

**Las Positas College**  
**PROGRAM PLANNING UPDATE (Instructional) AY 2015-2016**

<b>Name of Program</b>	<b>Division</b>	<b>Author(s)</b>
Learning Skills	Student Services	Schoenecker

**INSTRUCTIONS:**

1. This Program Planning Update covers the academic years 2012-2013 and 2013-2014.
2. The planning should be for the academic year 2015-2016.
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. Please use your program’s catalog rubric and this format when naming your document:

Rubric INS PPU 15\_16

e.g., ESL INS PPU 15\_16

4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says “Click here to enter text” and you will be able to click on the check boxes to select them.
5. 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.
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 Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.
8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.

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**I. STUDENT LEARNING OUTCOMES**

Review of academic years 2012-13 and 2013-14

**SLO Assessment Review**

Review your program’s SLO assessment results through spring 2014 and respond to the following questions.

1. Discuss how assessment results indicate success in student learning. Identify results that indicate a need for improvement.

First, it is important to note that since my last program review, all of my courses have been revised or are new altogether. So I am just now able to assess them this semester. So far, I have only assessed the new LRNS 119A. Assessment results demonstrate that providing courses by skill level is working for math. More students are demonstrating success now that they are receiving more direct instruction at their skill level. In the past, results have shown that students that take many of the learning skills classes break clearly into two groups when achievement assessment is done for a specific learning outcome. Either students score at a grade level of A/B or D/F. This problem exists due to the nature of the program. I cannot deny access to students who have minimal ability to benefit from college work, yet I cannot take up my time trying to work with these students more. The best use of my time is in making sure that those students that are serious and able to matriculate receive what they need. In that regard, assessments show that they are learning with my new curriculum formats. The only way that I see at this point to keep the lower level students from breaking my assessment result into two extremes is to continue to work with counselors so that they refer only students capable of learning to my classes.

2. Discuss how distance education courses assessment results compare to face-to-face courses, if applicable? (*Respond to this question if your program has distance education courses.*)

n/a

3. Discuss how your discipline, or someone in your discipline, made changes in pedagogy as a result of SLO assessment results.

Of course, I mentioned in my last program review that SLO assessment results showed me that there was a need to rewrite my curriculum. I was trying to instruct very basic skill level students who in themselves had differing levels of both ability and achievement. Most

specifically, within my writing class, I discovered through low scores in assessment, that grammar is very difficult for students to learn when coming in with deficits in writing ability and not being involved in another course that requires writing (most specific: English). My new course has been redesigned to act as a support for other writing class (or for students needing to write a lot in a content course). I will have assessment results soon; however, preliminary observation has shown me that in trying to support both grammar and writing organization for students I am still in over my head. I feel there is still too much need for a more basic English fundamentals class and without additional personnel in the learning skills program, I am coming to believe this will no longer be possible through this program.

4. Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

Funny you should ask. I wrote in my last program review that it wasn't working to conduct LD assessment in the confines of a class. I no longer had formal instructional assistant support and could not give attention to both a class and one-to-one testing (which is the only way to administer a psycho-educational battery of tests). So I rewrote my curriculum so that the previous LRNS 116 course would now be of general interest to any student experiencing academic difficulty and wanting to know why. Material is presented on the different types of learning related disabilities, how the brain works, compensating strategies and the socio-emotional component of learning. Students and I then determine whether LD testing is actually indicated. LD testing was to be conducted on an hourly basis, individually with students, using reassigned time, as was recommended to me by an interim VP of Academic Services. Currently, this manner of conducting LD assessment as well as the efficacy of offering this service at all is coming into question. Though I do not yet have (coming very soon) assessment results for the new SLOs for LRNS 116, my observations and anecdotal statements from my students indicate that they are very grateful for this information and feel the course is too short. I kept the original one unit that it was, but now that the course is lecture only, the course only meets two hours a week for 9 weeks. So it is my intent to increase the units to at least 2 and also reconsider doing LD assessment as part of a lab

component.

5. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results?      YES       NO

If yes, please explain.

If we are to continue offering the expanse of courses we currently offer, develop the new courses we need to address our student success needs and continue offering LD assessment, we need an additional learning disabilities specialist. Student success within courses like reading and writing also dictate the need for more assistive technology.

### SLO Process

1. Describe how your program reaches consensus when writing student learning outcomes that are used in multiple sections.

My program offers only one section of each course.

Plus, I am a one person program.

2. Describe how your program reaches consensus when developing and evaluating assessment results for student learning outcomes that are used in multiple sections.

My program offers only one section of each course.

I do ask the opinion of the DSPS Coordinator and mainstream counselors as well as counselors in other categorical programs. In addition, I have ongoing discussion regarding outcomes with the Tutorial Center Coordinator who shares similar interests.

3. What methods does your program use for documenting SLO related discussions? Check all that apply.

Program emails

Program meeting minutes/agendas

Blackboard/other website

Other (please describe):

We are honestly just starting to have regular DSPS staff meetings, where we keep minutes of discussions. I also maintain discussions with other LD professionals on our list serve.

## II. PROGRAM ANALYSIS

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

### A. Data Review

If applicable, summarize any **changes** in your program's data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

**NOTE:** Only include changes that affect student learning, program planning or resource requests.

My data remains relatively consistent over the last several years. The needs are already present. The population I serve changes primarily in the types of disabilities that I teach. I don't have that data available, but I can reliably say by observation and DSPS data that I am teaching more students on the autism spectrum and students with serious psychological disabilities. This requires me to embed more curricular activities to assist me in determining student needs for learning within my classes and to spend more time with organizational activities. This seriously affects student learning within classes; however, I am not able at this point to speculate on needed resources for these issues. Perhaps in-class instructional assistants can help manage behavior, mood and frustration issues in the classroom. I purchase self-management "toys" on my own dime since arguing the need for instructional purposes at this level is difficult.

### B. Program-Set Standard for Successful Course Completion Rates

Your program-set standard for successful course completion rates (i.e., number of grades of 'A', 'B', 'C', 'CR', and 'P' divided by total grades) is calculated by averaging successful course completion rates for your program over a five-year period and then multiplying that result by 95%.

In order to determine if you have achieved your program-set standard for successful course completion rates for a given year (e.g., 2012-13), you will need to assess if your program met or exceeded 95% of the previous 5-year average (i.e., 2007-08 through 2011-12) for your program; these calculations are done for you (*see links below*).

1. What was your program-set standard for successful course completion rates in 2012-13 and 2013-14?

	<b>Program-Set Standard for successful course completion</b>	<b>Did you meet your program-set standard? (Yes or No)</b>
2012-13	<a href="http://tinyurl.com/mmfwqfe">http://tinyurl.com/mmfwqfe</a>	76%. Met at 79%
2013-14	<a href="http://tinyurl.com/q6dah55">http://tinyurl.com/q6dah55</a>	78%. Met at 82%

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

n/a
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### C. Curriculum Review

1. Review your program's current curriculum. If applicable, describe any internal or external impacts which will affect your curriculum plans for 2015-16.

<p>There are many. My load will not allow me to teach all my courses and/ or conduct LD assessment. This fact, along with SLO driven success information is now leading me to consider re-writing curriculum to create new courses that better meet the needs of DSPTS students at large, with an academic success focus. Because I believe there is a need for another way for students at LPC to develop basic math skills, I will remain committed to offering my math learning skills courses. At this point, however, I will be in discussion with my DSPTS colleagues, deans and VP to discontinue offering courses in support of reading and writing, until such time as we have an additional learning skills instructor.</p>
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### D. Human Resources

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

There have been no changes associated with the number of full time or part-time faculty associated with the learning skills program.

2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

No changes associated with the learning skills program. I am still a one person program, receiving 10-12 hours per week hourly assistance for assessment purposes.

3. If applicable, describe how the changes indicated in 1 and 2 have impacted student learning?

The fact that there hasn't been any increase in staff is what is impacting student learning. DSPTS students are definitely not receiving the same level or quality of services that they receive at other colleges.

#### **E. Other information pertinent to the program**

I just want to go on record as saying there needs to be renewed and continuous discussion regarding the ongoing mission of the learning skills program: the types of courses offered and how LD assessment will be conducted. At this point in time, my load, my role and my focus is very blurry due to increased and varied student demands with few resources.

### **III. PLANNING**

#### **A. Planning Update**

Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

I accomplished what I consider to be a monumental achievement with the redesign of course curriculum and the development of new courses. I am already reviewing if the program's needs (which is actually student need) is being met. I still have not had time to develop the new courses that I want to create in regard to improving memory for retention and testing and enhancing the executive and other cognitive functioning of students with learning related disabilities.

### **B. Program Planning for AY 2015-16**

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SLO assessments. NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. As a guideline, each program should be assessing 25% of its courses every semester.
  1. How does your program plan to use assessment results for the continuous improvement of student learning? Examples might include (Your responses may vary.):
    - changing number of units/lab hours
    - changing pedagogy/curriculum
    - changing assessments

Although my courses are not yet at 100% in regard to assessment since they are new, I always use my SLOs as guidelines. For this upcoming year I will be using the information to possibly change the number of units, the method of instruction (possible hybrid course) and the development of a lab for LRNS 116. I believe my assessments (and maybe even the SLOs) need to be revised in certain courses since they are very skill specific and data shows me that I need to focus on the "learning skills" aspects of my classes. Ex: one of my current SLOs for my reading class (LRNS 117) is to learn the skill of using word parts to identify new vocabulary. I haven't received sufficient assessment success (to my liking) since this is such a specific skill. It doesn't address what I now consider to be more meaning student learning outcomes such as how a student "personally" uses strategies to retain information for test taking. My pedagogy is always in flux to reflect the needs of each class and to make sure I am embedding learning success strategies that are fresh and



research driven.

2. Have your assessment results shown a need for new SLOs? YES  NO   
 If yes, in the table below, state the number of courses in your program and estimate the percentage of courses for which your program will write new SLOs.

Number of Courses	Estimated Percentage for which new SLOs will be written
We are currently offering 7 of the LRNS courses.	Roughly 5 out of 7 or around 70%.

3. What percentage of courses will your program assess in the next academic year (2015-16)?

100%

4. 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 and the percentage of them who are likely to participate in the SLO process in 2015-16.

Estimated Number of Part-time faculty	Estimated Percentage who will participate in the SLO process
n/a	n/a

4. Curriculum

- a. Considering the criteria of relevance, appropriateness, achievement of course objectives, currency, and future needs and plans, will your program be making any changes to **existing** curriculum to address any of these criteria? If yes, please describe the changes and your program's reasons for the changes. Please provide any data which supports your program's reasons for the changes to your curriculum. Include a discussion of how the changes will improve student learning.

The most important data to consider when looking at the above criteria in relationship to the learning skills courses is as follows (I have averaged the Fall and Spring data from 2012 and 2013):

- I have a very young population: almost 50% is age 19 or less, an additional 20% if 20-21

- I have representative ethnic diversity: almost 11% African American and 23% Latino
- Data suggests that I serve more continuing students than 1<sup>st</sup> time students even though my population is young. 58% are continuing students when they take my class. 24% are first time students.
- A deeper look shows that I do have more 1<sup>st</sup> time students in the fall, my numbers are still showing higher number of students who are continuing. The number of continuing students rises to 69% in the spring.

The last data suggests to me a possible underutilization of my courses by very basic skill level students. There is a possibility that they test or self place themselves in the lowest level math and English courses, but are not successful and drop to Learning Skills courses in the spring or next fall. The first data tells me that since I am primarily teaching very young and underrepresented students (by virtue of disability and/or ethnicity) that there is a need to continue to embed success strategies in my classes. This includes strategies for studying and adopting the proper attitude to learn. Experience tells me that my population best represents the number of students on campus who need a great degree to support in the transition process. College is very different than high school and many come unprepared to be college students in many ways.

- b. Will new curriculum be submitted to the Curriculum Committee for the academic year 2015-2016? If yes, please describe briefly what new curriculum is planned and the rationale for the new curriculum. Please provide any data which supports your reasons for the new curriculum. Include a discussion of how the changes will improve student learning.

Yes. I will be rewriting LRNS 116 and if time allows, creating a new course on how to enhance memory, executive and cognitive functioning for enhanced learning.

## 5. General Program Planning

Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

Within my program I would like to be able to do more assessment regarding student's learning issues both formally and informally. This would include trying to ascertain any previously identified learning disabilities, brain injury, and socio-emotional issues that impact learning. The more I teach and study the under-represented populations, the more I feel that their biggest obstacles to learning are more due to the affective domain and strategies for learning, than prior levels of achievement. In addition, I would like to investigate collaborating more with the veteran's program. This is a population who traditionally does not self identify with a disability, but for whom the learning skills classes would be very helpful and appropriate. For this, I would need a few additional assessment tools to measure language processing, primary learning mode, attitude for change and learning (mindset), etc. I truly believe some students need very specific and individualized interventions, which once learned will prepare them for lifelong learning.

#### IV. Resource Requests for AY2015-16

Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.
- Provide any data or evidence which supports this request.

##### A. Enrollment Management

1. Request: New FTEF. Indicate amount being requested.

Enough for at least two (2-3 unit) courses. I'm not sure how that is represented

2. Rationale for request(s).

To be able to keep offering the learning skills classes, develop additional needed courses.

## B. Human Resources

1. Request: New or replacement faculty position(s).

One part-time faculty for learning skills program.

2. Rationale for faculty position request(s).

Same as above plus the need for learning disability assessment.

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

One instructional assistant for at least 25 hours/week.

4. Rationale for classified staff position request(s).

This would partially replace the assistants we lost with the last SERP and provide needed assistance with the LD assessment process and individualized supplemental instruction within the math courses. (LD assessment is approximately an 8 hour process that includes an intake interview, achievement testing, cognitive testing, scoring, data input and processing, report-writing and consultation with the student. The I.A. can assist with at least 2 hours of this process.

## C. Financial

1. Request: Maintenance of, or increase in, existing program budget (e.g., for supplies, etc.).

\$500 a year to replace consumable testing supplied. \$1800 to purchase the updated testing materials (new edition of the Woodcock-Johnson Psycho-educational Battery)

2. Rationale for financial request(s).

It is illegal to copy testing protocols, but we have had to resort to that on occasion.

**D. Technology (software only – discuss hardware in section E)**

1. Request: Upgrade existing software or purchase new software.

n/a

2. Rationale for technology request(s).

n/a

**E. Facilities, Equipment (include technology hardware), and Supplies**

1. Request: Renovation or upgrade of existing facilities or new facilities.

n/a

2. Rationale for facilities request(s).

n/a

3. Request: Upgrading of existing equipment or purchase of new equipment.

n/a

4. Rationale for equipment request(s).

n/a

5. Request: New supplies

n/a
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6. Rationale for supplies request(s).

n/a
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