Assessment Report

Yuba Community College District

YC - Learning Assistance Program Recommendations

Year of Review: 2013-2014

Type of Review: Self-Study (4-year review)

Executive Summary (Include a list of team members):

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.

Program Description : 2013-2014 Program Review

Program Description

The LA Program (LA) continues to be a fragmented, however necessary program with input from several departments: DSPS, College Success Center, EOPS, and GED Basic Skills courses at the Clear Lake Campus. The significance of the LA program lies in its potential to address the extraordinary basic skill needs of a high percentage of Yuba College students including the underprepared student, workforce development, and special populations served by the College's categorical programs.

There have been some major changes to course offerings since the last Program Review. This has occurred as a result of changes at the State level relative to course repeatability. As a result of this many of the LA classes have been changed to an A/B/C format. This is in order to accommodate students who need to repeat a course for increased knowledge and skills imperative for their success and declared programs of study.

It is noteworthy that several courses under LA have been processed through CuricuNet for in-activations, revisions, and modified to an A/B sequence relative to course repetition changes in State Education Code. The following DSPS specialized courses have been revised but are not currently scheduled: LA 52, 115 118, 125, 126, 175, 180. At present DSPS is offering LA 155, 156, and 251 is taught at both Marysville and Lake.

The LA program has great potential for serving underprepared, workforce readiness, and special populations (ESL, DSPS, Veterans, CalWORKs, and Re-entry, etc.). At this point in time there is continued fragmentation of planning and instruction due to lack of a designated lead to ensure coordination of service. This lack of organizational and administrative practice runs contrary to the RP Groups recommendation for colleges to have "A clearly articulated mission based on a shared, overarching philosophy that drives developmental education."

B3

DSPS has collected data for its LA courses in the following ways; student surveys, pre-post tests, and student portfolios. All LA courses are subject to the development and assessment of Student Learning Outcomes. For DSPS LA classes, a review of the data from SLO assessment resulted in course modifications such as editing and delivery of lessons.

2012-2013The 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.

Curriculum & SLO Assessment Summary :

2013-2014 D6

Previous LA Program Reviews identified several recommendations to improve student success. To date the LA courses offered by DSPS have been revised to incorporate UDI (Universal Design for Instruction), Educational computer technology, and other innovative methodologies used in the field of basic skills.

D7

The LA courses were all revised/inactivated as determined appropriate during the 2012-2013 year. One significant course that was inactivated was the inactivation of LA 283 which was a graded course for students participating in math tutoring. It is interesting to note that the data reflects a significant drop in headcount and success during the 2012-2013 academic year. This was also the period of time that the College Success Center was displaced.

D8

All of the DSPS LA classes have current COR's.
D9
DSPS LA courses are assessed with student surveys at the end of each course. The teaching methodologies in the DSPS LA program represent current trends including principles of Universal Design, multi-modal presentation, use of educational technology, and other practices in the area of basic skills.
D10.
Depending on the assessments conducted each semester by DSPS, the teaching methodologies may be modified in the following ways:
• Edit/modify instructor-generated lessons and selection of text used in LA classes based on student satisfaction surveys.
• Modify delivery of lesson (e.g. repetition, demonstration, hands-on, small group Learning, use of assistive computer technology, flipped classroom, etc.) Anecdotal data garnered from the addition of web enhanced instruction over the last few years indicates students are learning to self-regulate their studies. In addition students are learning to rely on outside classroom resources (web sites/portal) which fosters independent Learning.
• Increase/decrease use of supplemental materials such as web sites, handouts, instructor- generated materials and online resources.
D11.
Several of the LA classes are enhanced with online features including use of email, access to class materials, and discussion board. The development of these skills is measured by the pre/post skills tests administered by the instructor and end-of-the-semester student satisfaction surveys.
D12.
The DSPS LA classes include web-enhancement. Support for use of the web-enhancing features is provided during class and through mini computer skills workshops offered by DSPS staff throughout each semester. DSPS strongly supports the development of a Yuba College technology resource center to assist in all facets of college programming (online registration, degree audit, accessing grades, emailing instructors, upload/download of instructional materials, and troubleshooting technological issues.)

D13.
DSPS incorporates the basic principles of universal design for instruction into LA classes. Faculty participates in monthly meetings with other professionals in the field of learning disability during which current teaching theory and best practices are discussed. Faculty attend the yearly statewide conference which sponsors many pull-out sessions addressing pedagogy and interventions that best address disability-related limitations. DSPS faculty works closely with adjunct LA instructors on course materials, instructional practices, educational technology, and SLO assessment.
D.14
LA 251, 155, 156 course SLOs were all assessed in keeping with our program SLOs.
D.15
From our assessments it is apparent that students agree that they are amassing study skills that are essential to college and work success. In addition, the survey results generated a renewed interest in exploring the feasibility of a certificate in Workforce and College Readiness that would target the students enrolling in LA classes and other basic skills populations.

2012-2013 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.

Industry Trends and Program Data Analysis : C4
According to Yuba College Quick facts, Yuba College is projected to lag behind both Sutter and Yolo counties relative to high school graduation rates. Secondly the RP Group for Community Colleges has significant data reporting upwards of 85% of students entering postsecondary education to be underprepared for either college level English, math, or both. The Association of American Colleges and Universities in their document “College Learning for the New Global Century” state that a strong percentage of students entering postsecondary institutions lack academic and workforce readiness skills. Given this data and other indicators, the LA program is mindful to prepare curriculum to address these shortcomings.
C5
The LA program is comprised by instruction/tutoring in the following student support services: College Success Center, EOPS, the Lake campus Basic Skills program, and DSPS specialized courses. In reviewing the student success rates from 2009-2013, two general trends are noted; (a) overall headcount of students in LA courses has declined from 2579 to 2116 and (b) the success rate has remained relatively stable with the exception of years 2010-2011 and 2011-2012 showing significantly higher success rates. Several reasons that might explain the variances reported include: difficulty in identifying Adjuncts instructors, the loss of one full-time LD Specialist/Basic Skill Instructor, and displacement of the College Success Center during construction of the new Learning Resources facility.

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.

Course Content and Statistical Analysis: 87979787

Are you ready to submit your final program review?: No

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Re-structure the Learning Assistance Program for better alignment with English/Reading and Math programs and stronger integration with student support services.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Increase awareness and mainstream use of educational technology and universal design for instruction as a means of improving student success and retention.				