Assessment: Assessment Unit Planning

Program Review 2014-15

YC - Learning Assistance Program Review

Year Under Review : 2014-15
Type of Review:
Program Description : The LA Program (LA) addresses the need of our most at risk populations including the extraordinary basic skill needs of a high percentage Clear Lake Campus students. Its focus is to provide remediation for students who need a review of reading, writing, and math skills before they enter college classes, provide preparation for the HiSET (GED) exam, and/or support student efforts in basic skills or with academic tasks. There have been some major changes to course offerings in recent years as a result of changes at the State level relative to course repeatability. Thus, the primary LA class at CLC, Learn 120, has 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.

CLC has recently hired a basic skills instructor with the intent of re-envisioning the Learning Assistance program at this site. With policy changes in Financial Aid eligibility and new monies provided for non-credit courses and basic skills, it is all the more important that the LA program work in collaboration Math, English, and Counseling faculty to restructure the program. The realignment with WCC, which essentially has no Learn classes now requires revising all curriculum and submitting them for review by the curriculum committee and the state office. The present discussion involves offering some if not all of these courses as non-credit, open entry open exit options and creating a certificate of completion.

As a result of all these changes, the CLC Learn Assistance (LA) Department is in transition. The YC Lake Campus program in 2014-15 consisted of seven classes (Learn 102, 120 A,B,C, Learn 122, 172, and 251) and the Learning Resource Center, which provides tutorial support for students in all disciplines. All the courses are credit based and designated pass no-pass. In spring 2015, staff consisted of one full time basic skills faculty, a part time IA, 2 tutor specialists, and two student tutors. Most of these individuals supervise and tutor in the Learning Resource center. In addition, the Basic Skills instructor (out of necessity) has taught at least one section (sometimes two) of English 105 and Reading in addition to her responsibilities with the Learn courses and the Learning Center.

The instructor and Instructional Associate work closely with county agencies such as Department of Rehab, Social Services, Cal Learn, and others to best meet student needs. Those students struggling with basic literacy are referred to the county Adult Literacy program.

Over the past three years, the Learn program maintained a degree of stability in terms of course offerings and tutorial services. However, Learn enrollment declined significantly with the loss of students' ability to repeat courses.

Executive Summary (Include a list of team members): Peggy Alexander, newly assigned Learn/Basic Skills Faculty Coordinator, and Margaret Brown (PT Instructional associate)
01IP. Department Goals (Click '?' for Prompt): TBD
03IP. Follow up to question 02IP (Click '?' for Prompt): Unfortunately, SLO data has not been tracked in the courses relevant to CLC.
04IP. Degrees/Certificates (Click '?' for Prompt): TBD
05IP. Improve Completion (Click '?' for Prompt): Professional Training/workshops in RA, acceleration techniques, adult education best practices (all teaching staff)
Better statistical input for department SLOs
Study the beneficial influence of using Learning Resource Center
Try to reintroduce ESL offerings at CLC
Coordinate realignment with Woodland and provide Learn curriculum that meet the needs of both campuses

Introduce a certificate of completion for Adult Ed/HiSET program.
Encourage faculty to use paperless, sustainable practices

06IP. Course Outlines (Click '?' for Prompt): NA

Program Recommendation: Instructor

Hire a full-time LA instructor.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2012-2013
Supporting Evidence : Historically at Yuba College, the LA courses have been taught primarily by adjunct 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.

Plan of Action

Staffing - Faculty - Research current job postings for this position or a similar one. Consult with Dean of Language and Fine Arts on staffing request. (Active)
Budgetary Impact: The District will fund this rehire of a LA Instructor
Timeline/Responsible Party: 2013-2014
Perkins Eligible: Yes
DE Related: Yes
HSI Related: Yes
Related Documents:
LEARN PR 2013 2014.docx

Related Goals

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Increase awareness and mainstream use of educational technology and universal design for instruction as a means of improving student success and retention.

Program Recommendation: 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 universal design for instruction.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014
Request Date: 01/30/2014
Supporting Evidence : 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:

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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.

Evaluation Plan: Surveys, pre-post tests, student portfolios

Plan of Action

Equipment - 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. (Active)
Budgetary Impact: Collaborate with IT, BSI committee, and Student Success and Support Program for needed funding.
Timeline/Responsible Party: Learning Resources Dean, Interested Faculty, BSI Committee
Perkins Eligible: Yes
DE Related: Yes
HSI Related: Yes

Provide a technology training workshop as a Flex activity. The workshop would include hands-on activities, discussion, and ideas for use in the classroom. (Active)

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. (Active)

Related Goals

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
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Program Recommendation: Add Sections

Add additional sections of key LA courses to ensure a comprehensive system of support for basic skills learners.

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2013-2014
Request Date: 01/30/2014
Supporting Evidence : Additional sections with different days/times need to be considered in order to accommodate students with disabilities and 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.
Evaluation Plan: SLO cycles, IE assessments

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Review data on FTES, Student Success, Retention, and Efficiency of LA classes over the past several years. (Active)
Timeline/Responsible Party: LA instructors and DSPS Director

Draft a schedule of LA courses for fall/spring/summer semesters and review with Dean of Language and Fine Arts. (Active)

Related Goals

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Program Recommendation: On Campus Collaboration

Increase collaboration between student support services and teaching faculty for students identified as "at-risk".

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014
Request Date: 01/30/2014
Supporting Evidence : 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.
Evaluation Plan: Student Success Scorecard, Benchmarking, SLO data

Plan of Action

Staffing - Technical/Clerical - Meet with counselors to discuss and propose a plan. (Active)
Budgetary Impact: None
Timeline/Responsible Party: Basic skills Co-chairs, faculty from Instruction and Student Services
Perkins Eligible: Yes
DE Related: No
HSI Related: Yes
Related Documents:
LEARN PR 2013 2014.docx

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YCCD Board of Trustees Vision Statement
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Program Recommendation: Course Outlines

Revise course outlines.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2012-2013
Supporting Evidence : 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

Review current and previously offered LA courses for use in determining which courses to update. (Active)

Curriculum/SLO - Check on status of revision for Learn 174. (Active)

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Program Recommendation: Placement

Develop methods for placement in LA courses to ensure that students enroll appropriately as a means to increase student success, retention, and satisfaction.

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2012-2013
Supporting Evidence : 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.

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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 of English and math coursework. In addition, the LA classes need to be linked to college level performance expectations

Plan of Action

Meet with counselors to formulate ideas. (Active)

Meet with LA faculty to develop pre/post tests and a system for their use. (Active)

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Program Recommendation: 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.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2012-2013
Request Date: 01/30/2014
Supporting Evidence : Because of the large percentage of adjunct instructors teaching LA courses, it is important to open communication between instructors as a means of sharing information, referring students, and participating in programmatic decisions.
Evaluation Plan: LA Adjunct Faculty survey

Plan of Action

Schedule an in-service workshop during spring 2012. (Active)

Related Goals

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Program Recommendation: Collaboration with Community Organizations

Increase collaboration between teaching faculty and community service organizations.

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2013-2014
Request Date: 01/30/2014
Supporting Evidence : The Yuba-Sutter has an ever changing system of community service organizations including county One-Stop Career Centers, Regional Occupation Program, Department 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.

Evaluation Plan: Develop Focus group

Plan of Action

Meet with counselors for ideas and assistance in increasing collaboration. (Active)

Communicate (email, phone, on-site visit) with representatives from key community organizations for updated information on services available. (Active)

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Program Recommendation: Certificate

Continue to research and develop a College and Career Readiness Certificate as a means of improving basic skills students' retention and success.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014
Request Date: 01/30/2014
Supporting Evidence : 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.
Evaluation Plan: Survey Counseling department, BSI Committee, and Financial Aid receptivity

Plan of Action

Curriculum/SLO - Revise the original draft of the certificate and present to counselors, vocational instructors, and BSI Task Force for discussion. (Active)

Budgetary Impact: Hire a Developmental Education Instructor full time
Timeline/Responsible Party: BSI Co-chairs, Learning Resources Dean, DSPS faculty
Perkins Eligible: Yes
DE Related: Yes
HSI Related: Yes
Related Documents:
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