Program: Learning Skills
Division: Student Services
Date: October 10, 2016
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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.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

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 "Not Applicable."*

3) *Optional: Meet with your dean to review this document before October 10, 2016.*

4) *Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.*

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 (http://goo.gl/Ssfik2)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (http://goo.gl/jU2ylZ)

I was on sabbatical for the Fall, 2015 semester, so there are not as many matters to discuss. When I was on sabbatical the program came to a halt. No classes were offered except one section of LRNS 116, which Jim Gioia taught. There was no LD assessment available. Data from the

Office of Institutional Research will show a significant decrease in the number of students served. A positive change was the hiring of a part time professional expert who is assisting me with the generic achievement tests for LD assessment, managing assessment files and reports, assisting with the inputting of data and liaison work with the assessment department to identify students who may need LD testing or who should be taking LRNS classes. This mini program is showing great promise for upping the numbers of students in my classes and for upping the number of students assessed for a learning disability. Unfortunately, she will be gone after this coming June, so my assessment numbers will drop unless we can continue funding this position.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: http://goo.gl/9iF3m9

I did finally develop a course on building executive function and memory for the learning skills program. I accomplished this as one of my sabbatical projects. I still need to tweak it a little before actually launching it, but it is in curricunet. I have also succeeded in doing more LD assessment and identifying greater numbers of students eligible to receive services.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

I'm not sure exactly what is being looked for here, so I will just mention a few possibilities. In reality, I am blessed by being constantly reminded of the impact of my program on students. Several times a week I get to inform a student that has never been previously identified that the reason they are struggling is because they have a learning disability. In fact, research has shown that about 51% of the students we identify at this level, have never been previously identified or served. They have spent years thinking they are stupid and/or just too lazy (no matter how hard they think they are working). They tell me that I have changed their lives.

In terms of my classes, I feel the class that has the most impact is 116. This course was changed from the one you took to be evaluated for an LD to an introduction to learning disabilities and how the brain learns. It is unfortunate that I have a PR problem with this class and few students are referred to it or take it. But more and more students are finding it on their own. Two examples:

1. I had a young woman take the class who has bi-polar disorder and extreme anxiety. She took the class to "learn how to learn better". There were days when she became so overwhelmed with anxiety (upon hearing about all the things that can cause learning disruption) that she would have to leave class. She persisted and came alive when I began talking about Growth Mindset. The final was an oral report to the class on an area of interest to the student and how it related to what they learned about themselves and ultimately, how they will now compensate for weaknesses. She wanted to drop because she could not present in front of the class without freaking out. I told her that wasn't my goal for the class. My goal was for her to learn and grow. To that end, she could write something, definitely at least come to class, and I would read it for her. She agreed. I was shocked and brought to tears when that day came and she confidently told me "I can do this!" She got up and presented her report using a power point and even handled a class discussion on her topic.

2. In another class, a young man (who said he was diagnosed with AD/HD as a child, but who was not using our services) found his way into 116 again looking for strategies. He wanted to become a nurse, but wasn't passing a chemistry class. He had also dropped an anatomy and physiology class. He was convinced he wasn't smart enough to accomplish his goal. When I presented on reading strategies he claimed "he had never heard of this stuff, and it was really helping". But the ultimate thrill for me was how he was transformed

after hearing about "growth mindset theory". He realized he had an attitude that he couldn't do it, but that in reality he wasn't working quite hard enough. He has renewed his interest in nursing and a recent conversation with this A&P instructor has revealed that he is advocating for himself in regards to accommodations and the manner in which he demonstrates his knowledge in class. WIN!

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

My biggest obstacle in my program is me. I mean, that in fact, that I am the whole program. In addition to that, I see many other campus initiatives as relevant to the mission of my program. I spent 2.5 years as chair of the basic skills committee to try to bring about more support (in the way of additional instruction and services) for basic skills students (of which mine are those with the lowest skills on campus). Now, I am involved in the adult ed and non-credit program for the same reason. But the more I do for larger campus initiatives, the less time I have for my students. But it is hard to remain uninvolved.

Again, I am frustrated with the lack of support given to my classes by the counselors and other instructors. On this campus it can appear as if some people just maintain the status quo. My academic classes in reading, writing and math are well attended. However, the support for algebra class (LRNS 119C) is getting little action even though I have changed the time. The LRNS 116 class is not getting the number of students that would make it not in danger, but I will try one more marketing campaign. ☺

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

I want to change LRNS 116 into a full semester, 2 unit class that can be degree applicable and transferable to CSU's. It has the rigor and relevance and I think that teaching students how to learn is the wave of the future.
I will also be considering making my basic math class 119A non-credit so students can come in at any level and work on math as long as they have to. There is a growing number of students with and without disabilities (I call it the Tracy factor) that are not ready for Math 107, which remains the lowest basic skills math class we have. I would also like to teach a grammar class non-credit because I am identifying more and more students with auditory processing deficits and specific language impairments that have left them confused about syntax and grammar. Lastly, I want to pursue purchasing a true remedial reading software program called Mindplay. It was developed with one of the authors of the Woodcock Johnson IV psycho-educational battery, and it is getting high reviews from others in my field. Jim and I have taken steps to use my classroom as an open math lab when available using a prescriptive, remedial math program called "Catch-up math". I would like to make it a reading lab as well.

F. Instructional Programs: 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.

This is not on my list for the upcoming year. However, I do plan to pursue making a few of my courses DE the following academic year.

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

Planning Priorities for 2016-17
- *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.*

My plans under "E" above are loosely related to #4. The use of a catch-up math and remedial reading lab are a form of tutoring service. My work on the non-credit program task force may end up being related to #2, as I have volunteered to work on a task force within the academic senate to bring about answers to the questions the curriculum committee has on this issue.

H. Instructional programs: Did your program meet its program-set standard for successful course completion? ____yes __x___no

(This data can be found here: http://goo.gl/Ssfik2**)**

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, I may need to reduce (however that happens) the program set standard for my program because I am teaching less in order to accommodate the need for LD testing (which is accomplished with counseling hours). I was also on sabbatical last fall, and I have previously discussed my enrollment issues.

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: http://goo.gl/jU2ylZ

SAO:n/a
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

Part Three: Assessment Results

(Instructional Programs Only)

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course**: n/a I did not assess last year. I have to completely redo my SLOs to conform to new standards. I currently have only very specific outcomes + only one or two per course**
Course SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: **n/a**
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;

2. be **limited** in number (3-6 outcomes);

3. be **clear** so that students and colleagues can understand them;

4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;

5. be **relevant** to meet the needs of students, employers, and transfer institutions;

6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	**Required Courses in Degree/Certificate**					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

Your Program's Map

Degree or Certificate:																
Program Learning Outcomes (3-6 recommended)	**Required Courses in Degree/Certificate**															
1.																
2.																
3.																
4.																
5.																
6.																

1. Did you make any changes to your existing mapping? (circle one) **N/A**

      Yes   No   This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

    a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
    b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?