



Student Services Program Review

Semester & Year: Spring 2022

Service Area: Learning Assistance Program (LAP)

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This section should contain an objective, descriptive overview of the current program. Provisions are made for the identification of the mission statement, program purpose, and connection to college Strategic, Educational, and Facilities Plans for the service area under review. When applicable, connections to other relevant college plans, such as the Student Success and Support Plan and Student Equity Plan, are also encouraged in the program description.

It is suggested you first review what is contained in the college's plans, as a portion of your program description includes a narrative regarding how your student service program connects to these plans.

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:

- 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).

Program Purpose: Allan Hancock College under federal and state laws and regulations has responsibility for meeting the educational needs of all students who are enrolled, including students with disabilities. The college through the Learning Assistance Program (also known as Disabled Student Program and Services - DSPS) facilitates the inclusion of students with disabilities through programs and services that mitigate the effects of a student's disability in the college setting. Through these special programs and support services, the student with a disability is assisted and encouraged to become a self-sustaining, contributing member of society.

In essence, the goal of LAP is to assure access for students with disabilities to educational programs and services at Allan Hancock College and the purpose of LAP is to provide educational support through necessary accommodations, assessment, counseling, and advocacy to students with disabilities who are enrolled in the district's classes.

LAP is responsible for determining and providing necessary academic accommodations for students with disabilities. The following primary functions serve as examples of how LAP fulfills the program's purpose:

- Outreach: use reasonable means to inform all students about support services and instruction available to students with disabilities.
- Disability verification: verification of the disability of applicants and determination of LAP eligibility for services.
- Initiation of services: upon initiation of services, establish an Academic Accommodation Plan (AAP) to be reviewed annually.
- Support Services: provide support services and necessary accommodations to enable students with disabilities to participate in activities, programs, and courses offered by the college.
- Policies and procedures: establish policies and procedures for responding in a timely manner to service requests involving academic adjustments and accommodations
- Annual reports: submit annually to the Chancellor's Office budget and physical reports in conformance to the reporting format, procedures, program plan, and deadlines.
- Minimum qualifications: ensure that all faculty and staff recruited to work with students with disabilities in LAP meet the minimum qualifications set forth in California Education Code, Title 5 regulations.
- Advisory committee: establish an advisory committee whose membership shall include students with disabilities, community agencies and organizations serving persons with disabilities, and representatives of the disabled community.
- Chancellor's Office: cooperate to the maximum extent possible with the Chancellor's Office in carrying out special projects.

Connection to Educational Master Plan, Strategic Plan, and Facilities Master Plan and other applicable college plans:

LAP supports and connects to the Student Journey Goals in the Educational Master Plan 2020-21 to 2026-27. In the table below are examples of how LAP contributes to the student journey goals.

Educational Master Plan Goals	LAP Contributions to Goal
A. Connect with Students	<p>As evidenced in the mission statement, LAP’s commitment is to provide equal opportunity and access to students with disabilities. This is achieved through the delivery of support services and recommendations of necessary accommodations. LAP faculty and staff are active on campus councils and committees to support access, achievement, and promote success for students with disabilities</p> <p>Outreach activities to local high schools</p> <p>Participation in campus activities such as Bulldog Bow-Wow and Career Expo</p> <p>Promotion of campus events and inclusion of students with disabilities at all campus events</p>
B. Successful Entry into an Area of Interest and Program of Study	<p>Students met with their LAP specialist to develop an Academic Accommodation Plan (AAP). Counselors and specialists meet with the student individually to develop a plan for the delivery of appropriate services and accommodations to support the student towards achievement of their goals. Students also receive disability related counseling to assist them in the development of their Student Education Plans (SEP)</p>
C. Student Progression through Program of Study	<p>Referrals by the specialists/counselors to instructional assistants for learning strategies based upon a student’s AAP</p> <p>Referrals to the high technology instructor for assistive technology training</p> <p>Actively serving as a liaison with instructors to provide necessary accommodations while ensuring the student is involved in this interactive process</p> <p>Instruction to students regarding self-advocacy through individual appointments</p>

D. Student Completion	Ed Goal	Fall 2017	Fall 2018	Fall 2019	Fall 2020
	AA/AS & Transfer	99	121	125	82
	Transfer no degree	25	21	27	23
	AA/AS no transfer	15	17	34	16
	Vocational Degree	4	6	4	3
	Vocational Certificate	18	16	16	6
*** Data pulled from Institutional Effectiveness Factbook Ch. 6 DSPS					
Demographics					
Collaboration with Tutor Center. LAP funds an additional hour of tutoring for eligible LAP students.					
E. Transition to Transfer and/or Gainful Employment	Vocational Degree	4	6	4	3
	Vocational Certificate	18	16	16	6
	Career interests/plans/goals	9	7	12	6
	Acquire Job skills	12	12	5	10
	Update Job skills	2	2	6	2
	Maintain license/cert	7	10	10	5
	Educational Development	5	16	9	11
	Basic skills	9	21	24	21
	Credits for diploma/GED	3	5	14	11
	***Data pulled from Institutional Effectiveness Factbook Ch. 6 DSPS				
Demographics					
Collaboration with California Department of Rehabilitation (DOR) as resource for students seeking employment					
Collaboration with Career Services and University Transfer Center (UTC) as resources for students seeking guidance on current or future careers and transfer to other universities/institutions.					

LAP is connected to the Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program through the delivery of the following 3SP core services: counseling, abbreviated and comprehensive student education plans, and follow up services.

Students with disabilities are one of the target student populations examined by the Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program and the Student Equity Plan 2019-2022 through the five success indicators of: access, basic skills and English as a Second Language (ESL) completion, course completion, degree and certificate completion and transfer. LAP faculty and staff contribute to the development of activities targeted at students with disabilities in this plan when a disproportionate impact is identified in the campus research data.

In the Facilities Plan- 2014-2024, the need for a learning lab at the LVC is discussed. The plan also addresses ADA (Americans with Disabilities Act) accessibility as both a mandate and responsibility that the District takes very seriously. The related facilities planning strategy is: to remove architectural barriers in building and throughout campus site through new construction, renovation, and site improvement projects.

The following goal related to LAP in the Technology Master Plan – 2014-2020 is:

Goal 4 – Technological resources:

Provide students with access to and knowledge about technological resources across all social, economic and physical barriers so they may become responsible and well-prepared digital citizens.

- AHC will provide computer labs and resources to meet all the needs of our students.
- The College will strive to provide low income students with technology lending programs to reduce economic barriers and provide access outside of campus.
- AHC will provide students with disabilities the accommodation technology needed to succeed and to meet our requirements under the ADA.

Follow Up: Previous Program Review Plan of Action

During the previous program review in 2014-15 academic year, the self-study and validation teams developed a final plan of action based on information in the self-study and the recommendations of the validation team. For each plan, indicate the action taken, the results of that action, and the current status of the plan, if it is incomplete. If any plan was made and action not taken, please state the rationale for not pursuing that particular item.

The 2014-15 LAP Program Review contained the following planning items:

PLAN OF ACTION	ACTION TAKEN/RESULT AND STATUS
A.1 Update and revise Student Education Contract (SEC) to reflect new Title 5 regulations. Updated version will be known as Academic Accommodation Plan (AAP)	<u>Complete:</u> In 2015, the LAP revised the SEC to comply with the Title 5 regulations of Academic Accommodation Plan (AAP)
A.2 Update and revise the LAP application of services (intake packet) to reflect the new disability categories as defined by Title 5.	<u>Complete:</u> LAP implemented a new electronic system (AIM) that allows for electronic applications and reflects the Title 5 disability categories.
A.3 Update the faculty resource information on the LAP website, including adding information for instructors on how to create accessible course materials for distance learning	<u>Complete:</u> The faculty resource information on the LAP website explains how instructors can create accessible course materials for use of Canvas for distance/remote learning
A.4 Evaluate options and viability of an information management system for accommodations forms and notifications to instructors	<u>Complete:</u> In Fall of 2021, LAP implemented the use of AIM (Accessible Information Management), an information management system that allows electronic notifications and forms be sent to Instructors
A.5 Using Student Equity Funds hire a LAP counselor for the LVC with a start date of Fall 2016	<u>Complete:</u> The LAP hired a full time LVC counselor with a start date of Summer-Fall 2016.
A.6 Backfill faculty positions who are on reduced load/reassignment	<u>No Action Taken.</u> Remains priority, as necessary
A.7 Hire all prioritized positions	<u>Incomplete:</u> Hired FT LAP Counselor at LVC in 2016-2017 academic year

	Hired LAP Director in Fall 2019 Remaining prioritized positions unfilled
A.8 Evaluate and draft a plan for the expansion of LAP staffing in order to cover all periods of instruction	<u>Complete</u> : In Spring 2016 semester LAP faculty and staff provided recommendations to the program dean regarding providing LAP services during all periods of instruction.
A.9 Submit a funding request in Spring 2016 to the Technology Advisory Committee (TAC) to replace computers, copier, printers and scanners.	<u>Complete</u>
A.10 Evaluate CCTVs in Fall 2016 for possible need to replace and/or add in order to meet current technology standards.	<u>Complete</u>
A.11 Continue to monitor, support, and implement current technologies as they evolve.	<u>In Progress</u> Ongoing action item
A.12 Install auto door openers	<u>Not complete</u> : Information sent to the Facilities Council in Fall 2016. Pending feedback from Facilities, as of Spring 2022, no feedback has been received
A.13 Identify dedicated location(s) at the LVC to deliver LAP services (instructional strategies, test proctoring, assistive technology training and use)	<u>Partially complete</u> : LAP has requested to move their space from the common LVC support services building to a building 2 with more privacy and better suited to meet the test proctoring, computer lab, and AT training needs of LVC LAP students
A.14 Include student(s) to participate in the LAP Advisory Committee meetings	<u>Complete and Ongoing</u> : Students are invited to attend LAP Advisory Committee meetings.

The LAP Program Review annual updates from 2020-2021 report contained the follow planning items:

PLAN OF ACTION	ACTION TAKEN/RESULT AND STATUS
A.1 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.	<u>Not complete</u> : Anticipated completion date unknown
A.2 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.	<u>Not complete</u> : Anticipated completion date is unknown

<p>A.3 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><u>Not complete:</u> 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>A.4 Proposing installation of panic buttons in LAP offices and labs as part of campus safety and emergency preparedness.</p>	<p><u>Not complete:</u> Anticipated completion date is unknown</p>
<p>A.5 Hire an additional full-time learning disabilities specialist</p>	<p><u>Not complete:</u> Anticipated completion date is unknown</p>
<p>A.6 Evaluate the implementation needs of AIM including, but not limited to: personnel, equipment, and training</p>	<p><u>Complete:</u> AIM software implemented Fall 202.</p>
<p>A.7 Hire an additional full time DSPS instructional assistant to serve students at the LVC 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.</p>	<p><u>In progress:</u> 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</p>
<p>A.8 Evaluate best practices of distance education (remote) services for continuation</p>	<p><u>Complete:</u> LAP faculty contributed to Academic Senate discussions and resolutions pertaining to distance education services. LAP students have benefited from distance education (remote) services due to convenience of scheduling and utilizing services and accommodations, as well providing ease in costs and time</p>

Student Services Program Review Self Study Responses

Program review is intended to be a reflective process that builds on the extensive qualitative and quantitative data gathered from not only program reviews and annual updates but also the office of the Institutional Research and Planning. The process lays out the program's major directions for the future and is the foundation for institutional planning and resource allocation. Eight individual criteria to be evaluated are presented along with some guiding points to address for each criteria.

1. Services and Curriculum

- A. Courses taught by program address student needs, support the educational objectives of the program, and when appropriate, address issues related to diversity and/or multicultural perspective.
- B. Program services are coordinated with local high schools and institutions of higher education.
- C. Faculty and staff have developed innovative services to meet student needs.
- D. Faculty and staff work collaboratively with other student services in program development and student referral, as well as with instructional programs and support services.
- E. Recent developments in technology have been incorporated into student support services

The Learning Assistance Program is committed to providing equal opportunity and access to students with disabilities through necessary accommodations, instruction, assessment, counseling and advocacy. Our purpose is to support students by providing a variety of direct support services, specialized instruction, and advocacy. Qualified and competent professionally trained specialists render such support commensurate with the diverse and varying needs of the students.

LS courses are no longer being offered due to low enrollment. As of Spring 2022, LS 312 and LS 501 have been dropped. LS 101 is pending AP&P review for a course drop.

Below are the course titles and descriptions of the dropped courses from the 2015-2016 catalog:

Learning Skills (LS)

LS 101 – Success in College: considers individual development with the goal of increasing knowledge of self and others within the college. Topics include self-knowledge and assessment, learning to learn, and making the best use of college resources.

LS 312 – Adaptive Computer and Learning Skills: an overview of adaptive computer technologies and learning strategies for students with learning, physical, and/or visual disabilities. Topics include assistive software, handheld devices, adaptive computer strategies, and new technologies.

LS 501 – Individual Learning Assessment: is designed to provide an individualized assessment and introduction to special services and learning strategies for students whose learning styles may interfere with academic success in the community college setting. Students will develop an awareness of their cognitive strengths and weaknesses and knowledge of appropriate support services and compensatory strategies. An appointment with a Learning Assistance Program faculty member prior to enrolment is strongly advised.

Program services are coordinated with local high schools and universities. LAP faculty is in contact with colleagues at the local high schools and universities to assist in the transition of students with disabilities upon graduation of high school and transfer to universities.

Program faculty and staff work closely with other student services faculty and staff as well as with academic departments, instructional programs and services such as Math Center, Writing Center, Tutorial Center, Student Health Center, University Transfer Center, Extended Opportunity Programs and Services (EOPS), College Achievement Now (CAN) and Counseling.

Recent technology developments are incorporated into instruction and services. Online access through the LAP website is available for pertinent information and since spring 2021, the LAP has been utilizing Accessible Information Management (AIM), a disability accommodations management system; to assist with intakes, accommodation requests, case management, appointment scheduling, alternative text production, alternative testing, etc. AIM shifted the LAP from a paper-based delivery system to an online delivery system.

Appointments with LAP faculty and staff are available in-person and through distance education service modalities. The innovation of providing distance education service has improved access to services (i.e., students with health, transportation, childcare, mobility issues, etc.) Instruction and learning materials are designed following the universal design in learning principle. A variety of up-to-date assistive technology and/or apps are available in mainstream labs, the LAP Adaptive Technology Computer Lab, via download to student's devices as well as on equipment that can be checked out.

Evidence:

Program website

Plan of Action:

- Provide continued support/trainings for implementation and use of the Accessible Information Management (AIM) system

2. Student Support and Development

- A. The service area/program provides all prospective and currently enrolled students with current and accurate information about its program and services, conduct standards, complaint and grievance procedures; publishes policies consistent with its mission and follows practices consistent with those policies.
- B. Explain the various methods used by the service area to identify the educational support needs of its student population & the appropriate services provided to address those needs.
- C. Describe the procedures that are in place to identify and reduce bias and how they are evaluated to assure effectiveness.
- D. Identify and evaluate the various service locations and delivery methods used by the service area. Explain how program and services are providing equitable access to services regardless of location and means of delivery.
- E. Describe how the service area is involved in the maintenance of a healthy campus climate and supports a co-curricular environment that fosters intellectual, ethical, and personal development for the diverse student population it most frequently serves.
- F. Describe the methods used for maintaining student records permanently, securely, and confidentially

Learning Assistance Program (LAP) recruits, admits, assesses, and registers students with disabilities who are able to benefit from the college programs. Published policies are consistent with the program's mission and philosophy and appropriate to its programs. Student grievance rights are addressed in the college catalog. Prospective and current students have access to printed materials, the LAP website, the online college catalog, and high school outreach and classroom presentations for accurate and current information about the program.

To be eligible for LAP students must be enrolled in courses at the college and have a verifiable disability as defined by the Americans with Disabilities Act (ADA). Title 5 sections 56001 and 56002 also define a "student with a disability" and "educational limitation". Within these sections of the Title 5 regulations a student with a disability is defined as a person enrolled at a community college who has a verified disability which limits one or more major life activities resulting in an educational limitation. An educational limitation means a disability related functional limitation in the educational setting. This occurs when the limitation prevents the student from having full access and participation in the educational process including classes, activities, or services offered by the college to students without disabilities, without specific academic adjustments, auxiliary aids, services and/or instruction.

To apply for the voluntary services, a student completes an application for service via the AIM application website. The application for services is available from the Learning Assistance Program website. Once a student submits their application for services, he or she is scheduled to meet with an LAP counselor or learning disability specialist for an intake interview.

The counselors and specialists meet with the student individually to evaluate his or her ability to benefit from instruction and develop a plan for the delivery of appropriate support services to enable the student to succeed. An LAP counselor or learning disabilities specialist reviews materials, including the application for LAP services and verification of disability documentation, with students in the intake interview and in the preparation of the Academic Accommodation Plan (AAP). Beginning in academic year 2016-17, the SEC was modified and called an Academic Accommodation Plan (AAP) as a result of Title 5 regulation changes (these changes are discussed in detail in section 8 – State and Federal Compliance).

Appropriate services and student needs are determined through one of the following means: direct assessment, review of documentation provided by appropriate agencies or licensed

professionals outside of LAP or observation by LAP certificated staff. The AAP is an interactive process between each LAP student and a certificated staff member regarding the academic adjustments, auxiliary aids, services and/or instruction necessary to provide equal access to the educational process, given the educational limitations resulting from the student's disability (Title 5, Section 56022)

If the student has not submitted verification of disability documentation at the time of his or her intake interview, LAP assists with the request of this documentation from the appropriate professional or agency (e.g. physician, psychiatrist, Department of Rehabilitation, high school districts, etc.). By signing consent for release of information a student provides LAP with the permission to request appropriate verification of disability documentation. In this scenario, a AAP will not be developed with the student until verification of disability documentation is received and reviewed by the counselor or learning disabilities specialist.

Students who have no prior diagnosis, but believe they may have an undiagnosed learning disability, can meet with a learning disabilities specialist to determine if it is appropriate to conduct a learning disabilities assessment. Additionally, LAP works closely with the Student Health Center to refer students with no prior diagnosis who may benefit from mental health counseling and/or evaluation for attention deficit disorder (ADD). For students in these scenarios, an AAP will not be developed until it is determined if the student has a learning disability, ADD/ADHD, or other verified mental health diagnosis.

LAP provides support services and instruction directly related to the student's participation in the educational process. These services and instruction do not duplicate what is available to all students and are directly related to the educational limitation of the verified disability. They also promote the students' maximum independence, encourage their integration, and direct them toward a goal of self-advocacy. LAP supports students' full participation in educational activities consistent with the mission of the community college.

LAP services are designed to provide equal access to college programs and activities. Along those lines, the program supports student learning through a wide range of student support services, including but not limited to learning disability (LD) assessments, test-taking assistance/testing accommodations/modifications, specialized counseling, registration assistance, access to print materials in alternate formats(e.g., Braille, large print), note-taking and specialized tutoring assistance, readers and/or scribes, course substitutions, special equipment, assistive technology training, textbooks in audio and alternate formats, and self-advocacy.

The learning disability assessments used are nationally normed, individualized standardized tests that are deemed reliable and valid. These assessments are evaluated and normed to minimize bias.

Students with disabilities are a target population examined in the college's student equity plan. Data included in this plan is reviewed and discussed by LAP faculty and staff who also participate in the development of the activities targeted towards students with disabilities in the student equity plan.

In the Fall 2021 semester a student survey was administered to assess student satisfaction, SLO 4 and 1, and student opinions for program improvement. **A total of 90 students completed the survey and the summary of the data includes:**

- For the statement “Overall, LAP services were helpful to me” the response of 78 students were 91% agreed.
- Of 82 students, 78% agreed with the statement “I know what services are appropriate to accommodate my disability” with 17% responding ‘neither agree nor disagree’
- “When necessary, I was provided with appropriate assistive/adaptive technology” out of 70 responses, 74% agreed with this statement with 21% of responses being ‘neither agree nor disagree’
- The identified themes in the student responses to the open-ended questions include
 - extend the hours of the LAP lab
 - the staff are knowledgeable, kind, friendly, passionate, and helpful
 - request for LAP to offer tutoring
 - Additional comments of interest include:
 - More staff or counselors to help when others are unavailable
 - Many students are unaware of LAP services and may benefit from them if they learned about them – outreach more
 - Consistent communication with Instructors regarding LAP services, to circumvent confusion about testing process etc.

Complete survey is included in the program review evidence.

LAP maintains two physical locations- one on the Santa Maria campus and the other at the Lompoc Valley Center (LVC). In addition, students who are enrolled in distance learning (ERT/online) coursework are served by the program through Zoom, e-mail and telephone contacts.

The Santa Maria location is staffed with faculty specialists in each disability area, but the LVC is staffed with an LAP counselor and the learning disabilities specialist position is vacant. The upcoming personnel and support services section of this review provides the detailed information regarding the number of faculty and staff to meet the student needs.

LAP contributes to a healthy campus climate through professional development workshops, classroom and departmental presentations, and outreach to high schools and the community. On the LAP website, resources for faculty are maintained. These resources include tips for helping students with disabilities, disability legislation, universal design, and frequently asked questions. LAP supports the inclusion of students with disabilities in the co-curricular environment and supports the participation of students with disabilities in extracurricular activities. Additionally, LAP faculty and staff attend professional development activities such as CAPED (California Association for Postsecondary and Disabilities) conferences, Learning Disabilities LDESM training conference(s), AHEAD conference, CSUN Assistive Technology Conference, webinars, and District offered professional development workshops.

Student records are maintained on a secure database (Xtender) and when required physical files such as LD Assessment protocols, which are stored in locked file cabinets. This secure database is accessible by LAP personnel at the Santa Maria campus and Lompoc Valley Center.

Evidence:

College Catalog (online)

Program web page

Program brochure

AIM application (application for service)

Academic Accommodation Plan (AAP)

Electronic procedures for program services such as equipment loan

Case notes maintained in AIM

Assessment instruments: *Woodcock-Johnson Psycho-educational Test Battery IV, Wechsler Adult Intelligence Scale IV, Wide Range Achievement Test 4, Degrees of Reading Power and Standard Progressive Matrices, learning assessment survey.*

Student survey data (Student Climate Survey released in Fall semester via email)

California Postsecondary Education on Disability (CAPED) participation

Region 6 meeting participation

High Technology Center Training Unit participation

Professional Development activities facilitated by LAP faculty

Plan of Action:

- Continue to update the faculty resource information on the LAP website
- Provide continued support/trainings for implementation and use of the Accessible Information Management (AIM) system
- Evaluate best practices of remote services for continuation

3. Student Outcomes

- A. Describe the enrollment & demographic trends over the past three to five years of students served by the program.
- B. Identify student outcomes and, where relevant, compare students who received services to non-recipients on the following measures: successful course completion, course retention, fall to spring persistence, GPA, goal attainment, etc...
- C. Provide evidence from students (and staff where appropriate) that demonstrates the success/effectiveness of the program. Describe methods used for systematic evaluation and summarize the results.
- D. Describe the process within the program for developing & assessing student learning outcomes. Did you assess all the SLOs on the 6 year assessment plan? If not, please explain why. Conduct a summary analysis of the data collected and compare outcomes in the current program review to outcomes in the last review. Describe any changes made to the program based on the data (attach 6 year assessment plan in appendix).
- E. Identify any gaps or inequities among the students served by the program.
- F. Discuss your upcoming 6 year assessment Schedule (**please attach with appendix**).

The enrollment trend for the number of students served by LAP during the last six years demonstrates an increase with a significant decline in the last two, due to the pandemic. In the tables that follow the number of students served by the program is presented by total number of students served, number of students served by disability category, and the number of students who qualified for LAP as learning disabled.

It is important to note beginning in academic year 2016-17, the reporting requirements were changed. The disability categories were updated to: physical disability, Deaf and hard of hearing, blind and low vision, learning disability, acquired brain injury, attention deficit hyperactivity disorder, intellectual disability, autism spectrum, mental health disability, and other health conditions and disabilities. Also, the number of service contacts needed for a student enrolled in a general class became one or more for each semester the student attends.

Table 1. Total number of students served by LAP

Category (all disabilities)	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
1 or more primary contacts	613	777	892	1,031	776	565

The factors that have contributed to the decline of the number of students receiving LAP services include, but are not limited to:

- The COVID pandemic beginning in Spring 2020 semester and continuing through current Spring 2022 semester
- Decline in the number of students assessed for a learning disability due to COVID and validity with standardized assessments (more detail below)
- Decline in the DSPS categorical budget allocation
- Decreased outreach efforts due to change in curriculum from in-person to remote courses due to COVID

Table 2 presents the enrollment trends based on disability categories. Learning Disabled students data is presented in table 3. It is important to note the majority of developmentally delayed learners are served at off campus sites such as the Vocational Training Center (VTC).

Table 2. Total number of students served by disability category

Disability Categories*	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Hearing Impaired	18	12	22	22	23	14
Acquired Brain Injury	14	20	19	22	17	14
Visually Impaired	15	15	19	17	7	9
Mobility Impaired	32	37	37	40	28	15
Other Disability	114	122	111	125	75	54
Developmentally Delayed Learner	159	170	150	169	162	100
Speech/Language Impaired	2					
Psychological Disability	156	137	179	203	161	122
Learning Disability	103	166	229	293	204	155

Table 3. Percentage of total number qualified at Learning Disabled (LD)

Disability Category*	2015-16	2016-17	2017-18	2018-2019	2019-2020	2020-2021
Learning Disability	103	166	229	293	204	155
All categories	613	777	892	1,031	776	565
LD % of total	16.8	21.36	25.67	28.42	26.29	27.43

Source for all tables: DSPS Annual Student Counts

Student Services Automated Reporting for Community Colleges (SSARCC)

The majority of the number of students served based by disability categories has remained consistent up until the COVID pandemic in Spring of 2020. In the last comprehensive program review, the number of students served as learning disabled was a smaller category. As the Learning Disability Specialist positions became full-time, the learning disability assessments increased. This is of great benefit to the program, as assessment and services to students with learning disabilities is central to the mission and the budget of the program.

In the last two academic school years, decline in the number of students assessed for a learning disability is directly correlated with the COVID pandemic. Learning specialists were unable to provide learning disabilities assessments to students from Spring 2020 to Fall 2021, due to the pandemic, because standardized assessments are only considered valid when they are administered in-person. Thus, students who qualified to be assessed in prior academic years, were being qualified for LAP services based on review of outside documentation, referrals to outside clinicians for psychological evaluations or given temporary eligibility until assessment commenced again. The learning assessment process commenced in-person again during the Fall 2021 semester, once students had the option to return to campus for courses or continue with the remote course modality.

Complete LAP demographic data is available in the AHC Fact Book CH 6 on the Institutional Effectiveness website. The following bullet point summary is extracted from this source:

- The average age of the students who receive LAP services is consistently in the early 20's to mid-50s (range of ages 20 - 54 during Fall 2017 to Fall 2020).

- The number of students in the age range of 20 -24 had increased slightly since Fall 2017. 23.98% of LAP students in Fall 2017 were ages 20 – 24 and by Fall 2020 the percent increased to 26.98%.
- Since Fall 2017, LAP consistently serves slightly more female than male students. In Fall 2017, 52.44% of LAP students served were female and 47.15% students were male. In Fall 2020, 60.49% of LAP students served were female and 38.69% students were male.
- The retention rate of LAP students has increased since Fall of 2017 from 68% to 69.2% in Fall 2020
- The course success rates (% grade C or better) has also increased since Fall 2017 with 57.7% of student success in their courses and 60.2% in Fall of 2020.

Student Learning Outcomes (SLOs) are discussed and developed at the department meetings. All LAP faculty and staff contribute to the SLOs process. The program has identified four SLOs, which are:

Student will be able to:

SLO 1: Request and use a disability related accommodation in a timely manner.

SLO 2: Identify accommodations that are related to his or her disability.

SLO 3: Use the learning strategies recommended by his or her disability specialist.

SLO 4: Use adaptive computer technology when related to his or her disability.

Data in the form of student survey and contact records have been used to measure these SLOs. The review of the data and discussion regarding recommended program changes based it occurs at the department meetings. The department SLO liaison facilitates these discussions and is also responsible for recording SLO data in SPOL. LAP has completed its six- year assessment plan and has made no significant program changes as a result of SLO data.

The data collected has indicated students are meeting or exceeding expectations pertaining to the SLO. The six- year assessment schedule is current with assessments planned through the 2027-2028 academic year.

Evidence:

AHC Fact Book CH 6- Institutional Effectiveness website

DSPS Annual Student Counts: Student Services Automated Reporting for Community Colleges (SSARCC)

SPOL – SLO data

Six year SLO assessment schedule

Plan of Action:

- Ensure primary contacts are accurately recorded in the AIM data during the 2021-22 academic year, which is then used to generate the MIS report.

4. Personnel and Support Services

- A. There is adequate staff and a sufficient full-time to part-time faculty ratio to meet student and program needs.
- B. Briefly describe the professional development of faculty and staff during the period under review, including opportunities and improvements. Does it support program innovations?
- C. Evaluation of staff is systematic and the process is effective and encourages improvement.
- D. Full-time faculty are actively involved in the process of hiring and evaluating faculty.

The table below represents LAP staffing in Fall 2015 and staffing as of Fall 2021.

POSITION	STATUS: FALL 2015	STATUS: FALL 2021	REDUCTION
LAP/Student Health/Veterans Director	VACANT	1.0 FE	
Learning Disabilities Specialist	Both faculty members are working on reduced load. One is .6 and the other is .5	2.0 FE	
Learning Disabilities Specialist - Lompoc Valley Center	VACANT	VACANT	
LAP Counselor	1.0 FE	2.0 FE	
High Technology Specialist	1.0 FE	1.0 FE	
Psychological Disabilities Specialist	VACANT	VACANT	
Alternative Media Specialist	1.0 FE	1.0 FE	
Coordinator of Interpreting and Communication Services	1.0 FE	1.0 FE	
Assessment Technician	VACANT	VACANT	
DSPS Specialist (12 mo. position)	1.0 FE	1.0 FE	
Instructional Assistant (includes previous job title of DSPS assistant) 11 mo. position at SM Campus and 12 mo. position at LVC	2.0 FE	2.0 FE	
Instructional Assistant -Lompoc Valley Center	VACANT	VACANT	
LAP Office Services Assistant/Technician- Lompoc Valley Center	VACANT	VACANT	
LAP Program Technician	1.0 FE	1.0 FE	

The staffing needs of LAP remain and the prioritizations of these positions are discussed in the program review annual updates since 2015. To summarize the priorities are:

1. Office Services Assistant or Technician (LVC campus)
2. Instructional Assistant- LVC Campus
3. Assessment Technician
4. LD Specialist (LVC Campus)
5. Instructional Assistant (SM Campus)
6. Psychological Disabilities Specialist

Due to academic sessions offered year-round, services are necessary for both Winter and Summer sessions. It is advised that the Department offer overload options for Faculty during both sessions in order to provide equitable services for LAP students during all academic sessions.

LAP continues to experience an increase in demand of services for deaf students. The recruiting and hiring of qualified in person interpreters and transcribers continues to be a challenge for the District and has resulted in an increased the need for remote services and technology to provide services for deaf students.

Staff is systematically evaluated and the process is effective and encourages improvement. Full-time faculty is involved in the process of hiring and evaluating faculty.

Evidence:

DSPS Annual Student Counts: Student Services Automated Reporting for Community Colleges (SSARCC)

Plan of Action:

- Hire all prioritized positions
- Offer overload opportunities for summer/winter semesters

5. Facilities

- A. Facilities are appropriate for effective delivery of program services.
- B. Equipment and technology is appropriate for effective delivery of program services.
- C. Program support space is adequate to ensure the effective operation of the program and related support activities.
- D. The safety of the facilities, equipment, and technology are reasonable and adequate.

The LAP program is located in Building A and Building 1 on the Lompoc Valley Campus. Overall, the facilities on the Santa Maria campus are appropriate for effective delivery of program services, however several improvements are needed. An improvement that should be made to the facility to improve access is the installation of auto door openers on the following locations: Santa Maria campus Building A, rooms 303, 303A, 303B, 304, 305, and 306 and both doors to the restrooms. These rooms are consistently accessed by students with disabilities who would benefit from the auto door opener because the doors lead into the out of class testing area, LAP lab, and front desk. Additionally, the auto door openers on the exterior doors of Building A and those at LVC campus, have not operated consistently since the program has moved in. LAP staff has and will continue to submit work order requests when these auto door openers are malfunctioning. Students, faculty and staff frequently advise of difficulties with opening these exterior doors without the use of the auto door openers. The resistance on these doors contributes to why they are difficult to use for all. Common statements that are heard include “these doors are so heavy”, or “it is very hard to open this door”. Once through the door, upon entrance into the LAP front desk on both campuses, students find the desk to be inaccessible, as it is too high for students in wheelchairs and/or with mobility impairments.

The LAP department on the Santa Maria campus is also vulnerable to a variety of emergency situations as it lacks window coverings and exit doors in both the Testing and Adaptive Technology Computer Labs. An exit door is also requested for the end of the LAP faculty office hallway. The LAP testing room would also benefit from the installation of cubbies for backpacks, as they can be a tripping hazard.

The LAP on the Lompoc Valley Center (LVC) relocated from Building 2, Room 116 to Building 1, Room 102 N and also acquired a small windowless room for proctoring tests which also serves as an office for the Instructional Assistant. The rooms are located near the Financial Aid Office and share a front desk due to its close proximity to the Financial Aid Office. Although the move was a great improvement from Building 2 it continues to be an inadequate space due to using the lab as an office simultaneously as well, over the years the LVC LAP population has grown and there is a conflict of adequate space for students being proctored and the Instructional Assistant providing LD achievement testing, instructional strategies and assistive technology training. At times students are unable to travel to the Santa Maria campus and the High-Tech Specialist or the LD Specialist can provide services at the Lompoc Valley Campus but there is inadequate space. Due to there not being any dedicated space for these services; the current practice is for the instructional assistant to collaborate with the staff member at the LVC who schedules room use. The instructional assistant is responsible for locating an available room for providing Academic Assessments for LD as well as proctoring out of class tests, ensuring the room meets appropriate environment for testing accommodations (quiet room/less distracting most often), and also locating and scheduling a room for delivery services of instructional strategies.

Another issue with the limited space is the lack of privacy when students check in at the front desk due to the close proximity to the Financial Aid Office. There is not a dedicated space for any hardcopy files for the student that is accessible to staff as needed. Instructional Assistant and LVC LAP Counselor presented a proposal to move the LAP program to sizable available area in Building 2 and recommendation was presented to Vice President Student Services and Facilities. Building 2 on the LVC offers space for a dedicated proctoring room, dedicated space for secured files in a locked cabinet. Additionally, three offices which could house the LVC Counselor, Instructional Assistant and a third office for visiting faculty, High-Tech, LD Specialists to perform duties for Lompoc Valley LAP students. Building 3 also would allow a dedicated space that would provide privacy for our LAP students. There is also space for computer terminals for academic support.

Currently, the Instructional assistant utilizes the Proctoring Lab as a general office space to provide students with information about the program, collect documentation, securely store files, and schedule appointment. The room is simultaneously space to proctor exams or provide assistive technology training. Additionally, the size of the current proctoring lab is very small and there is not adequate turning space for a student who is a wheelchair user. The amount of available turning space within the lab is problematic for many students with disabilities and should be evaluated to determine how to improve access to this office space.

The LVC LAP also lacks an auto door opener. The installation of an auto door opener would improve the safety of this location because the current door is heavy and poses significant challenges for some students to get through the door opening without the door hitting them as they pass through the threshold.

Lompoc Valley Campus building 1 lacks window blinds on all the building's windows as well as small windows near the office doors of the offices. In the past two years there have been two incidents where the Lompoc Police Department required a lockdown of the facility due to the threat of an active shooter. According to the recommended protocol from Allan Hancock College in an Active Shooter situation, Standardized Emergency Management System (SEMS) and National Incident System (NIMS) the recommendation for safety response is to go to a room that can be locked and close the window blinds and turn off the lights. There are no rooms in Building 1 that have window blinds. As well, there are no window coverings for the windows next to office doors. The active shooter situations caused great stress to faculty and staff due to being unable to secure a safe zone during a crisis. The LVC proctoring lab has no windows but also has no other exit and faculty, staff and students could be trapped by an active shooter, fire, earthquake, etc. LVC Building1 should have a room with window coverings and a second exit so as not to trap individuals in case of an active shooter, fire, earthquake, etc.. Unfortunately, there already have been two instances where individuals were feeling their life may be at threat. Hancock College should provide the ability to follow the recommendation for an emergency situation in the unfortunate event of an active shooter/fire/earthquake.

The LAP department on the Santa Maria campus is also vulnerable to a variety of emergency situations as it lacks window coverings and exit doors in both the Testing and Adaptive

Technology Computer Labs. An exit door is also requested for the end of the LAP faculty office hallway.

Also, in the event of a large-scale disaster the college recommends all offices to have a small transistor radio. No offices are equipped with small transistor radios. In an emergency the Emergency Operations Center (EOC) is designated as room 1-103 at the Lompoc Valley Campus. This room does not have window coverings or a second exit in this designated assembly area. The LAP also strongly recommends the proposal of installation of panic buttons in LAP offices and labs as part of campus safety and emergency preparedness.

The LAP, with the financial and IT support of the college, provides assistive technology and equipment for student use on both campuses in the LAP's computer labs as well as the mainstream labs. Students are also eligible to borrow technology on up to a semester length basis when the equipment/device addresses an educational limitation identified on his or her Academic Accommodation Plan (AAP). The program currently has the following software/equipment/devices available for student loan: Echo Pens, iPads, iPods, digital voice recorders, lap tops, Surface Pros, specialized keyboards and mice, talking calculators, Phonic Ear (assistive listening device), mobility scooters and Kurzweil Web, Otter, and as well as other apps for student download. Assistive software and apps are preinstalled or can be installed upon request on the computers and devices. In the Adaptive Technology Computer Lab students with disabilities can have access to computers with assistive technology and training on its use. Additionally, once the student has received training he or she can access the assistive technology at most locations (or upon request) on both campuses. Examples of current assistive technology/software include screen readers, magnification software and equipment, mind mapping software, Text-to-Speech, and voice recognition.

New computers for the Adaptive Technology Computer lab were purchased and installed before the end of the 2015-16 academic year. In 2021, 4 new computers were purchased for the Assistive Computer Lab in 2021. As of spring 2022, LAP student computers are being evaluated for upgrade. The Adaptive Technology Computer Lab updated the approximately 10 year old printer and 5 outdated scanners in spring 2016. The CCTVs (Closed Circuit Television) in the Adaptive Technology Computer lab and across both campuses were evaluated and replaced with Video Magnifiers in 2017. Assistive technology software and apps were evaluated and updated in 2021 and Otter renewed in 2022. Continued financial and installation support by the college will be needed to maintain and upgrade the assistive technology and computers across both campuses.

Evidence:

Facilities Master Plan: 2014-2020

Technology Master Plan: 2014-2020

Plan of Action:

- Continue to monitor, support, and implement current technologies as they evolve.
- Install auto door openers
- 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.
- Proposing installation of panic buttons, window coverings and exit doors in LAP offices and labs as part of campus safety and emergency preparedness
- Proposal was submitted to Vice President of Student Services in Fall 2019, to identify dedicated location(s) from Bldg 1 to Bldg 2 at the LVC to deliver LAP services (counseling, instructional strategies, test proctoring, assistive technology training and use, LD assessments, etc.)

6. Financial Resources

- A. During the period under review, resources have been used effectively to support programs and services.
- B. Current and anticipated funding is adequate to maintain high quality programs and services.
- C. Anticipated funding is adequate for the development of revised and new programs.
- D. Resources have been prioritized based on assessment of student learning outcomes and other supporting data.

LAP budget receives categorical funding based on the California Education Code Section 84850 and Title Section 56060 for providing support services or instruction, or both to students with disabilities enrolled in AHC educational courses or programs. A student enrolled in a general class and receives one or more contacts per year with the Learning Assistance Program qualifies for state funding. To receive these funds the college collects and reports to the Chancellor's Office data showing the number of new and continuing students with disabilities enrolled in credit courses and who received support services from the program.

The reporting requirements for the number of contacts was changed effective in the 2016-17 academic year. The number of contacts required for an eligible student who was enrolled in a general class (previously known as a regular class) was changed from four or more contacts per year with the DSPS program to one or more service contact with DSPS for each semester the student attends. A student who is enrolled in an educational assistance class (previously known as a special class) is also eligible to be claimed for DSPS funding (Title 5, Section 56062).

Below is a table to provide the total LAP (DSPS) categorical budget allocation used to provide the program services.

DSPS Budget Allocation	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
District Total Funding (\$)	595,121	563,439	517,679	602,082	684,747	921,370

Source: California Chancellor's Office DSPS Allocations

<https://www.cccco.edu/-/media/CCCCO-Website/Files/Educational-Services-and-Support/FinAid/Allocations-21/2021-22categoricalprogramsallocationreportal1memo.pdf?la=en&hash=86FECC6D65AED1513690D2B13A14107AC3C5CFB9>

Learning disability continues to receive the among most budgeting weight in the DSPS funding formula so the college needs to continue to support the assessment of students by LD Specialists so funding can be maximized to support LAP services to students.

A positive impact related to funding is that LAP/DSPS began to receive the annual allocation before the July 1 start date of the fiscal year. The past Chancellor's Office practice was to not notify the college of its final annual allocation until January of the fiscal year that started July 1. This earlier notification helps with planning for services for the upcoming year rather than reacting at mid-year due to unanticipated budget reduction.

Funding support from the Student Equity and Achievement Plan (SEAP) has been instrumental in continuing to provide assistance to the LAP program for appropriate staffing and supply costs.

College effort, general funds from the District that are contributed to LAP (DSPS) allowable expenses, began in 2016-2017. This effort is commendable and the recommendation is to continue to make these general fund contributions and seek opportunities to increase the amount of college effort. College effort is not a match requirement and since it is 20% of the DSPS allocation, it does provide back 80 -90 cents on the dollar to encourage the District to contribute unrestricted college general funds to pay for DSPS allowable expenses..

Evidence:

California Chancellor's Office DSPS Allocations

Plan of Action:

- Continue to advocate for funding for Learning Assistance Program needs

7. Community Outreach and Program Awareness

- A. Efforts have been made to create links between the program under review and the community.
- B. Efforts are made to inform students about the program and facilitate student participation in the program.
- C. An advisory committee with appropriate representation has been established and meets regularly to support the development of programs and services.

Outreach is coordinated through the campus outreach committee. The outreach committee has select members who report to the local high schools weekly and give presentations, aide in registration, coordinate campus tours, etc. An LAP representative is a member of the outreach committee. This representative works to coordinate LAP participation in events. LAP faculty and staff participate in these presentations when their schedules allow. Due to reductions in staffing, participation in outreach events had to be reduced in order to prioritize services to students in the program. As staffing levels improve, so will participation in outreach.

Currently outreach (also known as campus in-reach) is being done on an ad-hoc basis. During COVID, in lieu of in-class visits, outreach was done via Zoom. Emails are sent out to select instructional faculty offering classroom presentations at the beginning of each semester. LAP participates, when possible, through information tables at campus events such as the Bulldog Bow-WOW, Diversity Day, Veterans Appreciation, and the Career Expo.

In Fall 2015, the LAP advisory committee was reconvened. LAP is required by Title 5, Section 56050 to establish an advisory committee, which shall meet not less than once per year. The advisory committee shall, at a minimum, include a student with disabilities. Currently the representatives on the LAP advisory committee are from local high schools, Department of Rehabilitation, and Vocational Training Center Enterprises. The membership of this committee expanded to include student(s) with disabilities.

Evidence:

- Outreach e-mails
- Outreach committee agenda/minutes
- LAP Advisory Committee agenda/minutes

Plan of Action:

- Continue to provide outreach options to all modalities of classes
- Continue to provide high school outreach options via all modalities (including Zoom) for transitioning

8. State and Federal Compliance

- A. The program adheres to all appropriate state and federal guidelines.
- B. The program adheres to all relevant college policies and procedures (attach copies of relevant policies).

LAP adheres with the California Education Code, Title 5 regulations and the fundamental principles of nondiscrimination and accommodation in academic programs as set forth in the federal guidelines of Sections 504 and 508 of The Rehabilitation Act, and the Americans with Disabilities Act of 1990 (ADA). The program also adheres to relevant college policies and procedures.

Evidence:

Title 5 Regulations Sections 56000-56076

AHC Board Policy 5140 – Disabled Student Programs and Services – Learning Assistance Program

AHC Board Policy and Administrative Procedure 5530- Student Rights and Grievances

AHC Board Policy 5100 – Student Support Services

AHC Board Policy and Administrative Procedure 5055 – Enrollment Priorities

Major Program Strengths

List the major strengths of the program organized numerically by criteria

Criteria One – Services and Curriculum:

- Collaboration with academic affairs and instructional faculty to provide reasonable accommodations to students with disabilities
- Spirit of collaboration and respect
- Appropriate referral of students to on and off campus resources
- Successfully transitioned (withing a week notice) due to the Covid 19 pandemic in Spring of 2020 to serving students remotely by quickly learning and then utilizing both new and old technologies including Remote Desktop, Zoom, Cranium Cafe, SuccessNet, email, various phone apps, document cameras, etc
- In Spring 2021, successfully implemented the roll out of the LAP's new online disability management software, Accessible Information Management (AIM), and provided AIM training to both students, LAP staff and instructors through individual Zoom meetings, workshops, and emailed videos and instructions.

Criteria Two – Student Support and Development:

- Development of Academic Accommodation Plans (AAP) on individual basis through interactive process with the student
- Delivery of disability related counseling and advising
- Follow up services
- Delivery of alternative formats (e.g. e-text, Braille, large print)
- Learning Strategies
- Access to assistive technology in the Adaptive Technology Computer Lab and across campus
- Supportive learning environment
- Assistive technology training
- Implemented AIM- the online case management software for accommodations and appointments, case notes etc., that allows students to apply to the program and request accommodations including alternative testing, alternative media, note-taking services, and helps track equipment loans
- 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

Criteria Three – Student Outcomes:

- LAP student success and retention rates comparable to total student population

Criteria Four – Personnel and Support Services:

- Professional, knowledgeable, and courteous faculty and staff
- Involvement of LAP faculty and staff on campus councils and committees
- Quality of in person sign language interpreters and transcribers

- LAP Director added new members to the Disability Advisory Committee (DAC)

Criteria Five -Facilities:

- Santa Maria campus facility

Criteria Six- Finances

College Effort has been reported following the 2016-17 academic school year
Chancellor's funding report

Major Program Challenges and Opportunities

List major challenges and related opportunities organized numerically by criteria

Criteria One- Services and Curriculum

- Lack of process for editing AIM content- examples; faculty have reviewed content for AAP and recommended edits to AIM, edits are still pending
- AIM training for Academic and LAP Faculty

Criteria Two- Student Support and Development

- AIM technology and challenges faced- accommodations cancelled based on ‘classes being dropped’ by the system, emails are not always being received by the course Instructors due to system errors and/or are not being received in a timely manner
- 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
- Continued challenges in the reliability of technology access and support for Remote Sign Language Interpreting

Criteria Three- Student Outcomes

- Decline in number of students served
- 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 from 2020-2021 academic school year for students: to determine a learning disability testing requires to be face to face for validity

Criteria Four – Personnel and Support Services:

- Vacant positions
- LAP faculty and staff are not available during all periods of instruction
- Shortage of qualified in person sign language interpreters and transcribers

Criteria Five - Facilities:

- Lack of appropriate space at the LVC to deliver LAP services of testing accommodations, learning strategies, and assistive technology training
- Need for auto door openers at Santa Maria LAP and LVC

- Difficulty with resistance (a.k.a weight) of exterior doors of Building A
- 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
- Safety concerns for faculty, staff, and students in the Learning Assistance Program offices and labs

Criteria Six- Financial Resources:

- College Effort was not recognized as a contribution by Allan Hancock during the 2015-2016 budget allocation report to the Chancellors Office. As of the 2016-2017 report, College Effort has been successfully reported

Plans of Action (POA) for Service Improvement

Action & Criterion #	Expected Outcome	Person(s) responsible	Target Date	Resources Needed	Linked to College Plans and SLO*
Criteria One: Provide continued support/trainings for implementation and use of the Accessible Information Management (AIM) system	Adopted information management system in 2021	LAP director, faculty/staff	Ongoing	IT Services support Training for users	Strategic Plan: 2014-2020 IR3: –enhance and maintain currency in technology/application in support of students and faculty/staff efficiency and operational effectiveness
Criteria One: Continue to advocate for a process regarding editing contents of AIM	Allows contents of AIM to be current and up to date	LAP director/faculty	Ongoing	IT Services support Collaboration with both academic/LAP faculty and LAP director	Strategic Plan: 2014-2020 IR3: –enhance and maintain currency in technology/application in support of students and faculty/staff efficiency and operational effectiveness
Criteria Two: AIM implementation; troubleshooting challenges faced by all users	Troubleshooting challenges faced by both students, instructors, LAP Faculty with use of AIM software i.e. class cancellations and letters to instructors	LAP director, Faculty/Staff/IT support	Ongoing	IT Services support Training for academic & service faculty/staff/students	Strategic Plan: 2014-2020 IR3 SLS2 Technology Master Plan: 2014-2020 Goal 8: Distance Learning and online student success

					Goal 9: Needs of students, faculty, and staff - accessibility
Criteria Two: Continue to update the faculty resource information on the LAP website	Updated LAP website for Instructional Faculty	Alternative Media Specialist, LAP Director	Ongoing	IT Services support	Strategic Plan: 2014-2020 IR3 SLS2 Technology Master Plan: 2014-2020 Goal 8: Distance Learning and online student success Goal 9: Needs of students, faculty, and staff - accessibility
Criteria Two: Continue to advocate for distance education 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	LAP staff/faculty/director	Ongoing	Access to remote services and laptop/computer use with webcams for continued Zoom appts	Strategic Plan: 2014-2020 SLS2 IR3: –enhance and maintain currency in technology/application in support of students and faculty/staff efficiency and operational effectiveness
Criteria Three: Ensure primary contacts are accurately recorded in the AIM data during the 2021-22 academic year, which is then used to generate the MIS report.	Increase of number of students reporting to LAP with one or more contacts	LAP director, faculty and staff	Ongoing	IT Services support	DSPS MIS Reporting SEAP/ MIS Reporting

Criteria Four: Provide overload and/or hire adjunct faculty to work Winter/Summer sessions	Students will be served	Dean, Student Services/LAP Director	Ongoing	Financial support to hire adjunct faculty/assist to provide overload assignments in Summer/Winter sessions	Strategic Plan: 2014-2020 SLS2, IR1: to recruit and retain quality employees
Criteria Four: Hire all prioritized positions	Total number of students served will increase	Dean, Student Services/LAP Director	Ongoing	District financial support if DSPS allocation is not sufficient	Strategic Plan: 2014-2020 SLS2, IR1
Criteria Five: Continue to monitor, support, and implement current technologies as they evolve	Maintain currency and availability of assistive technology and equipment	LAP faculty/staff and LAP Director	Ongoing	Financial support to purchase technology and equipment IT Services Support	Technology Master Plan: 2014-2020 Goal 8: Distance Learning and online student success Goal 9: Needs of students, faculty, and staff – accessibility SLO 4
Criteria Five: Install auto door openers at identified locations	Accessible facilities	Facilities Council VP, Facilities and Operations	Ongoing	Allocation for door openers	Facilities Master Plan: 2014-2020
Criteria Five: Identify dedicated location(s) Bldg 2 at the LVC to deliver LAP services (instructional strategies, test proctoring, assistive technology training and use)	LVC will have an appropriate facility for the delivery of these services. Proposed Bldg 2	Dean, Student Services Dean, Extended Campus VPSS LAP Director	Ongoing	Building Space Computers Assistive Technology Scanners Printers	Facilities Master Plan: 2014-2020

Criteria Five: 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.	Both front desk/counter spaces to be accessible to wheelchair access	Facilities Council VP, Facilities and Operation	Ongoing	Allocation for new desks	Facilities Master Plan: 2014-2020
Criteria Five: Proposing installation of panic buttons and window coverings/new exit doors in LAP offices and labs as part of campus safety and emergency preparedness	Ensure safety for individual, in-person appts for faculty/staff/director safety during emergencies	Facilities Council VP, Facilities and Operation	Ongoing	Allocation for panic button installation in each LAP office	Facilities Master Plan: 2014-2020
Criteria Six: Continue to advocate for funding for Learning Assistance Program needs, i.e. via College Effort	Enables the 10 or 20% funding provided by allocation formula for recognition of College Effort	LAP director, Faculty	Ongoing	Collaboration with college/district to provide general funds toward LAP resources/needs that are not covered by DSPS state funds	DSPS MIS reporting
Criteria Seven: Continue to provide Outreach options to all modalities of classes Online (distance education and in-person)	Continue to provide information regarding LAP services to currently enrolled students	LAP Director, Faculty, Staff and Academic Faculty	Ongoing	Communication between LAP staff/faculty/director with instructional faculty on how to reach out and provide information in the classroom and for	Student Equity and Achievement Plan: 2021-2024 Strategic Plan: 2014-2020

				distance learning courses	
Criteria Seven: Continue to provide high school outreach options via all modalities (including Zoom) for transitioning	Continue to provide information regarding LAP services and enrollment in LAP to future Hancock students	LAP Director, Faculty and outside HS districts	Ongoing	Communication between LAP staff/faculty/director with outside district administrators/instructors at the high school levels on how to share information for prospective future Hancock students	Student Equity and Achievement Plan: 2021-2024 Strategic Plan: 2014-2020

Appendices for LAP Program Review Report 2016-2022

Appendix A: Student Climate Survey Data- See Attachment A

Appendix B: DSPS Annual Student Counts- https://datamart.cccco.edu/Services/DSPS_Status.aspx

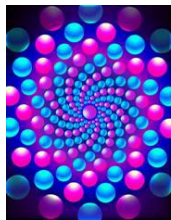
**Appendix C: Institutional Effectiveness Fact Book Ch 6-4
<https://www.hancockcollege.edu/ie/factbookch6.php>**

Appendix D: 2021-2022 Categorical Programs Allocation Report- <https://www.cccco.edu/-/media/CCCCO-Website/Files/Educational-Services-and-Support/FinAid/Allocations-21/2021-22categoricalprogramsallocationreporta11memo.pdf?la=en&hash=86FECC6D65AED1513690D2B13A14107AC3C5CFB9>

Appendix E: Student Learning Outcomes SLO Data- See Attachment B

Appendix F: LAP resource list of needs and purchases- See Attachment C

Appendix G: Title 5 Regulations- <https://www.scccd.edu/shared-documents/ca-community-colleges-forms-docs/implementing-guidelines-rev-april-2019.pdf>



**ASSESSMENT
SCHEDULE**

6 Year

AHC Program Student Learning Outcomes

6 Year Assessment Schedule

The attached template provides a framework for a program/discipline to plan a 6 year schedule for assessing its student learning outcomes, completing the SLO assessment cycle and attaining the status of **sustainable continuous quality improvement** in institutional effectiveness. This plan may be updated over the next 6 years as new contingencies or interpretations arise.

PROGRAM: _____ **Learning Assistance Program** _____

Our program is pleased to present our **plan** to: assess our SLOs, review the results of that assessment; and discuss changes to our curriculum, pedagogy or operations based on the results.

Program/ discipline
coordinator or team leader _____
Name Lisa Marsalek Signature Date

I have reviewed this plan and agree that it provides sufficient detail and is a feasible approach to comprehensively assess the program SLOs.

Department chair _____
Name Signature Date

I have reviewed this plan and agree that it provides sufficient detail and is a feasible approach to comprehensively assess the program SLOs.

Dean _____
Name Mary Dominguez Signature Date



ASSESSMENT SCHEDULE 6 Year	Program: Learning Assistance Program Fall 2016-Spring 2022	page __1__ of __1__
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SLO	To be assessed in semester:	Assessment method (s)	Team to review assessment results	Resources needed to conduct assessment	Individual responsible for assessment report	Date we expect to complete review
LAP SLO 1: Request and use a disability related accommodation in a timely manner.	Fall 2017 (2017/2018) Fall 2019 (2019/2020) Fall 2021 (2021/2022)	Survey or student interview, or faculty/staff observation, and/or student contact records	LAP faculty and staff	LAP staff and faculty, survey instruments Institutional Research and Planning support to assist in development of survey instruments, as needed	Department designated SLO liaison	Spring 2018 Spring 2020 Spring 2022
LAP SLO 2: Identify accommodations that are related to his or her disability.	Fall 2016 (2016/2017) Fall 2018 (2018/2019) Fall 2020 (2020/2021)	Survey or student interview, or faculty/staff observation, and/or student contact records	LAP faculty and staff	LAP faculty and staff, survey instruments, Institutional Research and Planning support to assist in development of survey instruments, as needed	Department designated SLO liaison	Spring 2017 Spring 2019 Spring 2021
LAP SLO 3: Use the learning strategies recommended by his or her disability specialist.	Spring 2016 (2016/2017) Spring 2018 (2018/2019) Spring 2020 (2020/2021)	Survey or student interview, or faculty/staff observation, and/or student contact records	LAP faculty and staff	LAP faculty and staff, survey instruments, Institutional Research and Planning support to assist in development of survey instruments, as needed	Department designated SLO liaison	Fall 2016 Fall 2018 Fall 2020
LAP SLO 4: Use adaptive computer technology when related to his or her disability.	Spring 2017 (2017/2018) Spring 2019 (2019/2020) Spring 2021 (2021/2022)	Survey or student interview, or faculty/staff observation, and/or student contact records	LAP faculty and staff	LAP faculty and staff, survey instruments, Institutional Research and Planning support to assist in development of survey instruments, as needed	Department designated SLO liaison	Fall 2017 Fall 2019 Fall 2021

ALLAN HANCOCK COLLEGE
Student Services Program Review-6 Year
2016-2022

Summary & Priority of Resource Needs

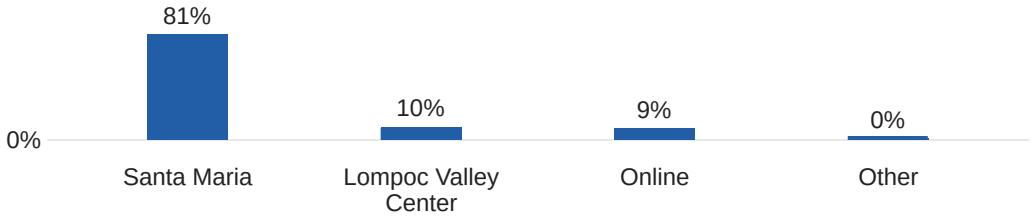
Resource Need	Justification	Strategic Goal	Cost	Previously Requested	Resource Need Type
Learning Disability Specialist	To increase the number of students assessed for a learning disability at LVC	Goal SLS2: To support student access, achievement, and success.	\$110,000.00	No	Staffing
Instructional Assistant	To increase services to students in the LAP lab (LVC)	Goal SLS2: To support student access, achievement, and success.	\$60,000.00	Yes	Staffing
Instructional Assistant	To proctor exams at Santa Maria campus	Goal SLS2: To support student access, achievement, and success.	\$60,000.00	Yes	Staffing
Office Services Assistant/Technician	To serve administrative assistant duties at the LVC	Goal SLS2: To support student access, achievement, and success.	\$60,000.00	Yes	Staffing
Interpreters	To attract and retain qualified interpreters to serve students who are deaf and hard of hearing	Goal SLS2: To support student access, achievement, and success.	\$ 150,000	Yes	Staffing
Transcribers	To attract and retain qualified transcribers to serve students who are deaf and hard of hearing	Goal SLS2: To support student access, achievement, and success.	\$ 50,000	Yes	Staffing
NON-STAFFING RESOURCE NEEDS					
Learning Disability Protocols + Q-Global Online Scoring Software	To support LD testing	Goal SLS2: To support student access, achievement, and success.	\$ 1,500	Yes	Supplies
Assistive Technology Upgrades and New Licensing	To maintain availability of assistive technology for student use	Goal SLS2: To support student access, achievement, and success.	\$ 20,000	Yes	Technology
Echo Pens	To maintain availability of assistive technology for student use	Goal SLS2: To support student access, achievement, and success.	\$14,000	Yes	Technology
LAP AT lab/testing lab computers	To maintain availability of assistive technology for student use	Goal SLS2: To support student access, achievement, and success.	\$ 30,000	Yes	Technology
Staff/Student computers	To provide counseling, accommodations and other LAP services	Goal SLS2: To support student access, achievement, and success.	\$ 40,000	Yes	Technology
Laptops/Chromebooks, bags and charging cabinet	To maintain availability of assistive technology for student use	Goal SLS2: To support student access, achievement, and success.	\$ 15,000	Yes	Technology
Transcription/RTC Software, Devices and Laptops	To provide remote interpreting and transcription services	Goal SLS2: To support student access, achievement, and success.	\$ 10,000	Yes	Equipment
Swell paper	To provide alternative media to students	Goal SLS2: To support student access, achievement, and success.	\$ 1,400	Yes	Equipment
NCR Paper	To provide alternative media to students	Goal SLS2: To support student access, achievement, and success.	\$ 850	Yes	Equipment
Braille paper	To provide alternative media to students	Goal SLS2: To support student access, achievement, and success.	\$ 4,000	Yes	Equipment
Zoomtext Keyboards, adaptive mice and keyboards	To maintain availability of assistive technology for student use	Goal SLS2: To support student access, achievement, and success.	\$ 1,000	Yes	Equipment
Portable Video Magnifiers	To maintain availability of assistive technology for student use	Goal SLS2: To support student access, achievement, and success.	\$ 8,000	Yes	Equipment
Transcription table	To provide transcribing services to students	Goal SLS2: To support student access, achievement, and success.	\$ 2,000	Yes	Equipment
Laptop rolling cases	To provide remote interpreting and transcription services	Goal SLS2: To support student access, achievement, and success.	\$ 400	Yes	Equipment
Remote RTC Equipment	To provide remote interpreting and transcription services	Goal SLS2: To support student access, achievement, and success.	\$ 6,000	Yes	Equipment
Typewell Licences	To provide transcribing services to students	Goal SLS2: To support student access, achievement, and success.	\$ 300	Yes	Equipment
Speaker phone for remote interpreting	To provide remote interpreting services	Goal SLS2: To support student access, achievement, and success.	\$ 219	Yes	Equipment
Front desk color printer	To provide students with printed copies of documents	Goal SLS2: To support student access, achievement, and success.	\$ 1,000	Yes	Equipment

LAP Program Survey

Total N= 90

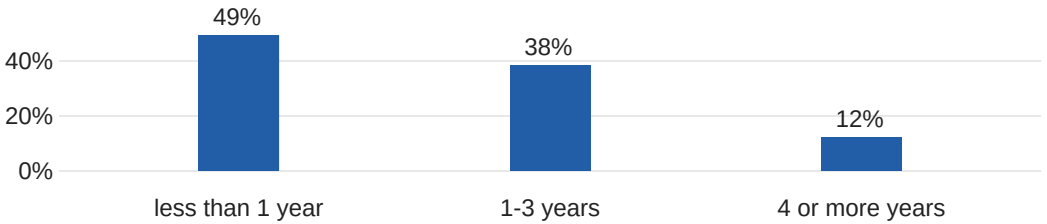
Q2 - Where do you primarily receive LAP services?

91 Responses



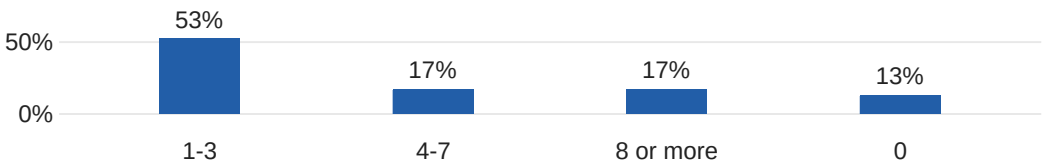
Q3 - How long have you received LAP services?

89 Responses



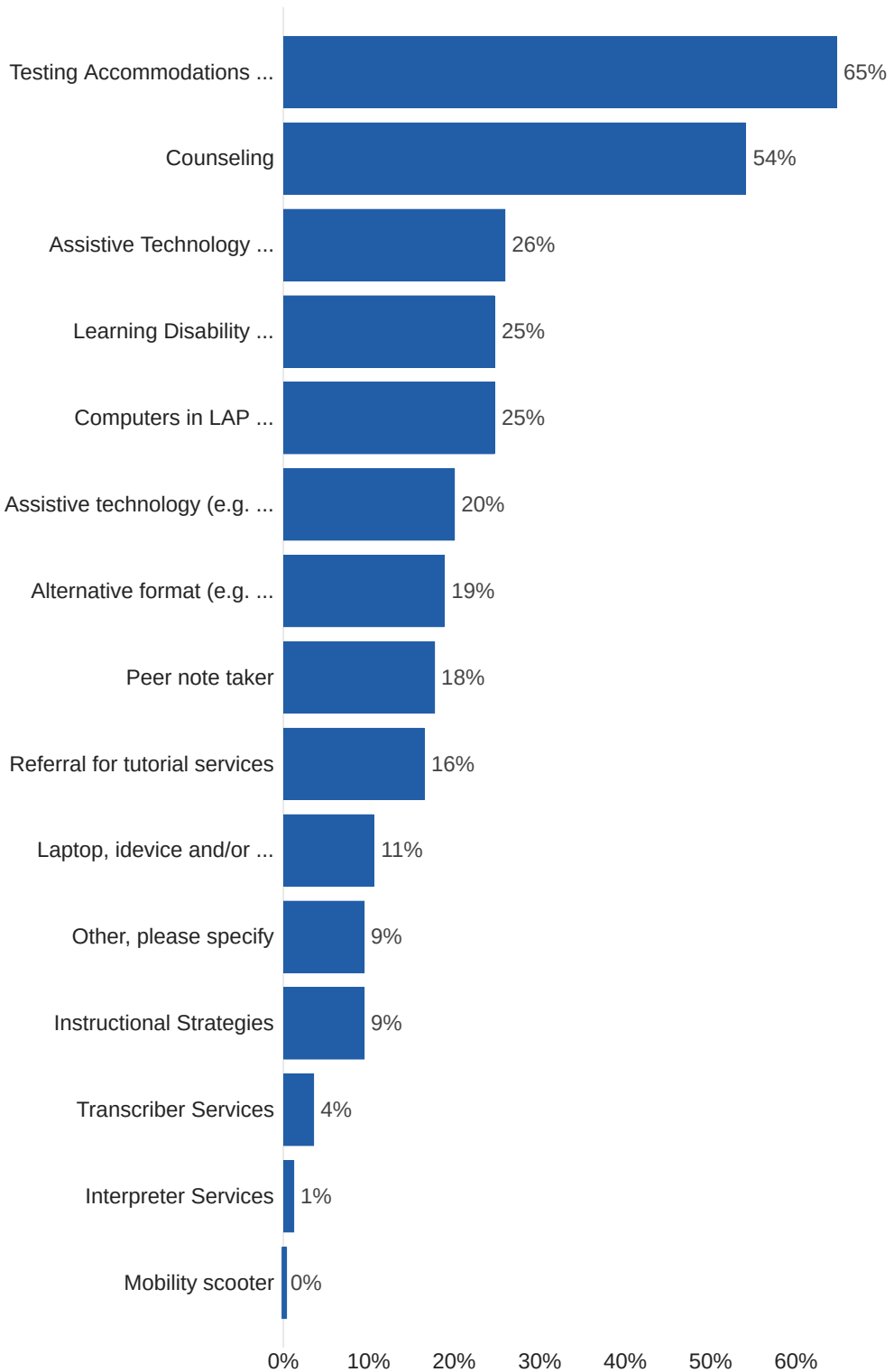
Q4 - How many times on average do you use LAP services in a semester?

87 Responses



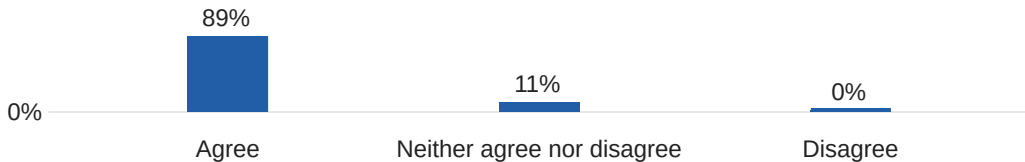
Q5 - Please select all of the LAP services you currently use or have used in the past. - Selected Choice

85 Responses



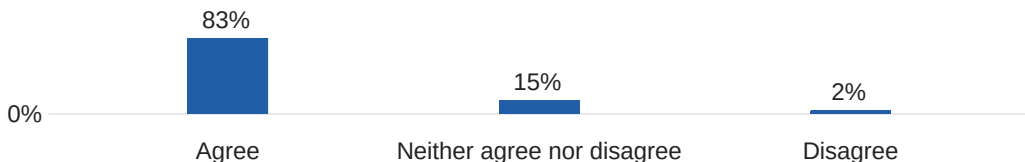
Q6_1 - I am able to talk about my disability related needs.

82 Responses



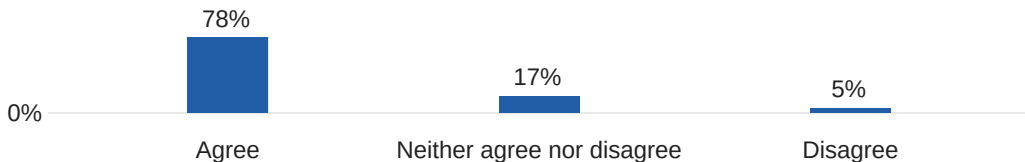
Q6_2 - I can explain how my disability impacts my learning.

82 Responses



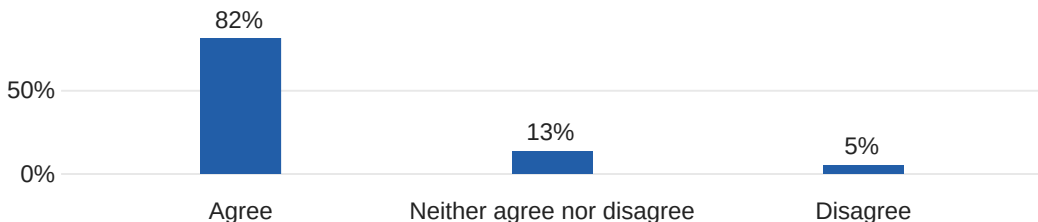
Q6_3 - I know what services are appropriate to accommodate my disability.

82 Responses



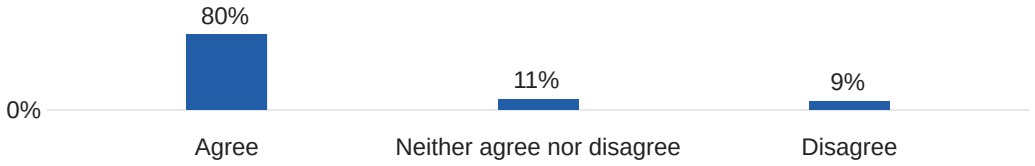
Q6_4 - I understand how to access LAP services.

82 Responses



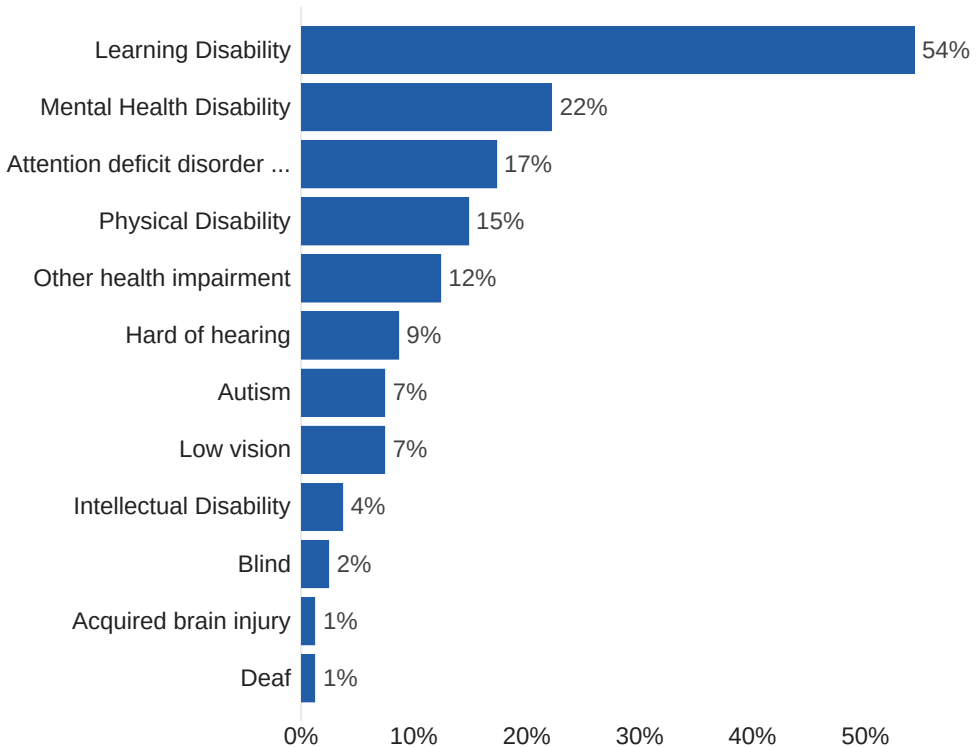
Q6_5 - I can talk with instructors and college staff to arrange accommodations.

81 Responses



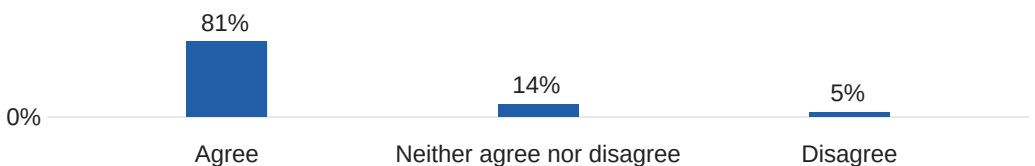
Q7 - What is your disability? (select all that apply)

81 Responses



Q8_1 - Important information was clearly communicated to me.

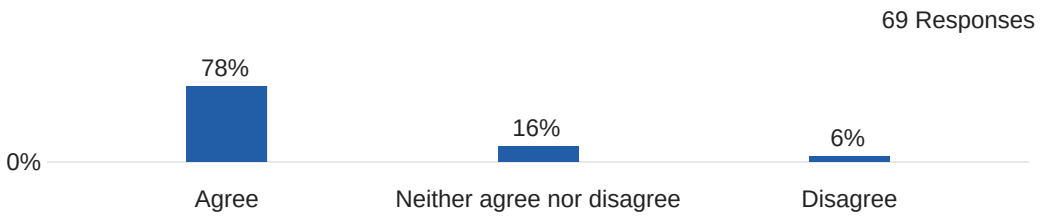
80 Responses



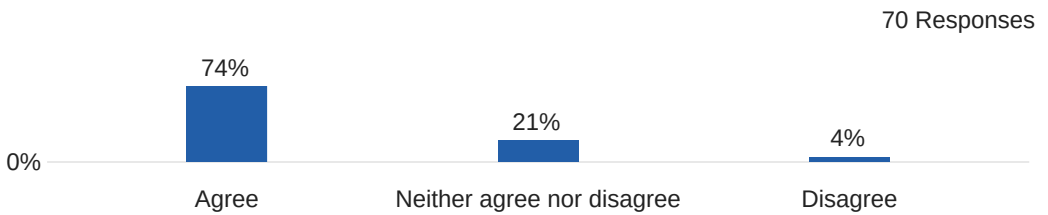
Q8_2 - I received individualized instruction and services according to my needs.



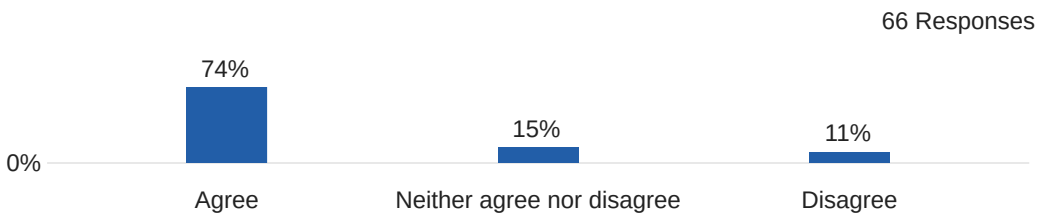
Q8_13 - I found the individualized instruction/trainings to be useful



Q8_3 - When necessary, I was provided with appropriate assistive/adaptive technology.

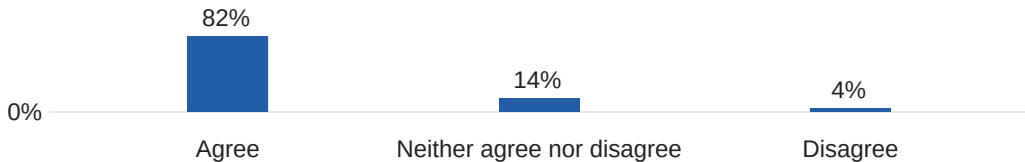


Q8_5 - I was appropriately referred to on and off campus individuals and resources.



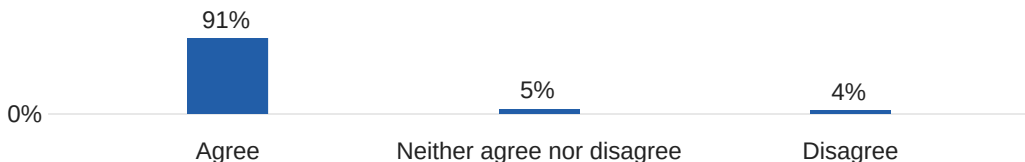
Q8_6 - My LAP counselor/specialist was knowledgeable about disability related issues.

77 Responses



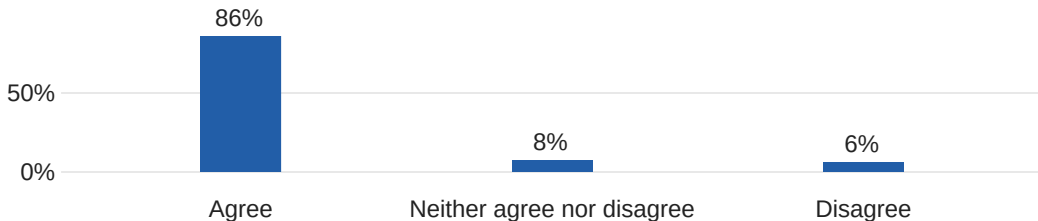
Q8_7 - The LAP staff is respectful and sensitive to my concerns.

78 Responses



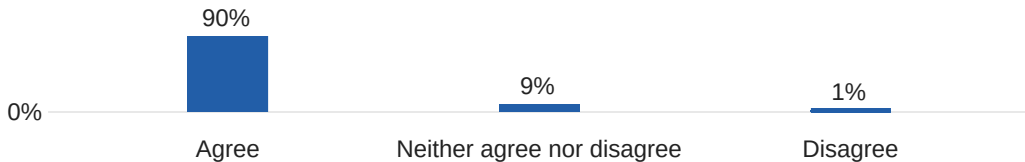
Q8_8 - I received prompt attention from the LAP staff.

79 Responses



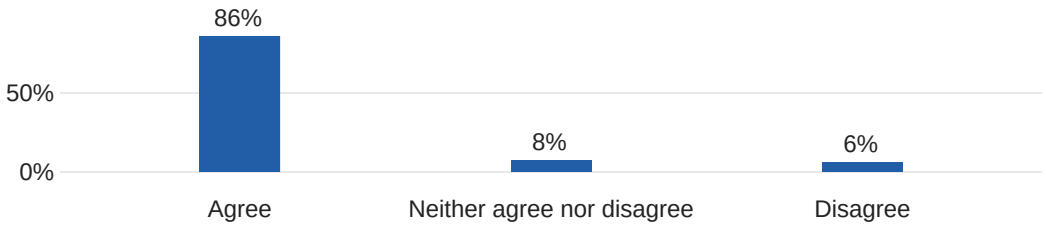
Q8_9 - My appointments with LAP are confidential and private.

78 Responses



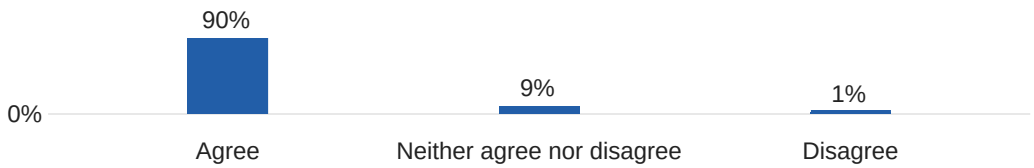
Q8_8 - I received prompt attention from the LAP staff.

79 Responses



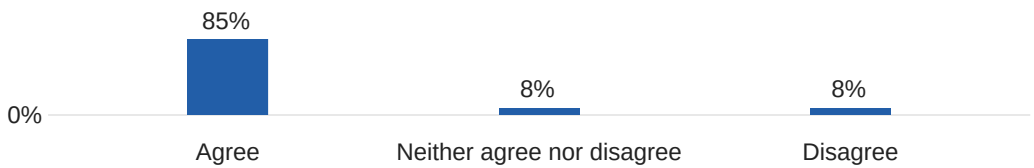
Q8_9 - My appointments with LAP are confidential and private.

78 Responses



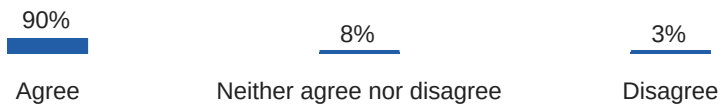
Q8_10 - The LAP hours (8am-430pm M-Th & 8am-4pm Friday) are convenient for me.

78 Responses



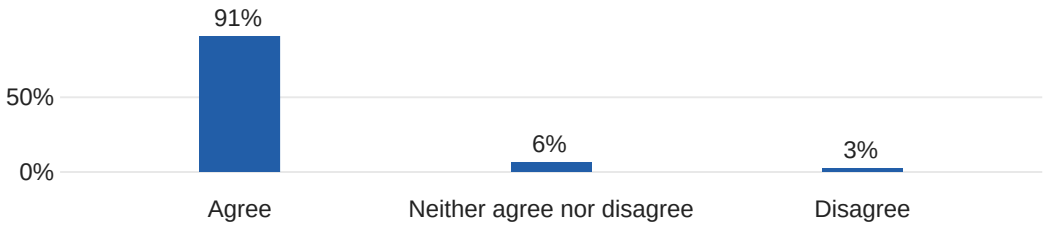
Q8_11 - I am able to schedule an appointment with my LAP counselor/specialist within a time period that meets my needs.

78 Responses



Q8_12 - Overall, LAP services are helpful to me.

78 Responses



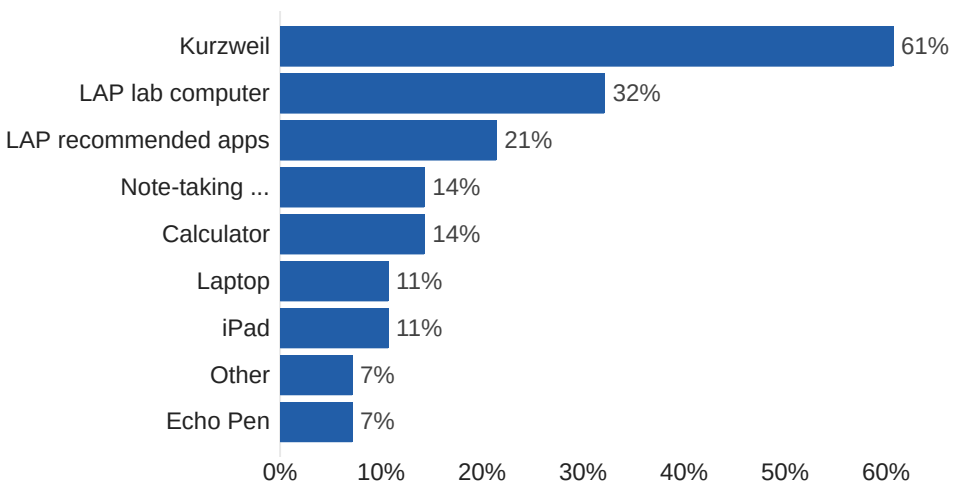
Q9 - Have you utilized any LAP technology i.e. LAP lab computers, specialized equipment, laptops, iDevices, assistive software or apps within the last year?

80 Responses



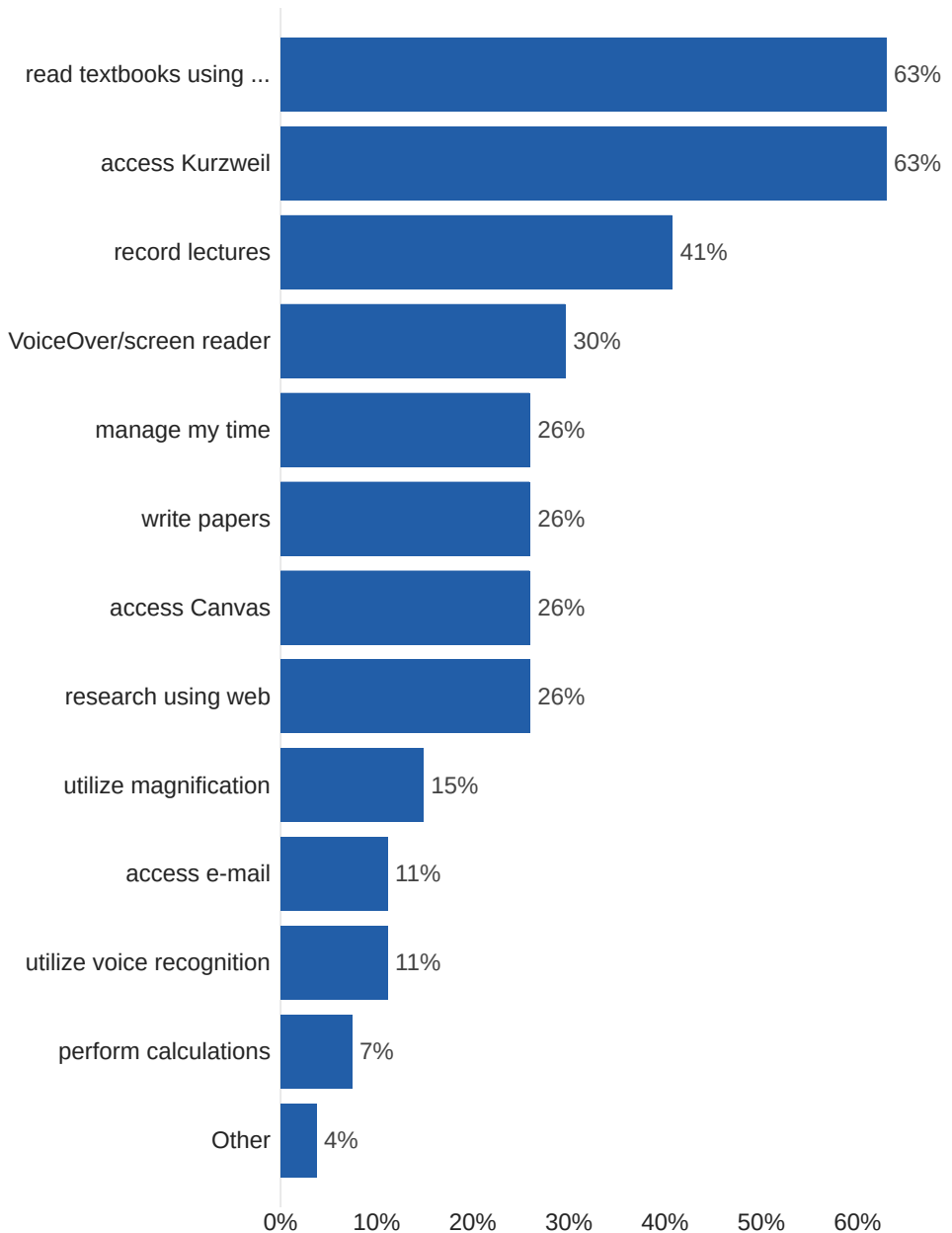
Q10 - What technology did you utilize? (select all that apply)

28 Responses



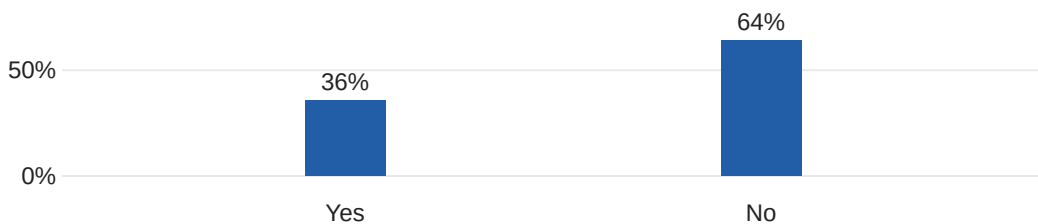
Q11 - Why did you utilize the technology? (select all that apply)

27 Responses



Q12 - Did you request technology training?

28 Responses



Q14 - If I were to list one or two things to improve LAP services, it would be:

If I were to list one or two things to improve LAP services, it would be:

One thing I could say is to keep treating the students and fellow staff members with kindness and if its hard sometimes.

Academic and Well being Workshops, such as how to learn faster, study management skills, and Self care interests would be beneficial to students.

So far it has been great for me.

none at this time

Letting the students know about all the opportunities and help they can get from the LAP services.

It's just fine with me.

Christmas tree

I can't think of anything specific to improve services

Provide follow up with the student or especially teacher, regarding accommodation requests to ensure the process is being handled.

I just starting my services with LAP, I hope it will be successful. Thank you, so much for the opportunity in helping me earn a degree. I am look forward to help service others.

i don't know

have some days with late hours 5 to 7pm

None

Better communication between instructors and the LAP center. Many miscommunications when it came to taking exams.

Everything

N/a

1) Be available for students to drop in with questions with Counselors. Everything is on zoom And there zoom availability in vary limited most of the time for example 0800 - 1100 only. Most of the time because of short availability you schedule 1 to 2 weeks out.

Give more information on the website about who exactly to contact.

to offer canvas through lap so that services atomativlally apply

Extended hours (evening).

It's hard for me to stay on top of things and really process all the extra information I need to stay organized overall. Having everything shot out through emails is hard. I think mandatory, regularly scheduled 1:1 meetings with LAP counselor or helper (in person) would have really helped. Also, I could have used help working with those teachers who are disorganized or don't give clear directions. It's hard enough staying on top of things, but I had a couple teachers whose Canvas was never accurate, who changed due dates and expectations randomly, and who never emailed back students had questions or concerns.

N/A.

I will really happy if i can find tutors at LAP department to give us a hand on our home works.
Thanks.

Tutoring

no

That instructor have a greater understanding of their LAP student's needs. Also, that each instructor understand that each LAP student has different needs. It would be nice, if the instructors can be alerted before class starts that they have an LAP student in their class, along with a short profile of the students needs. I think the information would be helpful to the student and Instructor.

Just check up on everyone That's all

I don't think about anything can improve LAP services.

1. Information to help understand what is a learning disability. 2. Counselors to talk to when I have psychological challenges.

Allow math center (required hours) (for course credit)that teachers make us do- to be completed in the quite LAP center instead of the very LOUD MATH CENTER. There is so much talking about everything that even noise canceling headphones DONOT WORK☹️ But the LAP PROGRAM IS AMAZING AND I AM THANKFUL AND PLEASED

Better note taking, better methods of studying and reading comprehension.

Nothing that I can think of, the staff and service environment are excellent

Not much to improve, they help me with what I need help with

needs more employees in the LAP

Clearer, more detailed communication between LAP students and counselors. More efforts to find the best solution for LAP students, not the professor's preferred solution.

I would like LAP have time to meet with Professors. I would like you meet with LAP members to hear our experiences before meeting Professors.

To perhaps add a small social group to help LAP students communicate their concerns with one another.

Over all great

One time I was visiting the LAP computer lab and I witness an LAP employee yell at an LAP student. The employee was a young african american man with an afro. He yelled at the student because the student had forgotten his canvas log in credentials. I had to step in and take the student to the EOPS office so he could get help there. It was very sad to see that happen.

Love everything about it

I stopped using Kurzweil because it was too slow and became stressful to navigate so a new E-Text program/website would be the greatest improvement.

The only thing I would add is that LAP might consider collecting phones before exams. I noticed some people (from my same class taking the same exam) take multiple restroom breaks for EXTENDED amounts of time and come back erasing a bunch of stuff. Not sure if they have bathroom problems but it since it happens every exam, it seems questionable.

Better communication with the students. I went in hoping to get tested and then hoping I'd be able to receive help so I could do better in class. I felt like I was brushed off and not given and help at all. It seemed like the person was insensitive and left feeling embarrassed

It is very helpful and I am able to utilize it to my best ability! Thank you!

Q15 - The best part of LAP is:

The best part of LAP is:

The way help students with needs and guide certain areas that could make student feel well prepared for the road ahead

The staff is mostly available and glad to help to students! :)

Allowing me to have the extra time for test.

confidence that I can get help that I really can use

Extended tests

The personnel.

Testing Accomodations. I really need this. The extra time helps me do better on exams.

People are nice

Knowing that I have the support, encouragement, and advice whenever I need it

The super helpful staff

Thoughtful counselors

I would have to say at this moment it would be Mrs. Redding- Stewart. She has started me on my path.

counseling

all staff is very friendly and helpful

My transcriber

The LAP staff has always been so helpful to me over the years and they always answer my emails back with any questions I may have in a short amount of time which is also very helpful to me. I have not had any trouble with the staff and I highly recommend this service to anyone who is in need of additional help. Thank you for all you guys have done for me.

The service and people are very friendly polite

The caring faculty

Nothing

How much is offered to students with disabilities

Kind and caring helpful people

They are very helpful

is the tike they take to ensure i have what is necessary to succed dat schooll

Lisa and Lala, they are awesome!

The extra support with getting my accommodations together! Whenever I did remember to reach out, someone always got right back to me.

They are such an amazing staff.

The best part of LAP is the accommodations they were able to provide regarding my MS.

The Department listen to all students needs. Thanks

I don't know because I haven't started

It's quite

Just the help and understanding. No one makes you feel less than. The staff is wonderful.

You can change somethings in your LAP experience

People who work in LAP is very friendly.

Test accommodations and diagnostic tests for my learning disability.

The staff and accommodations

We are able to meet up and discuss issues regarding about my learning methods and what other strategies I should use.

They are so understanding and helpful

the testing and counseling departments

Help with whatever I need

The help

Having the support I need

Help me fill out classes helps me with my learn disability

Having a test in a quiet space, double time, and with adequate technology according to our needs.

The best part about it was that I got to me a very special kind unique person and that she help me with everything that's what I liked about it and get it I can communicate with her anytime I want if I have a problem she communicates back to me the day after or before which I like I wish I had the phone number of her but I don't that's the one thing that I would say that they would need to fix it but overall everything else is good

how understanding everyone is and how easy everyone tries to make everything relating to LAP.

The lengths the staff will go to get you what you need.

The assistance and accommodations to each individual.

It's a great program

That eventually with difficulty you are able to use their services.

Everything

Priority registration and all the different accommodations like more time on tests and peer note takers. Additional time with tutors is also really helpful.

How kind and helpful the staff is.

Staff are nice.

The help that is provided.

Q16 - When I describe LAP to other people what I tell them is:

When I describe LAP to other people what I tell them is:

It's a Program that helps people with learning disabilities and general disabilities that can help them when in classes to not leave them to struggle but conquer challenges ahead.

Resourceful and understanding of students learning process.

It has helped me pass my classes.

Great resources and friendly

Great

It helps me have a fair amount of time in the exams.

Help fir anyone who has any kind if disability. They are really helpful to get you what you need to suceed.

it is usful

Try to be nice

They're very, very helpful and I would recommend to anyone to speak to them about any help they can get

You can receive help for you. To help yourself earn your educational goals.

It's as service that can help disabled people with their needs while going to college

staff is very friendly, knowledgeable, and helpful.

Learning assistance program

A place to receive help if you are at a disadvantage

Pointless, a waste of time.

I tell people if you need anything from the go there now and start the process because it will take awhile to figure it out.

Prompt my suces

learning assistance program

The learning disability assessment was a great experience and I learned a lot about myself from the results. I would recommend the LAP to other students who have concerns about their ability to succeed in college.

If you have any kind of disability, you should go talk to LAP and try to get signed up because there's a lot of things available.

If you think you have ADD you need to call them because the extra time taking tests has helped me immensely.

I do not speak to many peers, but I would tell them that LAP is helpful.

If you need help and do you have a disability do not hastate and contact the LAP Department.

Thanks

Good

nice

Go have an assessment and be sure to use all the tools provided to you,

To be honest ldk what tell them so yeah

I actually don't have people from LAP but I did have some people in the past. They were amazing, humble, and funny to make a conversation since we said hello to each other from the LAP or everywhere in Allan Hancock College.

They are professionals and the best in helping

The quite area I get to take my test without the pressure of students being finished way earlier than I am. The relaxed, stress free of judgement on the time it takes for me to complete a test. Also the extended time on test and the great staff.

They should set up an appointment with a counselor to see what they need help on.

It's an awesome program

this is a service that can help with identifying a disability or learning curve and apply accommodations to your needs, such as testing and assistive technology services.

It is a helpful resource

Useful

A program to help students with disabilities receive accommodations and connect them to other services on campus that they may need.

A program that helps me be at the same level as my peers and brings the same opportunities to succeed as a student

If you have a disability, LAP is the place that will make you excel.

It's a very helpful program that you're they will need it if they have mental disabilities like me or if they have ADHD like me it's a very helpful program for each for each individual but Emoni focuses on work for school you know that and if you put your kid in there they will help your kid not only help him to gain his goal of college or his career in college whatever he wants to study for but to also gain some experience in that program should help whenever he needs help the program at all full always be there for him

It is a resource that I find very helpful and useful. Everyone is understanding and tries to do the best they can to make things easier on you.

It is a program designed to help students with learning disabilities in a variety of ways.