

Instructional Units Program Review Year Five Update - Learning Skills (LRNSK) Latest Version

This cycle is for Instructional Units to complete the Year Five Update of the Program Review Cycle.

Instructional Units Program Review Year Five Update

1. Program Update : Version by Richards, Virginia on 11/16/2021 15:48

1a. Provide any important changes or updates within your program since your Program Review Year Three Update (2019-20). (New degrees, new curriculum, staffing changes, etc.)

No new degrees or course offerings in Learning Skills during this time.

No staffing changes in DSPS faculty -- two full time counseling faculty -- Haydee Lindgren & Nina Ghiselli. Three adjunct faculty in DSPS -- Carrie Bennett and Jessica Owyong, DSPS counselors, and Shawn Usha, LD Specialist.

1b. Please address the following enrollment data provided for your program.

1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2018? (Please address census enrollment, census fill rate, and productivity (FTES/FTEF))

No courses offered over the last three years.

1b. Please address the following enrollment data provided for your program.

1.b.2. What does the data suggest in terms of future needs/directions?

No enrollment data in Learning Skills courses as no courses have been offered since 2019.

1c. Provide a brief update on the timeline for your program's goals as listed in your Program Review Year Three Update (2019-2020). If your program's goals are in progress or modified, please include action steps and responsible parties in your explanation.

Goal: update curriculum offerings to align with AB 705 and meet DSPS Advisory Board requests. Previous Learning Skills curriculum provided basic skills instruction in English and Math skills primarily. Enrollment had been decreasing in these offerings, making it difficult to get enough enrollment to offer one section of learning skills courses in these areas. DSPS faculty were asked to reenvision educational assistance classes in learning skills to meet needs of students with disabilities post AB 705. Those new coors have been in process with the curriculum committee since 2020 but are not approved for offering at this writing.

Based on the feedback from the curriculum committee and reduced numbers of students with disabilities currently served at LMC, it looks unlikely to have sufficient enrollment in any offered learning skills courses. DSPS has seen a reduction in the numbers of students with intellectual disabilities and students with autism. Also, with AB 705, many students do not see the benefit of skill building educational assistance classes in their schedules to support their learning. The program goal has been revised and is in progress. As a result, DSPS faculty are reenvisioning the supports designed for curriculum in limited workshops and available in a canvas support rather than as a credit educational assistance course. DSPS faculty are the responsible parties and will be designing workshops/canvas supports to be offered beginning fall 2022.

FOR CTE PROGRAMS ONLY

1c. Community and Labor Market Needs (Link Ed Code 78016 (http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78016), Title 5, 51022 ([https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=\(sc.Search\)&navigationPath=Search%2fv1%2fresults%2fnavigation%2f0ad7140b000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dl69DDBCC0B6CB11DFB199EEE3FF08959C%26startInde](https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=(sc.Search)&navigationPath=Search%2fv1%2fresults%2fnavigation%2f0ad7140b000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dl69DDBCC0B6CB11DFB199EEE3FF08959C%26startInde)))

viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=(sc.Search)&navigationPath=Search%2fv1%2fresults%2fnavigation%2f0ad7140b000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dl69DDBCC0B6CB11DFB199EEE3FF08959C%26startInde

No Value

FOR CTE PROGRAMS ONLY

1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2020-2021, and those completed or planned in 2021-2022.

No Value

Goals and Objectives	Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)				
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)				
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)				
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)				
Goal 5. Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)				

2. Vision for Success Goals Update : Version by Richards, Virginia on 11/16/2021 15:48

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation if your goal(s) has been abandoned. *

**NOTE - Please copy and paste the table below in your response and complete accordingly.*

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

Learning Skills courses have not been offered during this time.

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.

Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

**NOTE - Please copy and paste the table below in your response and complete accordingly.*

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

No Learning Skills courses have been offered to address goals. No course successes are available for learning skills courses due to lack of offering.

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

3. Assessment Status Update and CSLO Assessment Effectiveness : Version by Richards, Virginia on 11/16/2021 15:48

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

**NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).*

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

LRNK Courses were not offered during Cycle Two therefore, no CSLO Assessments for LRNSK are outdated or due.

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

No course offerings for Learning Skills so no CSLO assessments were offered.

4. Course Outline of Record Updates : Version by Richards, Virginia on 11/16/2021 15:48

Strategic Initiative Report

Please review the data provided in eLumen for the status of the Course Outline of Records (COORs) in your discipline. Please indicate in the table below any COOR(s) for your discipline that has not been updated and identify the faculty member responsible for submitting the updated COORs) to the Curriculum Committee by November 1, 2021.*

**NOTE - Copy and paste the table below in your response and complete accordingly (add extra rows if necessary).*

Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update

Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update
LRNSK010	Nina Ghiselli, Haydee Lindgren, Shawn Usha. Class is in stage 3 of pre-approval and was presented to Curriculum in Spring 2021.
LRNSK011	Nina Ghiselli, Haydee Lindgren, Shawn Usha. Nina Ghiselli, Haydee Lindgren, Shawn Usha. Class is in stage 3 of pre-approval and was presented to Curriculum in Spring 2021.

Impact of Resource Allocation