

Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

Name of Program	Div	Author
Learning Skills Program	Student Services	Paula Schoenecker

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (e.g., Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
 - student learning and achievement
 - services for students
 - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission

(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

The Learning Skills Program at Las Positas College exists to meet a variety of academic needs for students with learning related disabilities. Its uniqueness lie in the endeavor to meet students where they are at in regard to skill level and to use a personalized approach to the development of their potential. The courses are taught primarily by the Learning Disability Specialist who has the dual role of assessing students for eligibility for learning disability services and instructing students

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with learning related disabilities in basic skills. It is a basic skills program, housed within the Disabled Students Programs and Services department, within the Student Services division. Although the majority of students should have a learning related disability to meet the Title V definition of a "Special Class", the classes are available to all students who feel they can benefit from this type of instruction. The courses are given for credit with a P/NP designation, but as of yet remain non-degree applicable. The mission of the program is to prepare students who are experiencing deficits in basic skills to gain the skills necessary to matriculate to the next level. Learning skills is designed to be a very approachable, user friendly program, where the goal is first to teach students "how to learn" and secondly to provide academic remediation in reading, basic writing and basic math. It is infused with strategies to compensate for the educational limitations caused as the result of a disability and endeavors to impart a success orientation for students that have historically felt unsuccessful in a traditional learning environment. The learning skills program embraces the tenets of universal design in learning, to include multi-modal instruction and the use of multiple measures of achievement. Consideration is given to diverse learning styles and multiple intelligences.

The mission of Las Positas College is:

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

(NOTE: this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

At first glance it is apparent that the Learning Skills Program meets the college mission in its provision of basic skills instruction. Indeed, it has potential to remediate skill levels considered to be a level lower than the existing courses in reading/writing and math at Las Positas College. Specifically, the college no longer has a true basic math (arithmetic) course, so LRNS 119 can provide both direct instruction and practice in that area. The English department has an integrated reading and writing curriculum that begins at a level 1.5 below college level English. LRNS 117 exists to provide more saturated reading instruction for students with reading disorders, but also for any student needing to focus on reading strategies without much pressure to write as well. Lastly, LRNS 118 provides more intense direct instruction in grammar and the basics of sentence and paragraph structure than even the lowest basic skills course through the English department. When students have gotten through K-12 without learning basics, one needs to look at how they have been taught and find another way to present the material. That is the philosophy of the Learning Skills Program.

However, that is not the only way in which the program supports the college mission. The learning skills program supports inclusiveness. By providing instruction that may bring about a better level of basic skills, it allows the college to include students that would not otherwise have access to higher education. In addition, the program affords students the opportunity to be

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assessed for learning disabilities. Knowledge of how and why some learning is difficult for them, helps students to identify accommodations and compensatory strategies that will assist them in acquiring new learning and becoming better students. Finally, you can consider the learning skills program to be the ultimate in student-centered instruction. Each course has components for common learning and self-paced/ individualized work. Students can work at a slower pace if necessary, or use assistive technology to access information or hear material presented using various modalities. Students get what they need to learn.

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)

2. Will any course outlines be revised or updated in the academic year 2014-2015?

(Highlight the appropriate box to type in an X.)

YES NO

If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
N/a	N/a

3. Will new curriculum (*e.g.*, course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES NO

If yes, please describe briefly what new curriculum is planned.

I still have the desire to create a course offering with the specific objective of improving student ability with memory and cognition. It was mentioned under “program development” in my last program review. In addition, I plan to design a new course offering for career planning for students with disabilities. Employment and preparation/training for students with disabilities, present obstacles and issues not normally dealt with in traditional career planning courses. Program data for Fall, 2011, indicates that 26% of students taking learning skills classes are undecided about any career related goal: educational or job related. The recommendations from the new Student Success Act of 2012 include the need for all students to have an educational plan and to have a declared major within their first year. Students with disabilities have a history of difficulty identifying and preparing for jobs and ultimately obtaining gainful employment. *

* 2012 U.S. Bureau of Labor Statistics claim 17.8% of individuals with disabilities were employed in contrast to 63.9% of individuals without a disability.

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. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES NO

If yes, please describe briefly what new initiatives are planned.

Since I have changed the learning skills curriculum to reflect a focus on support for students in mainstream classes, I will be conducting outreach to the English and math departments to communicate this, with the hope that they will refer students to my program who are also taking basic skills with them. I will also be looking for ways to bring the entire institution into the discussion of how to serve (if at all) students with intellectual disabilities. I have to reverse the tide of my attendance patterns away from this population.

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
5	5	4

4. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

LRNS 110 is only offered once a year in the Spring. Assessment for that class will be once a year. All the other classes have only been assessed once a year at best.

5. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
N/a	N/a	N/a

6. Analysis of SLO/SAO data for AY 2011-12.

(Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

- a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

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(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

I represent a one person program. The only other two faculty in my department are counselors. I have discussed my program's assessment results on an ongoing basis with other basic skills instructors, with the counselors in my division, my DSPS Coordinator and with my dean and VP of Student Services. Unfortunately, these have been informal conversations. The most formal and impactful conversation for me was with the interm VP of Instruction, Marge Maloney, during this past year. She was a former DSPS Coordinator. We discussed the inherent problems in a program such as mine and ways to better align the learning skills classes with the best practices for instruction and faculty load. She encouraged me to stop trying to conduct LD assessment within the context of a class and to do so using release time via the "F" hour. She also called to my attention the fact that a TBA lab hour was attached to my Reading class (LRNS 117) that needed to be documented or dropped. I have since dropped it. Ultimately, the results of the dialogue can be found within the rationale section of each of my course revisions in curricunet. I also have emails reflective of these conversations in a email folder.

- b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

My assessments, both those formally in eLumen and those informally observed, have ultimately resulted in the complete revision of my learning skills classes, with the exception of LRNS 110, which the DSPS Coordinator, Jim Gioia, teaches and LRNS 120, which is taught by an adjunct and has yet to be updated in curriculum. A preliminary look at the data suggests that the current SLO's are not providing meaningful data. What is being measured is too narrow in focus. Since the learning skills courses are unique and operating to remediate basic skills in a very diverse population, broader outcomes need to be identified. In addition, the assessment data has confirmed for me how difficult it is to garner overall success in presenting one curriculum to a class of students who by definition come to the class at varying skill levels.

It was originally hoped by myself and the DSPS Coordinator that the program would be able to expand with additional adjuncts instructors and resources to offer at least 2 levels of remedial courses for at least math and writing. Restricted funds have at least temporarily made that an improbability. Taking all of this into account, I have re-written the curriculum for LRNS 116, 117, 118, and 119. LRNS 116 will no longer guarantee LD assessment within the class. It will, instead, provide meaningful information to all interested students on learning-related disabilities and other obstacles to academic success and how to remediate or compensate for this obstacles with personalized strategies and better overall study skills. It will also be used to screen students for further assessment. LRNS 117 will be highly embedded with reading and study strategies as will the other courses. LRNS 118 will be offered with less direct instruction in grammar and more support for success in writing for courses in which they are also enrolled (hopefully English 100A and 104). LRNS 119 is being re-written as three separate two unit courses which will offer basic math instruction at different skill levels.

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(There are no distance education classes in the Learning Skills Program)

- c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

The assessment results support the need for a career planning class. Since the results indicate that my population of students is younger and at risk, they support the need for additional instructional support.

- d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (i.e. additional assessments or reassessment)?

Intention is to both change the course SLO's themselves and assess each one once during the upcoming year.

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

- e. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

Unfortunately, for the same reasons listed above, there has not been much dialogue regarding the student data attached to my program. I have only had conversations with the Institutional Researcher and anecdotally with close colleagues. I have participated in discussions with the counselors in general counseling department in regards to their data; however, the categorical programs (whether they are service providing or instructional), have not been included in that discussion in regard to their special populations. Because of this program review process, I will now make a point of encouraging discussions at the general counseling/psychology- counseling meetings regarding our special population demographics as well. I am also entertaining the idea of meeting with the math and English departments at least once per semester for the purpose of aligning my curriculum with their needs for student preparation.

- f. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

For the most part, the student data of the learning skills program reflects the trends of the

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college in general. A few areas are noteworthy. Data indicates that the Learning Skills program continues to serve students at a young age, who are also first time college students. 58% of the students are 21 years old and younger. 38% are first time college students vs 19% for the college at large. In addition, 26% of the students meet the definition of full time students (12 units or more) vs. 38% campus wide. The Learning Skills Program continues to serve a larger number of African American students compared to the college average (14% vs 4%) and has parity with the college as a whole in service Latino students (23% vs 22%). Data confirms that the Learning Skills Program is a true entry level program for at risk students of all types and provides a necessary transition to mainstream college courses. In spite of this, we maintain success rates and completion rates similar to the campus at large (success = 77% vs 71% college wide, and completion =86% for both). Two issues are worth discussing as having implications for future planning. The fill rate for the learning skills courses (primarily the academic courses) is at 76% vs 99% for the college at large. I believe that this is due to a misunderstanding of what the learning skills courses are by the college community. In addition, counselors need to be educated on the role these classes can play for many students. This program is being under-utilized by the college. It appears to me that these classes are being used primarily by students that don't officially place into an English class. The assessment test places students with even the lowest skill levels in math into Math 107 or 107X because there is no lower course and the math department doesn't have a cut-off score like English. A significant number of students do not make it through math 107 and then turn to LRNS 119. I need to do a better job of getting the word out about the existence and mission of the Learning Skills Program.

In addition, in light of the recommendations of the Student Success Act that students declare a major as soon as possible, I am concerned that a disproportionate number of students that take my classes are undeclared or have an unrealistic view regarding their choice of major. Undeclared students in my program stand at 26% which is twice the number for the college as a whole (13%). 45% of the learning skills students have transfer to a 4 year college as a goal, whereas the number is 61% for the whole college. Even though this number is lower than most students, it is still unrealistic for many students that need to start at this level of basic skills remediation to persist to the point of being eligible for transfer. These are the reasons why I now feel that the curriculum for the Learning Skills program should include a course on career planning for students with disabilities.

g. To what extent, and how, do the student data results support resource requests?

(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

The data supports the need for additional faculty and instructional assistants simply because the curriculum needs outweigh the ability of one learning skills instructor. One full-time instructor cannot teach as many courses (and do as much LD assessment) as the numbers show the need for. The diversification of students taking Learning Skills classes also indicates the need for continued emphasis on assistive technology to level the playing

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field.

7. Enrollment Management (Instructional programs only)

1. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

FTEF = 1.95

2. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

Due to our former LRNS 120's instructor leaving, we are no longer offering that class at this time. I also believe that a gliche in forming the Discipline Plan has kept LRNS 110 from being officially counted in the FTEF.

3. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

For one thing, we need to re-establish the LRNS 120 class. Students in the learning skills program and beyond need assistance on the use of computers and on assistive technology in order to be successful in their other courses (and mine). The need for instruction in this area goes beyond the capabilities of our 75% Alternate Media/Assistive Technology Specialist. By 2014-15 I hope to at least have a course in career planning for students with disabilities approved through curriculum and being offered. In addition, since I will no longer be offering LD assessment through the LRNS 116 class, I hope to offer one class less each semester to maintain the ability to assess more students using reassigned time. If each academic course is offered each semester (and we are not able to hire adjunct faculty) then I could only provide assessment for about 10 students each semester and that will not meet the demand for LD assessment.

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

(Enrollment Management data is posted on the IR website:

(<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Fa
2.25	1.53	68.00%

- * If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

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** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	N/a	N/a	N/a	N/a
regular hourly classified staff**	1	N/a	12 hrs/wk	10 mos/yr
student assistants	N/a	N/a	N/a	N/a

* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

8. Will human resources be adequate for the academic year 2014-15?

YES NO x

If No, briefly describe. Provide any data which support these needs.

If my intention is to provide adequate opportunity for LD assessment for students using reassigned time, then there will need to be reductions in other academic classes. The program is in desperate need of at least an adjunct LD Specialist. In addition, having lost all former instructional assistants (two 25 hr/week permanent and two hourly assistants) with the serp in 2010 and the 40% cut in DSPS revenue that same year, we remain in need of at least one permanent 25 hour/week instructional assistant. A full-time instructional assistant will be requested since the ability to reach students with multiple levels of skill, especially in math courses depends on having more than one person with instructional capabilities in class.

9. Are there Staff Development needs for the academic year 2014-15?

YES x NO

If yes, elaborate. Provide any data which support these needs.

Ongoing professional development for myself for updates in using the CCC LD Model for assessment and best practices for instructing students with learning-related disabilities. enter text. This is provided through attendance at the yearly CAPED conference and the Spring Nor-Cal LD (Caped Interest Group) meeting.

F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?

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(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

Please see attached spreadsheet compiled by our DSPS Alternate Media Specialist. This list is cross-referenced in the DSPS Program Review. In terms of data to support these needs. Karen Zeigler consulted with the California Community College High Tech Training Center for the state. This list reflects what the state is calling basic support technology for programs serving students with disabilities. Most of the technology that we currently have available reflects equipment that is fast becoming obsolete or insufficient in technical capability to be used in conjunction with other services. For example, the types of audio books available through Learning Ally (formerly Readings for the Blind and Dyslexic) is no longer compatible for use with the Daisy Readers that we have. They are now recommending the Kindle Fire. Other resources, such as a CCTV magnifier are becoming necessary for use in the DSPS classroom since the number of students with visual impairment that are taking Learning Skills classes is increasing. These are just a few examples.

G. Facilities, Equipment, and Supplies Resources

Are there any new facility, equipment or supply needs for the academic year 2014-15?

(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

Although not exactly new, the Learning skills program needs to once again be able to order testing supplies in support of LD testing. The testing protocols are consumable supplies and need to be replaced. I was mandated by former VP's of Student Services to simply photocopy these supplies. This is both illegal and inconvenient. Copies off of copies are becoming hard to read. In addition, in the year 2014, Riverside Publishing will be coming out with a new version of the Woodcock-Johnson tests for Achievement and Cognitive Batteries. This expense will be a one time expense for years to come, but will more than likely run around \$1500.

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES NO

If yes, please briefly describe amount and general uses.

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I checked "no" because I am not aware of how the Learning Skills Program is funded.

10. Are there any **new** financial needs for the academic year 2014-15?

(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

I believe that Karen Zeigler (Alternate Media and Assistive Technology Specialist should be allowed to attend the next CAPED conference to become familiar with the use of new software and technology to do her job.

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (e.g., mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data *(data not discussed above)*

I would just like to summarize what I consider to be the most pertinent information.

1. Two years ago DSPS experienced a state-wide 40% decrease in funds. In addition, the district offered a SERP and both of my part-time instructional assistants retired and were not replaced. Supposedly, the state has now restored a small amount of money to categorical programs and as I understand it, LPC is now looking to restore a few positions. It has been exasperating to run this program with just me. (the 12 hour/wk person assigned to me was just because it is impossible to run the LRNS 116 class and meet students one on one for testing.) There are so many responsibilities that were inherent in this position when I took the job that it is virtually impossible to run alone. I keep quiet for the most part. But I work days, most evenings and the better part of most weekends and still can't catch up. With the new Student Success Act, basic skills students will be expected to receive more support services. The tutorial center has difficulties meeting the tutoring needs of mainstream students. We need to have some type of instructional support within DSPS, like we used to.
2. As a professional within the DSPS department I have witnessed a steady growth in the rate of students coming to attend LPC that are far the most part not able to benefit from college. These students have intellectual disabilities and forms of autism that have serious behavioral and executive dysfunction along with cognitive deficits. Until my new curriculum goes into effect (and even then), I have had to try to work with these students while also attempting to meet the needs of students who are capable of success. At times, this means that I have to create an addition curriculum approach within the same class. A number of students that fit the I.D. Category have parents that can pay for their tuition, etc., and it takes a while for them to be placed on academic dismissal, so they will present difficulties for other basic skills instructors.
3. We need to find a way to support the assistive technology and testing supplies needs

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that are ongoing because testing supplies are consumable and assistive technology gets outdated. Workability has helped provide some supplied for DSPS, but recently it was announced that this will no longer be possible.

4. Lastly, in order to meet the needs of an ever-increasing load of students with learning related disabilities we need at least an adjunct LD Specialist in addition to me. Chabot College has retained two full time LD Specialists and one adjunct that does LD assessment, plus at least 2 instructional assistants (I think one is full time and one is part time). They have a larger program because they have more people identifying and claiming money for LD students. If you look at our DSPS records closely, you will see that we have numerous students that would qualify for LD if I could get to testing them. Our program is shorted money when I can't.

III. SUMMARY

A. Summarize objectives accomplished since the Program Review Update (2012)

(The 2012 Academic Program Review Updates can be found on the Grapevine

<http://grapevine.laspositascollege.edu/programreview/jpr2010-11.php>

(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

In conjunction with my objective to develop a new course in "Improving Memory and Cognitive Ability", I put in a grant request to the Foundation to obtain a new assessment tool called the Weshler Memory Scale (WMS) and obtained it. It will be used in conjunction with the course. Otherwise, no progress has been made.

B Summarize objectives not accomplished since the program review update (2012) and why not.

(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

I do not remember my other objective and the Learning Skills program review was apparently not forwarded to be posted on the website. In a nutshell, I was not able to achieve any additional objectives since most of my time was spent changing and revising the entire curriculum. I was finding at the time that I had little support in working to update my program, resources, reporting or anything else. No one, other than Marge Maloney (discussed earlier) had any understanding of the learning skills program or my position. In fact, when asked, no one outside the business office seemed to know how the program was funded. I had to teach myself everything about load, the curriculum development process, scheduling, reassign time and everything else associated. It has been a lonely ride.

Lack of consistent leadership and institutional knowledge has exacerbated the problem -- Interim Dean of Student Services for 2011-12, No Dean for 2012-13 compounded by having an Interim VP of Student Services for 2011-12 and a new VP of Student Services who started in Spring, 2012. With these circumstances, a lot of time is spent doing things that a dean (or the like) should be assisting with.

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C. What are the objectives for the academic year 2014-15?

*(Summarize **briefly** the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)*

- 1) Find out about the process for requesting a full-time or part-time instructor for the Learning Skills Program. Begin the request process.
- 2) Request a full or part time instructional assistant to make ammends for losing 2+ such assistants during the last budget cuts (and SERP)
- 3) Put into curriculum a request for a new course on Improving Memory and Cognition
- 4) Put into curriculum a request for a new course on Career Planning for students with Disabilities.
- 5) Outreach with the greater campus (academic programs and student services) for better integration of the Learning Skills Program with the campus at large

D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.

(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

Quite frankly, I am hopeful that the new curriculum will ease a few of the problems that I have been facing in trying to reach and teach students with learning-related disabilities operating with a myriad of complex disabilities with very stratified skill levels. But, I do not think that this will be enough for the following reasons:

- 1) Without additional help in the form of instructors or instructional assistants the program will accomplish less and less. Very little was done to help students matriculate through the program before I got here and that LD Specialist had strong instructional support.
- 2) The diversity of disabilities that we are seeing here at LPC and elsewhere is growing at a rapid rate. This semester in classes with 20 students I have 4-5 with autism, the same number with delayed learning or intellectual disabilities, 10+ with attention deficit/hyperactivity, 2-3 with psychological disabilities, 2 with brain injury (and I haven't even gotten to learning disabilities.
- 3) At any given moment I am functioning beyond my "normal" load of classes and testing to include counseling students (and sometimes their families) through a myriad of personal crises, writing updates and thorough LD reports for past students who are now transferring to a 4 year college or the workplace, squeezing in the extra testing of students who need updated assessment to transfer (but are just now realizing they never did that and who aren't in my testing classes), answering questions for and liaisioning with faculty who are not sure what to do with some students, disability management for students who just aren't getting how to be college students and cope with their differences, answering student questions up front when the support staff can't, assisting students with assistive technology when Karen isn't available at the moment....
- 4)** Without additional support in the way of personnel I simply will not be able to keep up

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with the need. There will be a constant gap with academic course offerings when I need to do more testing, or a lack of available testing when I have to teach more classes.

Continue to the next page to complete the form.

IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective†	How will effectiveness be measured?	Category*	Resources needed	Committee
1	1	Begin the process of bringing on at least one adjunct LD Specialist	<i>N/a because not tied to a particular course + SLOs need to be updated</i>		In the number of courses with a high rate of student success/completion and with the number of students tested. Ultimately an increase in the categorical funding for DSPS	Human	FTEF and personnel	???? Faculty prioritization
2	1	Hire a full-time instructional assistant	N/a same as #1		Success and completion rates of LRNS students along with persistence rates	Human	Funds	Resource Allocation Committee
3	2	Begin proposal for a course on Memory	TBA		Assessment of associated SLOs	N/a	Attached supplies and materials	Curriculum
4	2	Begin a course proposal for	TBA		Assessment of associated	N/a	Attached supplies	Curricu

		career planning for students with disabilities/ unusual circumstances			SLOsA		and materials	
5	3	Form new liaisons/cohort s or learning communities with math and English basic skills instructors	N/a		Success rates and persistence of both learning skills students and other basic skills students with learning difficulties	????	Time and human	????

*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.