

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Learning Assistance Program

Academic Year 2023/2024

1. Has your program mission or primary function changed in the last year?

No changes to program mission or primary function. The Learning Assistance Program's website states "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. Our commitment is to help eliminate barriers to equity and access by providing individualized support services for students with all types of disabilities."

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

The number of students enrolled in the LAP has increased from 712 during the 2022/2023 school year to 915 (and counting) during the 2023/2024 school year.

A new Outreach and Retention Specialist position was created and filled starting August 2023.

In the fall of 2023, a Sub (Temporary) Office Services Tech I - Lompoc Valley Center was hired for 25 hours a week.

At the Santa Maria campus, the Instructional Assistant resigned in October 2022. In the spring and fall of 2023, it appears that student workers have been hired to cover some of this position's duties, i.e. lab and testing room coverage.

Learning Outcomes Assessment

a. Please summarize key results from this year's assessment.

In the **Fall 2023** semester a student survey was administered to assess student satisfaction;

SLO 1 'Request and use a disability related accommodation in a timely manner' and **SLO 3** 'Use the learning strategies recommended by their Specialist/Counselor'. A total of 101 students completed the survey and the summary of the data includes;

SLO 1 responses:

- Of 85 students, 92% agreed with the statement, "I received prompt attention from the LAP staff" with 7% responding 'neither agree nor disagree' and 1% 'disagree'
- Of 85 students, 81% agreed with the statement "The LAP hours are convenient for me" with 12% responding 'neither agree nor disagree' and 7% 'disagree'
- Of 84 responses, 86% agreed with the statement, "I am able to schedule an appointment with my LAP counselor/specialist within a time period that meets my needs" with 10% responding 'neither agree nor disagree' and 5% 'disagree'

SLO 3 responses:

- Of 74 students, 91% agreed with the statement "I received individualized instruction and services according to my needs" with 9% responding 'neither agree nor disagree' and 0% 'disagree'
- Of 74 students, 88% agreed with the statement "I found individualized instruction/trainings to be useful" with 11% responding 'neither agree nor disagree' and 1% 'disagree'

b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

An analysis shows that the majority (86.3%) of students agree that they can request their disability related accommodations in a timely manner, and the majority (89.5%) agree that they received instruction and services and found training to be useful.

Based on the student survey answers collected in the Fall 2023 survey, students feel successful in accordance with SLO 1: Request and use a disability related accommodation in a timely manner and with SLO 3: Using the learning strategies recommended by their Specialist/Counselor.

c. Please summarize recommendations and/or accolades that were made within the program/department.

The student comments in the Fall 2023 Program Survey revealed the theme that students appreciate the LAP faculty and staff and their understanding toward accommodation needs. Some examples of what students wrote in the open-ended comments include; 'The LAP is a great program, the office is professional and respectful to students', 'The LAP is a helpful program with incredible staff', and 'All faculty and staff members are so supportive.'

d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

No changes made to PLO rubrics.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

N/A

4. Were there any staffing changes?

- District administration is in the process of evaluating LAP faculty load.
- Outreach and Retention Specialist--In Summer of 2023, a new Outreach and Retention Specialist position was created and filled. The Outreach and Retention Specialist provides "support to Hancock students with the admission and class registration process, provide general financial aid information, process concurrent enrollment and College Now paperwork from

the local high schools, connect high schoolers with the LAP application and office, and assist with outreach activities”.

- Sub (Temporary) Office Services Tech I--In the Fall of 2023, a Sub (Temporary) Office Services Tech I - Lompoc Valley Center was hired for 25 hours a week.
- At the Santa Maria campus, the Instructional Assistant resigned in October 2022. In the Spring and Fall of 2023, it appears that student workers have been hired to cover some of this position’s duties, i.e. lab and testing room coverage.
- Continued overreliance on student workers to proctor exams.

5. What were your program successes in your area of focus last year?

The suggested innovative scheduling plans were not implemented.

CTE two-year review of labor market data and pre-requisite review

6. Does the program meet documented labor market demand?

N/A

7. How does the program address needs that are not met by similar programs?

N/A

8. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

N/A

9. Have recommendations from the previous report been addressed?

N/A

Validation for Program Planning Process:

Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)

N/A

10. Are there specific recommendations regarding the core topic responses from the validation team?

N/A

ENROLLMENT TRENDS AND EFFICIENCY

Enrollment Trends and Efficiency – look for areas of growth or decline, relationship to the college and similar programs, and head count (enrollment and full-time equivalents for students and full-time equivalents faculty). Sample activities include the following:

Topic: Review enrollment trends, headcount, success, and retention data.

1. What data were analyzed and what were the main conclusions?

Enrollment, success, and retention data was analyzed from the following sources:

- Allan Hancock College (AHC) Data Quick Facts 2022 and 2023.
- CCCC's Management Information System Data Mart 2022 and 2023.
- CCCO Student Success Metrics 2021-2022.
- LAP Online/Banner 2022-2024

Enrollment trends:

According to CCCC's Management Information Systems Data Mart and data extrapolated from Banner on 4/29/2024, the unduplicated number of students with disabilities at AHC has increased from 712 during the 2022/2023 school year to 915 (and counting) during the 2023/2024 school year (Figure 1). This is a 28% increase and one of the highest enrollments in the history of the LAP.

Figure 1: Unduplicated LAP Headcount

	2022/2023	2023/2-24	% Increase
Unduplicated LAP Headcount	712	915	28.5%

*2022/2023 data is from CCCC's Data Mart. 2023/2024 data is from Banner as of 4/29/2024 and is expected to increase by the end of MIS reporting period.

Disability Type:

Allan Hancock College (Figure 2): According to CCCO's Management Information Systems Data Mart, when broken down by disability type, the percentage of students with disabilities at AHC in each category increased or remained steady. More importantly, the number of students in each category increased. For example, the percentage of students who are Deaf or Hard of Hearing only increased .57 percentage points year over year, but the actual number of students increased 60% from 10 to 16 students. This is a large increase given the challenges of finding interpreters and real-time captioners.

Figure 2: AHC Disability Type		Fall 2022	Fall 2022	Fall 2023	Fall 2023	% Increase Year over Year
		Student Count	Student Count (%)	Student Count	Student Count (%)	
Allan Hancock CCD Total		463	100.00 %	591	100.00 %	28%
	Acquired Brain Injury	6	1.30 %	7	1.18 %	14%
	Attention Deficit Hyperactivity Disorder (ADHD)	46	9.94 %	64	10.83 %	39%
	Autism Spectrum	38	8.21 %	58	9.81 %	53%
	Developmentally Delayed Learner	7	1.51 %	9	1.52 %	28%
	Hearing Impaired (Deaf or Hard of Hearing)	10	2.16 %	16	2.71 %	60%
	Learning Disabled	131	28.29 %	160	27.07 %	22%
	Mobility Impaired	6	1.30 %	12	2.03 %	100%
	Other Disability	47	10.15 %	64	10.83 %	36%
	Psychological Disability	164	35.42 %	189	31.98 %	15%
	Visually Impaired	8	1.73 %	12	2.03 %	50%

Report Run Date as of: 2/26/2024 12:33:25 PM

Statewide (Figure 3): Compared to the statewide data, similar trends can be seen but AHC is seeing a significantly larger percentage of students with psychological disabilities (35.42% vs. 22.39% in fall 2022 and 31.98% vs. 22.83% in fall 2023). AHC is also seeing an increase in the percentage of students with Learning Disabilities (28.29% vs. 23.18% in fall 2022 and 27.07% vs. 22.62% in fall 2023).

Figure 3: CA. Disability Type		Fall 2022	Fall 2022	Fall 2023	Fall 2023
		Student Count	Student Count (%)	Student Count	Student Count (%)
State of California Total		70,433	100.00 %	78,004	100.00 %
	Acquired Brain Injury	1,972	2.80 %	1,988	2.55 %
	Attention Deficit Hyperactivity Disorder (ADHD)	7,357	10.45 %	8,944	11.47 %
	Autism Spectrum	8,688	12.34 %	9,849	12.63 %
	Developmentally Delayed Learner	3,624	5.15 %	3,707	4.75 %
	Hearing Impaired (Deaf or Hard of Hearing)	2,175	3.09 %	2,258	2.89 %
	Learning Disabled	16,327	23.18 %	17,643	22.62 %
	Mobility Impaired	3,568	5.07 %	3,721	4.77 %
	Other Disability	9,225	13.10 %	10,144	13.00 %
	Psychological Disability	15,767	22.39 %	17,808	22.83 %
	Visually Impaired	1,730	2.46 %	1,942	2.49 %

Report Run Date as of: 2/27/2024 9:40:19 AM

Student Success and Retention (Figure 4):

According to the CCCO "All Student" Student Success Metric 2021-2022 for AHC, students with disabilities at AHC met or exceeded students without disabilities at AHC in most areas. Of note, the only two areas where students with disabilities fell short are successful completion when enrolled in 12-14.9 per term and successful completion when enrolled in 15+ Units per term which continues to support the need for the "Reduced Load" accommodation.

Figure 4: AHC Student Success Metric 2021-2022

Allan Hancock College	AHC Students w/ Disabilities	CA Students w/ Disabilities	AHC Students w/o Disabilities	CA Students w/o Disabilities
Skills Gain	9%	6%	9%	12%
Course Success Rate	73%	72%	69%	72%
Compl. Trans Level Math and English during first year	11%	12%	11%	13%
Earned 9+ Career Ed Units	14%	11%	11%	10%
Persisted from Fall to Spring	66%	72%	58%	64%
Successfully Completed 0.1-5.9 Units Fall Term	24%	28%	22%	26%
Successfully Completed 6-8.9 Units Fall Term	22%	17%	14%	15%
Successfully Completed 9-11.9 Units Fall Term	10%	12%	9%	11%
Successfully Completed 12-14.9 Units Fall Term	8%	10%	10%	12%
Successfully Completed 15+ Units Fall Term	3%	3%	4%	5%
Successfully Completed 0.1-5.9 Units Acad. Year	19%	21%	18%	22%
Successfully Completed 06-8.9 Units Acad. Year	11%	12%	9%	11%
Successfully Completed 9-11.9 Units Acad. Year	8%	9%	7%	8%
Successfully Completed 12-14.9 Units Acad. Year	8%	8%	6%	6%
Successfully Completed 15-19.9 Units Acad. Year	9%	9%	7%	8%
Successfully Completed 20-23.9 Units Acad. Year	6%	5%	5%	5%

Successfully Completed 24-29.9 Units Acad. Year	7%	6%	5%	6%
Successfully Completed 30+ Units Acad. Year	4%	4%	4%	5%
Attained the Vision Goal Definition of Completion	15%	12%	9%	9%
Earned an Associate Degree Not for Transfer	11%	8%	6%	5%
Earned an Associate Degree for Transfer	3%	4%	3%	3%
Earned any Associate Degree	12%	10%	7%	7%

Main Conclusion:

It appears that we are doing something right at the Learning Assistance Program! The headcount for students with disabilities at AHC is up by 28.5% to 915 (and counting) and students with disabilities meet or exceed students without disabilities at AHC in most CCCO Student Success Metrics. We should continue to follow the best practices approach to services including using case management, intakes/AAPs through the interactive process, learning disability assessment, specialized counseling, interpreter or captioning services for hearing impaired or deaf students, test-proctoring, assistive technology referral and training, assistive software and technology loans, note-taking technology/services, alternative media, transcription services, specialized learning strategies tutoring, access to adaptive technology software/equipment, mobility assistance, etc. This approach, which has received many accolades over the years, ensures that students with disabilities get the support they need and participate in learning and related experiences that are comparable to those offered to students without disabilities.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

As noted in the 2022/2023 program review, students with disabilities at 2-year colleges suffer from homelessness at about *twice* the rate as individuals with no disabilities and have significantly higher rates of food insecurities and housing insecurities. They also struggle with basic needs insecurity and basic needs insecurity varies widely by disability or medical condition. Given this and the data analyzed in this program review, we should be mindful that students participating in the Learning Assistance Program may be some of the most vulnerable and marginalized population at Allan Hancock College. LAP continues to refer students to the Basic Needs Center.

The collaboration between student Health Services and LAP to support students' mental health needs is effective as evidenced by the increased number of students determined eligible for our services after being diagnosed by mental health therapists. We see the potential to serve an even greater number of

students who are diagnosed with mental health (psychological) and AD/HD when the district invests in hiring full time mental health therapists.

Finding interpreters and real-time captioners continues to be challenging especially given the 60% increase in the number of students who are DHOH.

3. What are your plans for change or *innovation*?
 - Increase on-campus outreach and retention activities.
 - Continue off-campus outreach efforts.
 - In the spirit of AB 1185, propose locally that the AHC Promise Grant also expand the minimum unit requirement to include students who are considered “full time” at 9 units as a result of their accommodation plan from Learning Assistance Program.
 - Continue to advocate for remote options for appointments.
 - Recommend offering full-time or part-time work with guaranteed hours to in-person interpreters and transcribers.

4. How will you *measure* the results of your plans to determine if they are successful?

We plan to review the enrollment, success and retention data using the:

- AHC Data Quick Facts
- CCCC’s Management Information System Data Mart
- CCCO Student Success Metrics
- LAP Online/Banner
- Survey after outreach presentations
- Student Climate Survey submitted every fall semester

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)

N/A

2. Are there specific recommendations regarding the core topic responses from the validation team?

N/A

Program Review Signature Page:

Program Review Lead

Date

Program Dean

Date

Vice President, Academic Affairs

Date