Program Review Report

Yuba Community College District

YC - Learning Assistance Program Recommendations

Program Description: The Learning Assistance (LA) program provides developmental courses for a variety of at-risk populations who are under -prepared for college and require the basic academic and personal skills for success in vocational, career, and college pursuits. In addition, the LA program provides specialized coursework as part of specific programming for EOPS and DSPS students, as well as, Lake County students preparing for the GED.

The LA Program, formerly named General Studies, consists of a large number and variety of courses that are considered to be developmental education and several courses are part of student support services (LA 102, 251, 283, and 590). Courses are offered on both the Marysville and Clear Lake campuses. On Clear Lake campus, courses target students who are preparing for GED examination and the campus is a GED testing site. Courses on the Marysville campus serve a more heterogeneous group including students who are served by DSPS, and EOPS, students who utilize tutoring services, ESL students, and students who need supplemental instruction for math classes. Also, there is a Summer Upward Bound Program in which college-bound high school students are offered tutorial assistance. The LA Program on the Marysville campus also offers the basic math class (LA 174R) in two formats, one is face-to-face instruction, and the other is a hybrid course that incorporates both lecture and small group study with computerized practice.

Demographic information on students participating in the program is consistent with the college demographics. The staffing patterns have remained stable. Currently, there are three full time Yuba College (Marysville campus) faculty assigned to teach the following Learning Assistance classes as part of their load: LA 102, 251, 115, 174, 283, and 590. Currently, adjunct faculty members teach sections of the following classes: LA 174, 115, 155, 156, and 180.

Dynamic changes are occurring at Yuba College in the English and Reading programs and policy changes are being implemented for Financial Aid eligibility. A discussion has begun for possible changes in the Math curriculum as well. All this may impact the LA program by making it an important first step for many underprepared students, those representing special populations, and those ineligible for other support services. As a result, the LA faculty members are working with the BSI Task Force, which include faculty from Counseling, English/Reading, and Math, to begin a re-structuring of the program. This is in keeping with the California Community Colleges Chancellor's Office (CCCCO) Basic Skills Initiative recommendation in sub-component A3 (Organizational and Administrative Best Practices) which states that a developmental education program needs to be centralized and highly coordinated. The LA faculty members have begun the process of reviewing the current and previously offered LA courses in order to determine which to revise and offer in the near future.

A Certificate of Achievement in College and Career Readiness is in the initial stage of development by LA faculty members working with the BSI Task Force, counselors, and vocational education faculty.

Faculty and staff associated with the LA Program participate on several committees, including: Diversity, Basic Skills Initiative Task Force, Crisis Intervention Team, Technology Committee, Accreditation Committee, Measure J User Group for the library, ADA /committee, Disability Advisory Board, Learning Communities, and the Counseling staff meetings.

Year of Review: 2012-2013

Type of Review: Annual Update

Executive Summary: The Learning Assistance program was created in the early 1980's to address the needs of students who were preparing for the GED exam and/or needed to build basic academic skills before enrolling in regular college coursework. The LA program on the Lake County campus is still following this model. Currently, however, the program on the Marysville campus offers a mixture of courses that prepares students for the basic levels in Math and Language Arts as well as offers specialized classes for students participating in specific student support programs (e.g., DSPS, EOPS).

In light of some new changes happening within the English/Reading program and the continuing need for additional LA course offerings, the Learning Assistance program on the Marysville campus has recently been given extra attention by faculty and the BSI Task Force. The most important goal for the program at this time is a re-structuring of the LA program to address the needs of basic skills students.

Future Goals and Program Direction: The time is ripe for the LA program to develop into a more comprehensive, robust program that interfaces well with the Math and Language Arts divisions. One important short term goal will be to begin the process of requesting a full time LA faculty member. In the past and at present, the majority of the LA classes offered each semester have been staffed with adjunct faculty. Another important short term goal is to collaborate with other faculty and counselors for program development, as well as, work closely with Student Support Services and the Testing Office for appropriate placement in LA coursework. The LA program direction will be determined after consultation with faculty and counselors, a review of data, and an update on available community resources.

Curriculum & SLO Assessment Summary : Surveys were administered to several LA classes during the 2011-2012 year. The goal was to inquire about students' perception of how well they are improving their academic skills and applying the skills to their college-level coursework as a result of their participation in a Learn class. The following are examples of the questions:

1. This course helped me to achieve my educational goals.
2. My placement in this class was appropriate to my academic needs.
3. I learned skills in this class that helped me (or will help me) perform in college-level courses.
4. My reading skills have improved.
5. My ability to express myself in writing has improved.
6. My ability to solve problems and make better decisions has improved.

For all of the above survey questions, students responded with high percentages of "Agree" and "Strongly Agree" answers.

Recommendations	Plans of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC - Learning Assistance Program Recommendations - Instructor - Hire a full-time LA instructor. **Year(s) Requested:** 2012-2013 **Recommendation Priority:** 3. High Priority **Supporting Evidence (SLO, WSCH, etc.):** Historically at Yuba College, the LA courses have been taught primarily by adjunct	**Plan of Action:** Research current job postings for this position or a similar one. Consult with Dean of Language and Fine Arts on staffing request. **Type:** Staffing - Faculty		

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instructors. The courses developed and offered specifically for specialized populations are taught by faculty from the student service programs (e.g. EOPS offers LA 102, DSPS offers LA 251). Because of the recognized importance of developing basic skills for both academic and career success, the CCCCO recommends that a ?developmental education program be centralized and highly coordinated?. Toward this end, the CCCCO also recommends colleges to recruit and hire faculty ?who are both knowledgeable and enthusiastic about developmental education?. A full time LA instructor?s responsibilities would include: 1. Oversight and coordination of the LA Program and all instructional aides and instructors. 2. Provide in-service activities to share teaching materials, teaching methodology, web-enhanced activities, etc. 3. Restructure the program so that coursework interfaces with other disciplines, such as English and Math, for a smoother transition for students from LA courses. 4. Increase collaboration between student support services and teaching faculty.			
YC - Learning Assistance Program Recommendations - Educational Technology - Initiate and include activities in LA classes that promote use of the computer, internet, and other educational technology as a means to enhance instruction, provide additional support to students, and ensure an implementation of	**Plan of Action:** Conduct a survey of full/part time instructors on their interest pertaining to the use of educational technology and universal design for instruction as a means of improving student success and retention. **Plan of Action:** Provide a technology training workshop as a		

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universal design for instruction. **Year(s) Requested:** 2012-2013 **Recommendation Priority:** 3. High Priority **Supporting Evidence (SLO, WSCH, etc.):** The reasons are numerous for providing computer related activities into the classroom. The importance increases significantly when instructing at-risk and other special populations. Important reasons include: 1. Technology is engaging, self-directing, efficient, and provides tools that can assist students in overcoming academic limitations. 2. Use of technology is ubiquitous and essential for success in most educational and career environments. 3. It promotes self-directed learning, goal-setting, remediation, and monitoring progress. 4. The earlier the students gain competency in use of technology, the easier the transition will be to college level coursework.	Flex activity. The workshop would include hands-on activities, discussion, and ideas for use in the classroom.		
	Plan of Action: Create a resource team of instructors and staff who can provide ideas and assistance to instructors wanting to expand the use of technology and universal design into their classrooms.		
YC - Learning Assistance Program Recommendations - Add Sections - Add additional sections of key LA courses to ensure a comprehensive system of support for basic skills learners. **Year(s) Requested:** 2012-2013 **Recommendation Priority:** 3. High Priority **Supporting Evidence (SLO, WSCH, etc.):** Additional sections with different days/times need to be considered in order to accommodate students with disabilities and	**Plan of Action:** Review data on FTES, Student Success, Retention, and Efficiency of LA classes over the past several years.		
	Plan of Action: Draft a schedule of LA courses for fall/spring/summer semesters and review with Dean of Language and Fine Arts.		

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other learning needs. Several LA classes typically close early during registration leaving many students unable to enroll in the essential classes that address their specific needs. Also, in the effort to expand the use of educational technology to general public, increasing the number of sections in LA 155 and LA 156 would ensure more students are given the opportunity to learn about educational technology and gain expertise.			
YC - Learning Assistance Program Recommendations - On Campus Collaboration - Increase collaboration between student support services and teaching faculty for students identified as "at -risk". **Year(s) Requested:** 2012-2013 **Recommendation Priority:** 3. High Priority **Supporting Evidence (SLO, WSCH, etc.):** As a means of improving retention and success, at-risk students need to be identified early, registered with the appropriate student support services, and provided with increased follow up and contact. At present, there is no formal process for referring students, collaborating on educational decisions, monitoring student progress, and sharing their successes.	**Plan of Action:** Meet with counselors to discuss and propose a plan.		
YC - Learning Assistance Program Recommendations - Course Outlines - Revise course outlines. **Year(s) Requested:** 2012-2013	**Plan of Action:** Review current and previously offered LA courses for use in determining which courses to update.		

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Recommendation Priority: 3. High Priority **Supporting Evidence (SLO, WSCH, etc.):** As part of the re-structuring of the LA program, most LA courses to be offered will need revised course outlines. The revisions need to remain focused toward a high degree of structure, an integration of student services, inclusion of innovative methodology, and the holistic development of students to promote social, emotional, and intellectual growth.	**Plan of Action:** Check on status of revision for Learn 174. **Type:** Curriculum/SLO		
YC - Learning Assistance Program Recommendations - Placement - Develop methods for placement in LA courses to ensure that students enroll appropriately as a means to increase student success, retention, and satisfaction. **Year(s) Requested:** 2012-2013 **Recommendation Priority:** 2. Medium Priority **Supporting Evidence (SLO, WSCH, etc.):** Basic skills students often need assistance in order to enroll in the appropriate level of coursework which can result in an increase in their success, retention, and satisfaction. There are myriad reasons why students may not receive assistance and few safeguards in place that ensure the ?at risk? students do not enroll inappropriately. In order to promote more appropriate placement of these students in the LA courses, a system of using pre-tests/post-tests for placement in LA courses needs to be developed. A key purpose of re-structuring the LA program is to ensure alignment with entry/exit skills among levels	**Plan of Action:** Meet with counselors to formulate ideas. **Plan of Action:** Meet with LA faculty to develop pre/post tests and a system for their use.		

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of English and math coursework. In addition, the LA classes need to be linked to college level performance expectations			
YC - Learning Assistance Program Recommendations - In Service - Develop and present in-service activities for full/part time LA faculty to share teaching materials, teaching methods, improve web-enhanced activities, and examine current adult learning theories and uses of educational technology. **Year(s) Requested:** 2011-2012 **Recommendation Priority:** 2. Medium Priority **Supporting Evidence (SLO, WSCH, etc.):** Because of the large percentage of adjunct instructors teaching LA course, it is important to open communication between instructors as a means of sharing information, referring students, and participating in programmatic decisions.	**Plan of Action:** Schedule an in-service workshop during spring 2012.		
YC - Learning Assistance Program Recommendations - Collaboration with Community Organizations - Increase collaboration between teaching faculty and community service organizations. **Year(s) Requested:** 2012-2013 **Recommendation Priority:** 2. Medium Priority **Supporting Evidence (SLO, WSCH, etc.):** The Yuba-Sutter has an ever changing system of community service organizations including county One-Stop Career Centers, Regional Occupation Program, Department	**Plan of Action:** Meet with counselors for ideas and assistance in increasing collaboration. **Plan of Action:** Communicate (email, phone, on-site visit) with representatives from key community organizations for updated information on services available.		

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of Rehabilitation, the Literacy Service of Sutter County Library, local adult education/GED programs, housing assistance, health screenings, etc. Many of these organizations have a presence on the internet while others rely on pamphlets to dispense information about their services and eligibility requirements. In addition, there are many non-profit service organizations that may provide assistance to students. Many educational programs have established advisory boards to assist with developing the program and addressing concerns. The LA program could benefit from staying in closer communication with representatives from the essential ?people services? in the community in order to refer students for assistance. Students who have their basic needs met (medical, housing, food, transportation, etc.) are far better prepared for the rigors of advancing their education. When the classroom instructors have current information on local services, there is a good chance that referrals can be made efficiently.			
YC - Learning Assistance Program Recommendations - Certificate - Continue to research and develop a College and Career Readiness Certificate as a means of improving basic skills students' retention and success. **Year(s) Requested:** 2012-2013 **Recommendation Priority:** 2. Medium Priority	**Plan of Action:** Revise the original draft of the certificate and present to counselors, vocational instructors, and BSI Task Force for discussion.		

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Supporting Evidence (SLO, WSCH, etc.): A draft of a College and Career Readiness Certificate was written during the spring 2011. At that time it was taken to the BSI Task Force and counselors for discussion. No additional work on the certificate has been done to date. In lieu of some of the upcoming changes projected for Financial Aid eligibility and curricular changes in the English/Reading department, it is best for LA faculty to collaborate with other student services faculty, vocational education faculty, and the BSI Task Force in revising the certificate.			