YEARLY PLANNING DISCUSSION TEMPLATE
General Questions

Learning Assistance Program   **Academic Year 2022/2023**

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

No changes to program mission or primary function

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

We returned to in person services only (no Zoom/phone) post pandemic starting Fall 2022.

At the Santa Maria campus, the Instructional Assistant resigned in October 2022, and that position has not been filled leaving the Learning Assistance Program lab unstaffed.

At the Lompoc Valley Center the Learning Assistance Program at the Lompoc Valley Center relocated from Building 1 to Building 2 allowing more workspace for employees and students including a larger Proctoring Center, office space for the Instructional Assistance to provide one-on-one support services, a larger and more private check-in counter that has space for staff and a student worker and the waiting area now is more private and larger for students and family members brought to appointments. As a bonus, the new space includes a private room for "Stress Reduction" with access to a massage chair, ambient lighting and soft music creating a quiet, peaceful environment to help students relax and focus.

Learning Outcomes Assessment

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

In Fall 2022, the LAP Program Student Survey was administered to assess student satisfaction; **SLO 1** 'Request and use a disability related accommodation in a timely manner' and **SLO 2** 'Identify accommodations related to his/her disability and student opinions for program improvement. A total of 60 students completed the survey and the summary of the data includes:

- **SLO 1** responses: Of 47 students, 72% agreed with the statement "The LAP hours are convenient for me" with 19% responding 'neither agree nor disagree' and 9% 'disagree'. Of 46 responses, 78% 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 15% responding 'neither agree nor disagree' and 7% 'disagree'.
- **SLO 2** responses: Of 55 students, 76% agreed with the statement "I know what services are appropriate to accommodate my disability" with 20% responding 'neither agree nor disagree'.

While there were no questions specifically addressing service modality options in the 2022 LAP Spring Survey, this student response to an open-ended question on how to improve LAP captured the issue well:

> "More in-person availability and remote appointment options would be great. Having strictly in person only appointments is counterproductive given the wide range of people served at the LAP. Anyone with mobility issues or social anxiety etc. could greatly benefit from having remote options. It was proven during the pandemic that remote tools are easy to use and enable serving the maximum amount of people. Why not keep that going?"

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

An analysis shows that the majority (72%) of students agree that the LAP hours of operation are convenient, and the majority (78%) agree that they met their counselor or specialist within a time limit that meets their needs.

Based on the student survey answers collected in the Fall 2022 survey, students feel successful in accordance with SLO 1: Request and use a disability related accommodation in a timely manner and with SLO 2: Identifying the services appropriate to accommodate their disability.

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

The student comments in the LAP Program Survey Fall 2022 revealed the theme that LAP faculty and staff are knowledgeable and kind and addressed accommodation needs. Some examples of what students wrote include "Counseling, all staff is very friendly and helpful," "They are very understanding, they genuinely show they care about your needs and success" and "The kind and caring helpful faculty," "They are such amazing staff," and "They are professionals and the best with help with whatever I need."

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

No changes made to PLO rubrics. Since the Program Review analysis methods are changing this academic school year, cycles planning, and associations continue to be discussed.

> **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?**

Resignation of a classified staff member fall of 2022. Position remains unfilled, resignation of assigned staff member is at the Santa Maria campus.

Continued turnover and overreliance of student workers necessitates continuous training of Student Workers for a classified staff position.

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

N/A (First cycle)

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

INNOVATIVE SCHEDULING

Innovative Scheduling embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

Innovative Scheduling Topic: Decrease the number of no-shows and cancellations by offering remote appointments.

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

After returning to in-person appointments in fall 2022, an increase in the percentage of appointments marked "No-Show," "Cancelled," and "Cancelled Less than 24 Hours" was noted. To help determine what was causing the increase and develop a plan to improve attendance, AIM's attendance data, AHC's Student Service Survey Results, LAP's Student Survey results, and our fellow Region 6 Colleges appointment modality offerings were reviewed.

AIM Attendance Data

In reviewing AIM's attendance data, the percentage of appointments marked "No-Show," "Cancelled," and "Cancelled Less than 24 Hours" increased 57% from fall 2021 to fall 2022, 43.7% from spring 2022 to spring 2023 (semester in progress), and 91% from spring 2021 to spring 2023. It is important to note that spring 2021, spring 2022, and fall 2021 appointments with counselors/specialists were mainly remote while fall 2022 and spring 2023 appointments with counselors/specialists were mainly in-person.

Appointment attendance or lack thereof, especially during a pandemic, is a multifaceted topic, but AIM attendance data tends to suggest that there is a correlation between the number of remote offerings and the number of no-shows and cancellations. It appears that the more remote appointment offerings, the fewer the no-shows and cancellations, or the fewer remote offerings the more no-shows and cancellations.

Students' reasons for not attending tended to be related to running late, illness, disability, forgetfulness, car problems, childcare, work, and other transportation issues including missing bus, cannot get a ride, cost of fuel, etc. We believe that many of these cancelled appointments would have been attended if phone/Zoom appointments were an option.

Return to Campus Survey for Students Spring 2021 on Appointment Modality

According to the Return to Campus Survey for Students Spring 2021, "When in-person learning resumes, what aspects of online/remote format would you like to see continued?" (Question 14), 50 % of students indicated they would like online/remote LAP, Financial Aid, Admissions and EOPS services and 59% said they would like to see online/remote counseling appointments

continue. When asked, "When in-person learning resumes, which new safety measures would you like implemented to make you feel comfortable being on campus?" (Question 15), 70% responded that they would like to see "continued offering of services online."

LAP Spring 2022 Survey

While there were no questions specifically addressing service modality options in the 2022 LAP Spring Survey, this student response to an open-ended question on how to improve LAP captured the issue well:

> "More in-person availability and remote appointment options would be great. Having strictly in person only appointments is counterproductive given the wide range of people served at the LAP. Anyone with mobility issues or social anxiety etc. could greatly benefit from having remote options. It was proven during the pandemic that remote tools are easy to use and enable serving the maximum amount of people. Why not keep that going?"

Students Region 6 colleges and remote offerings:

As of Spring 2023, every college in the Region 6 district, with the exception of Hancock College, offers remote appointments. At Santa Barbara City College (SBCC), appointments continue to be available via phone and Zoom, and all SBBC student services are remote on Fridays. At Ventura College, "anything students could do remotely during the pandemic they can still do." At Oxnard College, about half of the student appointments are held via Zoom or phone and remote appointments are also available at Cuesta and Moorpark.

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?**

According to the Hope Center, "Basic needs insecurity varies widely by disability or medical condition. Students who reported having a learning disability, attention deficit hyperactivity disorder, physical disability, chronic illness, or psychological disorder struggle the most with basic needs insecurity." The Chronicle of Higher Education's 2021 Integrated Postsecondary Education Data survey found that 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 ~60% vs 42% and housing insecurities ~70% vs 56%.

Given this data, 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. When looking through a lens of equity, providing remote appointments supports students with disabilities especially those who are unable to easily get to campus due to physical disability, anxiety or other mental health disorders, childcare/childcare costs, conflicting work schedules, transportation, fuel costs, and other issues, etc. The following is a

letter from a LAP student who says she would not have been able to complete her degree if it was not for remote services:

A Disabled Student's Perspective on the Importance of Remote Learning

In 2021, I underwent a major life change when I was diagnosed with multiple sclerosis. At the time, I was a biology major who knew I would eventually need to take my labs on campus. That is when I got in touch with the Learning Assistance Program to figure out accommodations for my disease. Ever since 2021, disability advocacy has been an important part of my life. I am always trying to push others to see the importance of accessibility for the disabled community. The covid-19 pandemic truly put into perspective just how trivialized disabled lives are in society. As someone who is undergoing immunosuppressing treatment for my disease, it is saddening to see so many people throw away their masks and face coverings as soon as the CDC decided the immunocompromised do not matter. Because of my disease, it is required of me to wear a K95 mask whenever I'm out. I recently attended an indoor school event, as the Vice President of AGS, in which the student at the table next to me had a bad cough and no mask on. People like that student, who I thought would know better as an ASBG officer, should learn to be more considerate of others. Unfortunately, common decency is rarely extended to disabled people like me. What would happen if I needed to be in a classroom with a student, or many students, like that ASBG officer? I should not have to jeopardize my health, and potentially my life, to receive a college education.

Even if some of my peers lack common courtesy, there are departments at Allan Hancock College that have been very understanding of my health issues. In Fall 2022, I became a remote embedded tutor in an English 101 course. I am currently working on a project, with the guidance of my supervisor, that emphasizes online resources and services available to remote students. This project has made me realize that there are many improvements to remote access that need to be made. Academic counseling, especially for distance education students, is something that should be offered over the phone or via Zoom. After calling the Counseling Department, however, I was told all appointments must be completed on campus. This is the same for programs like EOPS, a program that many financially disadvantaged students rely on. All appointments, which were once done on Zoom or through a telephone call, must be done on campus because the employees decided this through a "vote during a staff meeting." If a student exclusively takes online courses, there is no reason to require this student to be on campus. It is upsetting to see so many valuable Allan Hancock College services close the door on remote access after the covid-19 pandemic was considered "over."

Thankfully, I will have completed my English AA-T in May through online courses only. I don't know what would have become of my education if I were required to attend classes on campus. Chances are, I wouldn't have been able to finish my degree. I cannot say the same for other students, as many classes are only offered on campus. When I was a biology major, much of my degree requirements were not available online. It was only through the Learning Assistance Program that I would be allowed to have remote instruction. All students, disabled or not, reserve the right to an education. With that education, students should receive access to all services offered by Allan Hancock College without being required to physically be present

on campus. Making college accessible online is extremely important and crucial in promoting inclusivity. I hope that one day all colleges offer remote opportunities to students.

3. **What are your plans for change or *innovation*?**

Higher education, like most sectors of society, was impacted and influenced by the pandemic. Among those impacts is the way services are delivered to students. The option of remote service was a necessity during the pandemic; however, it has evolved into an expectation of everyday academic life as the pandemic ends.

During the 2023-2024 academic year, the District did not include remote modalities in the Learning Assistance Program service faculty schedule – meaning students could only meet with their LAP counselors, learning disabilities specialists, and high technology specialist in-person. This is in stark contrast to what other community colleges in the region are offering to disabled students.

At the time of this writing, the District has included 3 hours per week of remote service in the fall 2023 semester schedule for the LAP disciplines of counseling and high technology for the Santa Maria campus. These 3 hours are offered at the same time range (11:00 a.m. – 1:00 p.m.) each day and only on Mondays, Tuesdays, and Wednesdays for the disciplines of counseling and high technology. Additionally, one hour is the maximum of remote service per day offered to students for Fall 2023 in the service disciplines of counseling and high technology. For the Lompoc Valley Center, 3 hours of remote services are offered in the counseling discipline. Also, with a maximum of one hour per day on Mondays, Tuesdays, and Fridays. In the learning disabilities discipline, 6 hours per week of remote service is included in the fall 2023 schedule. These 6 hours are offered in the same time range (11:00 a.m. – 1:00 p.m.) on Mondays, Tuesdays, Wednesdays, and Thursdays. Two hours of remote services per day is offered on Mondays and Wednesdays for the service discipline of learning disabilities. One hour per day is offered on Tuesdays and Thursdays. In the opinion of LAP faculty, this is not enough to address the needs of LAP students. It does not provide enough hours of remote service, nor does it offer students enough options to schedule at various times.

The Learning Assistance Program (LAP) has an opportunity to offer students a robust remote service schedule. From the perspective of LAP faculty, a robust remote service schedule would be a minimum of 10 hours per week per LAP discipline and the remote hours would be available at various times. Additionally, LAP faculty recommend the District consider the model adopted by other California Community Colleges that designate one day of the week as a remote service day, as this assures students there is a consistent option to access the services they need and expect to receive remotely from their college.

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

After implementing the innovative scheduling, we will review AIM attendance data to determine if there is a reduction in the number of no shows and cancellations as well as distribute a student survey that includes questions about appointment modality preferences and availability.

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in NEW resources and planning initiatives. This section is only used if there are new planning initiatives and resources requested. N/A

Program Review Signature Page:

Linda Kelly _April 12, 2023_

Program Review Lead   Date

Stephanie Cooly

Program Dean   Date

Genevieve Siwabessy (Oct 2, 2023 12:41 PDT)

Vice President, Student Services