
Student Services Program Review Annual Update – Form



**Allan Hancock College Program Review-Student Services Division
2020-2021 Annual Update**

Date:	March 23, 2021
Program and Department:	Learning Assistance Program (LAP)
Additional programs included in this review:	None
Date of last comprehensive review*:	2015-2016 academic year
Submitted By:	LAP faculty and staff
Attachments:	<input type="checkbox"/> Advisory Board Meeting Minutes/Recommendations *Attachment A <input type="checkbox"/> 6-year assessment plan *Attachment B <input type="checkbox"/> Other: CCCO DSPS Summary Report *Attachment C Request for Resources *Attachment D

*Copies of the Comprehensive program reviews can be found in the Program Review matrix. These will list the date when they were submitted.

I. Program Mission/Goal

Explain how the program mission aligns with the [college mission](#).

The Learning Assistance Program (LAP) is committed to providing equal opportunity and access to students with disabilities through necessary accommodations, instruction, assessment, counseling and advocacy.

The program supports and aligns with the college mission through:

- Open access to the full range of college instruction and support services
- Student success and independence, and
- Ensures compliance with the California Education Code, Title 5 regulations and the fundamental principles of nondiscrimination and accommodation in academic programs as set forth in Sections 504 and 508 of The Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008 (ADAAA)

II. Program Accomplishments

Please summarize your program accomplishments, successes, and highlights for the year, and describe how it supports the college's [strategic goals](#).

LAP's accomplishments, successes, and highlights for the 2020-2021 academic year include:

- Successfully transitioned (withing a week notice) due to the Covid 19 pandemic in March of 2020 to serving students remotely by quickly learning and then utilizing both new and old technologies including Remote Desktop, Zoom, Cranium Cafe, AIM, SuccessNet, email, various phone apps, document cameras, etc. *Connected to the college's Goal SLS2: To support access, achievement, and success.*
- Successfully provided remote assistive technology/technology training and equipment check out. Worked collaboratively with IT to get both students and LAP staff the equipment they needed to work from home. *Connected to the college's Goal SLS2: To support access, achievement, and success.*
- In January 2021, successfully implemented the roll out of the LAP's new online disability management software called AIM and provided AIM training to both students, LAP staff and instructors through individual Zoom meetings, workshops, and emailed videos and instructions. AIM is an online

accommodation, appointment, and case management software that, for example, allows students to apply to the program and request accommodations including testing, alternative media, and note-taking services, track equipment loans, etc. *Connected to the college's Goal SLS2: To support access, achievement, and success.*

- LAP Director provided professional development training to instructional faculty related to AIM and online accessibility as part of Friday's Making the Move workshop series. *Goal SLS2: To support access, achievement, and success and IR3: To enhance and maintain currency and technology usage/application in support of students and faculty, staff efficiency and operational effectiveness.*
- Implemented "LAP Chat" which allows LAP students to receive assistance from instructional assistants during all open hours Monday through Friday. *Connected to the college's Goal SLS2: To support access, achievement, and success.*
- Provided instructors with both remote and in person test proctoring, safely proctoring 144 on-campus exams. *Connected to the college's Goal SLS2: To support access, achievement, and success.*
- LAP Director added new members to the Disability Advisory Committee (DAC). *Goal SLS2: To support access, achievement, and success and IR3: To enhance and maintain currency and technology usage/application in support of students and faculty, staff efficiency and operational effectiveness*

III. Program Challenges

Please summarize your program challenges for the year.

Challenges for LAP during the 2020-21 year include: Total numbers of students in each area are marked with an * asterisk that have been negatively impacted data due to the pandemic.

- March 2020, Hancock declares college campus state of emergency due to COVID 19 pandemic alters modality formats from in person classes to emergency remote teaching (ERT). Students become reliant on technology, (laptops and internet access) and dealing with social isolation.
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- COVID -19 Impacted the 2019-2020 academic year, LAP served 776 students (annual unduplicated headcount), down from 1031 students in 2018-2019 academic year. This is a 24.73% decrease in students served. The greatest decline has been in the categories of Learning Disabled (reduction from 293 in 2018/2019 to 204 served in 2019/2020, a 30.38% decrease and Psychological Disabilities (18/19) – 203 compared to (19/20) 161, a 20.60% decrease. Serving students with ADHD dropped from (18/19) 81 students to the (19/20) 57 students, a 29.63% decrease.
- For Fall 2020, LAP served *378 students in comparison to 638 students served in Fall 2019. An decline of 40.75% students served during the pandemic.
- Unable to provide (achievement and cognitive testing) Learning Disability Assessments for students: to determine a learning disability testing requires to be face to face for validity.
- AIM (Accessible Information Management) - implementation and transition is in progress. A particular challenge is the use of AIM calendar and SuccessNet calendar simultaneously. It is the desire of the department to utilize AIM only.
- SuccessNet does not support the necessary functions of LAP – such as out of test proctoring, interpreting scheduling, alternative media requests, and equipment loan.
- Insufficient categorical budget- The monetary compensation required to cover all staffing, facilities, technology and equipment resources is currently at a deficit.
- Funding and receiving assistive technology and office supplies have not been received in a timely and efficient manner to help support student services and accommodations.
- Finding available funds requested for Learning Disability standardized protocols that are necessary to conduct the assessments without violating copyright laws.
- Insufficient funding for production by Campus Graphics of program brochures and student handbooks.
- Not enough student handbooks were provided for LAP Students.

- Continued difficulty in recruitment, hiring and retention of qualified Sign Language Interpreters and Real Time Captioners – especially to serve students at the Lompoc Valley Center
- Continued challenges in the reliability of technology access and support for Remote Sign Language Interpreting
- Need for a permanent District classified employee. Continued reliance upon instructional assistant and student workers to serve as an administrative assistant at the Lompoc Valley Center (LVC) – duties previously fulfilled by a District 170-day employee –. The instructional assistant is regularly performing job duties outside of their job description in order to substitute for the vacant position. The instructional assistant cannot simultaneously serve students (e.g. proctor out of class tests or provide instructional strategies) and provide administrative assistant/clerical support to the LAP front counter at the LVC.
- Lack of adequate space at the front counter to accommodate two employees at LVC.
- Lack of private office space for individual learning strategies by instructional assistant at LVC
- Current front desk/counter spaces (at both locations) are not accessible to wheelchair users or others with mobility impairments.
- Continued difficulty with LVC faculty and staff to appropriately engage in onsite Santa Maria campus meetings.
- Safety concerns for faculty, staff, and students in the Learning Assistance Program offices and labs.

IV. Online Services & Service Locations:

List the services offered online and at other district locations.

Services available online and to distance education students include:

- AIM (Accessible Information Management)
 - LAP Chat/ZOOM with staff for questions. Staff available online during LAP college open hours.
 - LAP Counselors, Specialists and staff available online for drop ins – Cranium Café
 - LAP Counselors/Specialists can provide virtual ZOOM counseling appointments
 - LAP Instructional Assistants provide Instructional Strategy appointments via ZOOM
 - Assistive Technology appointments available for training with High Tech Specialists via ZOOM regarding Assistive Applications and devices
 - Interpreter/Transcriber request online forms and support staff
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- Phone appointments to apply for LAP services and develop academic accommodation plan
 - Application for service available for online download and printing
 - All E-mail correspondence with students and instructional faculty regarding accommodations
 - Request for and receiving of e-text, including access to assistive technology
 - Assistive technology tutorial guides and resources
 - Requests to schedule out of class test proctoring, interpreter and transcriber requests

LAP Services at the Lompoc Valley Center (LVC) include:

- Full time LAP counselor to provide intake interviews; develop academic accommodation plans, student education plans, and ongoing follow up counseling.
- Full-time instructional assistant is providing out of class test proctoring and accommodations, instructional strategies and administrative assistant support.
- High Technology Specialist to meet with students for assistive technology trainings

Compare the accessibility and effectiveness of these services and how they are equitable compared to the services offered at the primary campus.

The inequities in available services between the primary campus and the LVC are:

- Learning disability assessment is not available
- LAP instructional assistant does not have an office space to provide instructional strategies to students.
- FT Administrative Assistant is not available.
- Recruitment, hiring and retention of qualified Sign Language Interpreters and Real Time Captioners is even more challenging than it is for the primary campus

V. Learning Outcomes

A. Program Outcomes

Check here if any Program Learning Outcomes (PSLO) changes were approved by your department in 2018.

Please list any new or revised program outcomes (PSLO). Describe what changes were made by listing the new/modified program outcomes and the old program outcomes.

No new or revised PSLOs

B. Student/Service Learning Outcomes

Check here if any Student Learning Outcome (SLO) changes were approved by your department in 2018.

Please list any new or revised student learning outcomes (SLO). Describe what SLO changes were made by listing the new/modified SLO and the old SLO.

No new or revised SLOs

C. Mapping

Review current mapping and list any changes made on your SLO or PSLO. You may attach an elumen summary map report with marked changes or if mapping changes were already made please indicate when and how the changes were made. N/A if no changes are needed.

N/A Mapping attached.

VI. Assessment Data

A. eLumen Report Analysis

Summarize the student learning outcomes that has been assessed this past year (what were they, how were they assessed, and what were the notable results).

Student Learning Outcome #4: Use adaptive computer technology when related to his/her disability. Compiled in Fall 2019 and compiled and completed for Fall 2019. Due to be re-evaluated in Fall 2021.

Student Learning Outcome #1: Request and use a disability-related accommodation in a timely manner. Compiled Fall 2019 and completed for Spring 2020. Compiled Fall 2019 for Spring 2020 data. Due to be re-evaluated in Spring 2022.

These SLOs were assessed by administering a Program Review Survey to enrolled LAP students (online and paper copies available). Students were asked to respond to questions using areas from Agree to Neutral to Disagree. 73 students participated in filling out the Student Climate Survey in Fall 2019.

For SLO #4, questions were asked that included categories related to; being provided appropriate assistive technology, the use/types of technology used within the last year and questions about technology training. 73% of the students responded Agree and 24% responded Neutral regarding the use of assistive/adaptive

technology. Of that percentage, 31% requested technology training and 71% agreed that they would continue to use technology in the future.

For SLO #1, questions were asked that included categories related to; receiving prompt attention from the LAP staff, the LAP hours being convenient and being able to schedule appointments with the LAP counselor/specialists within a time period that meets their needs. 68-87% of the student surveyed regarding the request of a disability-related accommodation in a timely manner responded Agree and 8-21% responded Neutral.

Provide examples about how the faculty/staff use or have used data to change or improve services and delivery method.

Since the majority of Student responses were Agree to Strongly Agree, faculty/staff currently chose to continue with the same delivery method.

B. Service Quality and Institutional Effectiveness

Dissemination Plan (the process for sharing these assessment results):

SLO Retreat held on February 18th, 2020 and Department (Staff and Faculty Meetings)

Service Quality Plan (describe your program use of assessment data to improve services & student learning):

Based on the collected data, a strong percentage of students (70% or higher) are able to use adaptive technology when related to his/her disability. The same percentage (70% or higher) also feel they can request and use a disability-related accommodation in a timely manner.

Six-Year Plan (brief update of your current 6 year plan progress):

This year (Fall 2019) we surveyed SLO #4: Use adaptive computer technology when related to his/her disability. Completed Fall 2017, compiled and completed this Fall 2019 and scheduled again for Fall 2021.

This year we also surveyed (Fall 2019) for Spring 2020, SLO #1: Request and use disability-related accommodations in a timely manner. Last completed in Spring 2018, compiled and completed this Fall 2019 for Spring 2020 and scheduled again for Spring 2022.

SLO #3: Use the learning strategies recommended by his/her disability specialist. Compiled Fall 2018 and completed for Fall 2018. Also scheduled for Fall 2020.

SLO #2: Identify accommodations that are related to his/her disability. Compiled Fall 2018 and completed for Spring 2019. Also scheduled for Spring 2021.

This academic school year, the feedback from each measured SLO has come back positive with the majority (70%+) of students feeling they Agree or remained Neutral in both measured outcome areas.

VII. Internal/External Conditions

Quantitative and Qualitative Data

Summarize major trends and opportunities that have emerged in the program.

- An opportunity that has emerged due to the pandemic is remote services and recognizing the value of continuing these services. Continue these services post pandemic.
- Technology trends include the increased need and funding for updated technology including; assistive technology, laptops and other adaptive technologies.
- Student Equity Achievement (SEA) Program funds available to assist with costs for LAP needs.

List all internal conditions that have influenced the program in the past year. You may also list any changes in technology, budget, staffing, resources, enrollment management, or facilities issues, etc.

- Discussion regarding more student “Executive Functioning” support with instructional assistants and need for supplemental materials.
- Lack of LAP funds makes purchasing and receiving pertinent assistive technology and office supplies difficult. Also it is difficult to understand and follow processes to request funds.
- Test proctor (now known as instructional assistant), administrative assistant positions remain vacant
- Accessible automatic door openers are dysfunctional (on both campuses)-more than one work order has been submitted. Additional information regarding the auto door openers is included in the LAP 2015-16 comprehensive program review.
- The height of the front desk at LAP is not accessible for all students (on both campuses)
- Plan to relocate LAP at the LVC a concern has been raised regarding accessibility for a wheelchair.

VIII. Status of Final Plan of Action

Summarize the progress made on the recommendations from your last 6-year program review plan of action.

EXISTING Recommendations	STATUS
Criteria Two: Student Support and Development	Completed Fall 2016

<p>Update and revise Student Education Contract (SEC) to reflect new Title 5 regulations. Updated version will be known as Academic Accommodation Plan (AAP)</p> <p>Update and revise the LAP application of services (intake packet) to reflect the new disability categories as defined by Title 5.</p>	
<p>Criteria Two: Student Support and Development</p> <p>Update the faculty resource information on the LAP website, including adding information for instructors on how to create accessible course materials for distance learning</p>	<p>Completed Last revised Fall 2018 Revisions include posting of additional faculty resources</p>
<p>Criteria Two: Student Support and Development</p> <p>Evaluate options and viability of an information management system for accommodations forms and notifications to instructors</p>	<p>Completed Spring 2018 In spring 2017 and fall 2018 semesters, LAP faculty evaluated of AIM (Accessible Information Management), Clockwork, and SAM (Student Accommodation Manager): all information/data software for use by DSPS. In spring 2018, faculty and staff submitted a recommendation to the dean for purchase and implementation of AIM.</p>
<p>Criteria Three: Student Outcomes</p> <p>Ensure primary contacts are accurately recorded in the SARS data during the 2015-16 academic year, which is then used to generate the MIS report.</p>	<p>Completed Summer 2016</p>

<p>Criteria Four: Personnel and Support Services</p> <p>Using Student Equity Funds hire a LAP counselor for the LVC with a start date of Fall 2016</p>	<p>Completed</p> <p>Summer-Fall 2016</p>
<p>Criteria Four: Personnel and Support Services</p> <p>Backfill faculty positions who are on reduced load/reassignment</p>	<p>No Action Taken.</p> <p>Remains priority, as necessary</p>
<p>Criteria Four: Personnel and Support Services</p> <p>Hire all prioritized positions</p>	<p>Hired FT LAP Counselor at Lompoc Valley Center in 2016-17 academic year</p> <p>Remaining prioritized positions unfilled</p>
<p>Criteria Four: Personnel and Support Services</p> <p>Evaluate and draft a plan for the expansion of LAP staffing in order to cover all periods of instruction</p>	<p>Completed</p> <p>In the spring 2016 semester LAP faculty and staff provided recommendations regarding providing LAP services during all period of instruction. The recommendations were shared with the program dean and are included as Attachment B to the 2016-17 annual update.</p>

<p>Criteria Five: Facilities</p> <p>Submit a funding request in Spring 2016 to the Technology Advisory Committee (TAC) to replace computers, copier, printers and scanners.</p>	<p>Partially complete/In Progress</p> <p>Anticipated completion: ongoing action item</p> <p>See attachment E for most recent technology purchases and upcoming technology needs.</p>
<p>Criteria Five: Facilities</p> <p>Evaluate CCTVs in Fall 2016 for possible need to replace and/or add in order to meet current technology standards.</p>	<p>Completed</p> <p>Fall 2016</p>
<p>Criteria Five: Facilities</p> <p>Continue to monitor, support, and implement current technologies as they evolve.</p>	<p>In Progress</p> <p>Ongoing action item</p>
<p>Criteria Five: Facilities</p> <p>Install auto door openers at identified locations</p>	<p>Information sent to the Facilities Council in Fall 2016. Pending feedback from Facilities, as of Spring 2020, no feedback has been received</p>
<p>Criteria Five: Facilities</p> <p>Identify dedicated location(s) at the LVC to deliver LAP services (instructional strategies, test proctoring, assistive technology training and use)</p>	<p>Partially Completed</p> <p>LAP faculty/staff and a LVC administrator identified a location in Building 2. Pending student service administration approval. LAP faculty and staff strongly support this location.</p> <p>Allocated space is limited for all services at the LVC campus. Currently all share space for</p>

	<p>test proctoring, instructional strategies, assistive technology training and computer lab. A need remains for a location to deliver instructional strategies and assistive technology training especially when the current space is being used to proctor out of class exams.</p>
<p>Criteria Seven: Community Outreach and Program Awareness</p> <p>Include student(s) to participate in the LAP Advisory Committee meetings</p>	<p>Completed</p> <p>Fall 2016</p>
<p><u>Three recommendations from the 2016-17 program review annual update:</u></p> <p>Modify the LAP front counter height: Current front desk/counter spaces (at both locations) are not accessible to wheelchair users or others with mobility impairments.</p>	<p>Not completed</p> <p>Anticipated completion date is unknown</p>
<p>FT Administrative Assistant at the LAP LVC: To assist students with scheduling appointments, provide applications for services, and answering program related questions in order to ensure that students continue to receive meetings and support in a timely and efficient manner.</p>	<p>Not completed</p> <p>Anticipated completion date is unknown</p>
	<p>Partially completed,</p>

<p>Test proctor position (now known as instructional assistant) needed for Santa Maria campus: There has been reliance on student workers to proctor out of class exams.</p>	<p>11-month instructional assistant hired in January 2018; student workers no longer assigned test proctoring duties.</p> <p>With the out of class test proctoring duties assigned between DSPS specialist and instructional assistants, it reduces the availability of appointments for instructional strategies. At one time LAP employed one classified staff member who was responsible for all out of class test proctoring duties. This position was in addition to the position(s) of DSPS specialist (1) and instructional assistants (2.5) - a total of 4.5 classified staff assigned duties in out of class test proctoring and the lab to serve students both locations.</p>
<p><u>Recommendation from the 2017-18 program review annual update:</u></p> <p>Proposing installation of panic buttons in LAP offices and labs as part of campus safety and emergency preparedness.</p>	<p>Not completed Anticipated completion date is unknown</p>
<p>Hire an additional full-time learning disabilities specialist</p>	<p>Not completed Anticipated completion date is unknown</p>

Evaluate the implementation needs of AIM including, but not limited to: personnel, equipment, and training	In progress
Develop an implementation plan for AI	In progress
Hire an additional full time DSPS instructional assistant to serve students at the LVC	In progress
Given the LVC LAP program has not been relocated to Building 2, recommend to evaluate the existing space to address need for office for instructional assistant, confidentiality in LAP counselor's office and front office, and secure file storage. (reference student survey comments from Fall 2019)	
LAP faculty and staff support moving the program to Building 2.	

List any new or modified recommendations below, including rationale for these in the table below.

ADDITIONAL Recommendations to Plan of Action	Rationale
Hire an additional full time DSPS Administrative Assistant to serve students at the LVC	Currently there is no DSPS administrative assistant at the LVC, reliant on student workers and instructional assistant for job duties. When IA is fulfilling test proctoring duties, there is no availability of appointments for instructional strategies. Difficult to continuously train student workers for administrative assistant duties particularly due to the population served
Evaluate best practices of remote services for continuation.	LAP students have benefited from remote services due to convenience of scheduling and utilizing services and accommodations, as well providing ease in costs and time.

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MODIFIED Recommendations to Plan of Action	Rationale

IX. Request for Resources *SEE ATTACHED EXCEL SPREADSHEET (Attachment)