We were able to get a new DSPS counselor hired, but at the same time, another one retired, so we are still at the same staffing level as before and our number to serve has doubled. Terri, our testing accommodations specialist is the only one providing alternative testing coordination. Student demand far outweighs her 40 hour week and she is putting in more hours than she should. Also working more hours is Karen, our assistive technology specialist, who's job is listed at 32 hours per week.

There is no possible way for us to expand our programs, services or classes with the people we have now. We also used to have program- attached part time tutors. There are now no tutors available for a student population that really relies on additional instruction and support to succeed. Plus, we all know this need cannot be totally supplied by our tutorial center, which is also extremely understaffed. At the very least we need:

- 1) 1 full time LD technician/ instructional assistant
- 2) 1 half time LD specialist/ LRNS instructor to teach all our classes and provide additional testing. Testing is our biggest service demand.
- 3) 1 full time program assistant to help Terri man testing services and coordinate other accommodations for students

In the future, I would predict one obstacle when recruiting someone to replace me as Learning Disability Specialist/Learning Skills Instructor. The current trend for training and hiring is for a combination Learning Disability Specialist/DSPS counselor. Candidates that meet the requirements for disability instructor do not usually meet minimum qualifications for the Learning Disability Specialist. Chabot just experienced this difficulty when replacing two of their long time LD Specialists. Also, if LPC keeps this model, where testing is done outside of class using counseling hours, it may be difficult to find someone capable of teaching the classes who also qualifies for a counseling FSA like I did.

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F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

Honestly, it is hard for me to project out for next year because if all goes according to plan, I will be retiring this coming June. Before I leave, I hope I get the opportunity to contribute to the discussion and planning for the learning skills program next year. However, I can't even assure anyone that there will be a program next year. I can see any of the following futures for learning skills:

1) The LRNS curriculum will be redone to include a math support class and a reading/writing support class, along with the newly imagined LRNS 116 which I would love to return to and teach (after mandatory six months), and the new course on executive function. The academic classes would focus on learning compensatory strategies with only tutoring being provided to the students as if the course were a lab...

Big caveat: If acting only as support classes, then only students that are enrolled in a math or English course should take them. There will be no teaching of any remedial math and English since curriculum has banned that. Therefore, there will be no resources at LPC for students (mainly those with disabilities) that still need very basic, basic skills instruction. With the English department not really teaching as much grammar as these students need, and math starting at pre-algebra there will be a disproportionate impact to our lowest skilled students. They will have to go elsewhere for those classes. The math and English department may disagree; however, I know from 15 years experience teaching this population they need to learn slower and in different ways. Also, I believe that a number of students in other impacted groups such as Latinos, African American, first generation, etc., did not do well in school because of an unidentified learning related disability or LD that they won't acknowledge due to cultural beliefs,

2) These classes will only be labs, where software programs such as "Catch Up Math" and "Mind Play" (a reading software program) will be available for students to work at their own pace to hopefully advance their skills enough to succeed in regular math and English.

3) The Learning Skills program converts to a non-credit program. However, I have since learned that instructors in math and English non-credit still have to possess a Bachelor's degree in the discipline. It will be harder to find faculty with expertise in, for example, math as well as special education. That is why educational assistance classes at community colleges have been the purview of LD Specialists and Disability instructors to date. The skills needed to teach these courses primarily relate to learning specialist/ disability specialist.

Mark an X next to each area that is addressed in your response.

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G. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

<p>Jim Gioia and I have long discussed expanding the learning skills program into one where students with a diversity of learning difficulties and cognitive issues could be served. Just a few examples include</p> <ul style="list-style-type: none"> • Cognitive retraining through existing software for this purpose such as Cog Med and Brain Train. This would be a real ability booster for those with acquired brain injury such as Veterans returning from war. • Behavioral management training for students such as those on the autism spectrum who experience deficits in managing their time, organization, completion of assigned work and social appropriateness. • Treating students with reading disabilities through the use of such software as Mind Play (currently being used by several other community colleges). • Academic coaching to help those with executive management dysfunction to stay on task, manage their disorganization and feel more focused/less overwhelmed. 	Mark an X next to each area that is addressed in your response.	
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H. Do you have any facilities needs that are currently unmet? If yes, please describe.

The learning skills program does not.

I. Mission: Explain how your program’s plans and accomplishments support the mission of Las Positas College:

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students’ transfer, degree, basic skills, career-technical, and retraining goals.

My program exists to support students with learning related disabilities and other academic difficulties. There is opportunity to remediate basic skills and develop the learning skills and attitudes necessary for success in college. Lastly, there is a strong impetus to help students build self- esteem and embrace personal responsibility as a source of personal power.

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? ___yes ___x___no

(This data can be found here: <https://goo.gl/b59nCy>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

As mentioned previously, the learning skills program is currently facing an identity crisis. For reasons, such as those speculated above, students are not being referred to these courses. They mostly find them on their own when searching for support (the name intrigues them). After that, the populations that enrolling in LRNS include the rising number of students on the autism spectrum and those with intellectual disabilities. Parents are registering these students, and when they see the description they assume it is like special education and place the students there. Counselors in the DSPS sometimes do the same when a parent demands classes for their son or daughter and the counselor knows they won't likely succeed in mainstream classes.

The reduction in enrollment in the last few years is definitely a reason to take another look at the program, who it should serve, how, and how to promote the program to those most in need.

K. SLO/SAO Reflection : Describe an example of how

your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area: Unfortunately, for the reasons listed above, I have not yet re-written my now obsolete SLOs, nor have I assessed them. It has seemed meaningless given the programmatic difficulties I am experiencing.
Text of the CSLO, SAO, or PSLO:
Describe the quantitative or qualitative results:
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement?

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L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One: CSLO PSLO SAO
Course, Program Name, or Student Service Area: This semester, I need to rewrite most of my courses curriculum. I will write appropriate SLOs at that time and plan on assessing them this semester and next in order for there to be data for the future and compliance for accreditation.
Text of CSLO/PSLO/SAO:
If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed.

**Section Two: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

All the courses are. LRNS 110, 116, 117, 118, 120 and 119 A,B,C

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

Not applicable

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

Not applicable

**Section Three: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program not represent unnecessary duplication of other training programs in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?