PROGRAM REVIEW UPDATE 2015-2016

Program: DSPS

Division: Student Services

Date: 10/8/15

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SLO/SAO Point-Person: Jim Gioia

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

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Time Frame: This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

1) *Please fill in the following information as completely as possible.*

2) *If the requested information does not apply to your program, please write "No Changes Since the Program Planning Update."*

3) *Send an electronic copy of this form to the Program Review Committee Chair and your Dean by _____.*

Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). 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
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

Student Equity Report data provided by the Office of Institutional Planning (LPC) indicate a disproportional impact for basic skills, Math 55, and transfer rates. Students with disabilities have a lower completion rate than their non-disabled peers. Further analysis is needed to factor in those that utilized support courses (LRNS 117, 118, 119), accommodations. Further analysis might reveal subtypes of disabilities that are more impacted than others.

B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?

> Through SSSP funds we were able to secure assistive technology to support student access to matriculation services and instructional material. Examples include: UbiDuo communication device, Zoomtext ver. 10.1, Dragon Naturally Speaking ver.13, MacTalk Scientific Notebook

C. What obstacles has your program faced in achieving objectives, initiatives, or plans?

D. What are your most important plans (either new or continuing) for next year?

> Identifying disproportional impact on students with disabilities and developing plans to address it. Current data suggests that additional instructional support may be necessary for basic skills courses. We are requesting additional LD Instructor and instructional aide positions. We are also seeking an additional counselor position provide disability-related counseling, provide transition outreach and topical workshops.

E. Do plans listed under question (D) connect to this year's planning priorities (listed below)? If so, explain how they connect.

> *Planning Priorities for 2015-16*
> - *Establish regular and ongoing processes to implement best practices to meet ACCJC standards*
> - *Provide necessary institutional support for curriculum development and maintenance*
> - *Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes*
> - *Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.*

> LD Instructor + Instructional aide- Support student success in basic skills, curriculum development
> DSPS Counselor – outreach for access/student success best practices

F. Instructional programs: Did your program meet its program-set standard for successful course completion? ____yes _____no NA

(This data can be found here: http://goo.gl/y9ZBmt)

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

> NA

G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?

Uncertain

Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.

> Students are provided with signed copies of their accommodations to use in advocating for themselves with instructors.

B. Discuss assessment results that indicate a need for improvement.

> NA

C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.

> **Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.**
>
> NA

D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

>

E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (*Respond to this question if your program has distance education courses.*)

> **Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (*Respond to this question if your program provides services online.*)**
>
> NA

F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results?   YES ☐   NO X

If yes, please explain.

Part Three: SLO/SAO Continuous Improvement Process

A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year*).

   Examples might include (Your responses may vary.):
   - changing number of units/lab hours
   - changing pedagogy/curriculum
   - changing assessments
   - changing service hours
   - changing modes of service delivery

Changing modes of service delivery

2. Have your assessment results shown a need for new/revised SLO/SAOs?   YES ☐   NO X

   If yes, complete the table below:

Estimated number of courses for which SLOs will be written or revised:	
Estimated number of SAOs that will be written or revised:	NA

   a. What courses or SAOs will your program assess during this academic year (2015-16)?

TBD. Staff will discuss remaining SLO's to be assessed based on deeper analysis of student equity data. Most likely disability awareness and/or accommodation use

   b. Instructional programs only: In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program who are likely to participate in the SLO process in 2015-16.

Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)

Fall 2015	
Spring 2016	