

# YEARLY PLANNING DISCUSSION TEMPLATE

## General Questions

**Program Name:** Learning Assistance Program (LAP) **Academic Year:** 2024/2025

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

No changes to program mission or primary function. The Learning Assistance Program's website states "The Learning Assistance Program (LAP) is committed to providing equal opportunity and access to students with disabilities through necessary accommodations, instruction, assessment, counseling, and advocacy. Our commitment is to help eliminate barriers to equity and access by providing individualized support services for students with all types of disabilities."

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

Per the CCCC Datamart, the annual (unduplicated) headcount of LAP students served in 2023-2024 was 856, which is up from 712 students served in 2022-2023. The reported headcount of LAP students served in Fall 2024 was 616. In Fall 2023, the reported student headcount was 591.

Updates were made to LAP Online (also known as AIM) to improve the clarity of accommodation descriptions that are read by students and instructors.

LAP services were evaluated to determine connection to the appropriate Vision Aligned Reporting (VAR) High -Level Activities and Subcategories for data reporting. The five categories for high-level activities for VAR reporting are: Counseling, Direct Aid to Students, Instruction, Outreach/In-reach and Student Support Services. There is also a category for miscellaneous expenses not related to a high-level activity.

An icon for LAP Online was added to the myHancock portal, which has made for easier access for students, instructional faculty, LAP faculty and classified staff.

LAP website was re-designed and updated to provide current and clear information to students, instructional and service faculty, classified staff, administrators, community partners, and the public.

### Learning Outcomes Assessment

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

In the **Fall 2024** semester a student survey was administered to assess student satisfaction utilizing:

- **SLO/Activity 2:** Identify accommodations that are related to his or her disability.
- **SLO/Activity 4:** Use adaptive computer technology related to disability.

A total of 47 students completed the survey and the summary of the data includes:

**SLO/Activity 2 responses:**

- Of 42 students, 90% agreed with the statement, "I am able to talk about my disability related needs" with 5% responding 'neither agree nor disagree' and 5% 'disagree'
- Of 42 students, 86% agreed with the statement "I can explain how my disability impacts my learning." with 12% responding 'neither agree nor disagree' and 2% 'disagree'
- Of 42 responses, 81% agreed with the statement, "I know what services are appropriate to accommodate my disability." with 19% responding 'neither agree nor disagree' and 0% 'disagree'
- Of 42 responses, 86% agreed with the statement, "I understand how to access LAP Services." with 14% responding 'neither agree nor disagree' and 0% 'disagree'
- Of 42 responses, 88% agreed with the statement, "I can talk with instructors and college staff to arrange accommodations." with 10% responding 'neither agree nor disagree' and 2% 'disagree'

**SLO/Activity 4 responses:**

- Of 40 students, 48% answered "Yes" and "52% responded "No" to "Have you utilized any LAP technology i.e. LAP lab computers, specialized equipment, laptops, iDevices, assistive software or apps within the last year?"
- Of 36 students, 94% agreed with the statement "When necessary, I was provided with appropriate assistive/adaptive technology." with 6% responding 'neither agree nor disagree' and 0% 'disagree'

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

An analysis shows that the majority (81%) of students agree that they know what services are appropriate to accommodate their disability, and the majority (94%) agree that when necessary, they were provided with appropriate assistive/adaptive technology.

Based on the student survey answers collected in the Fall 2024 survey, students feel successful in accordance with SLO/Activity 2: Identify accommodations that are related to his or her disability and with SLO/Activity 4: Use adaptive computer technology related to disability

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

The student comments in the Fall 2024 Program Survey revealed the theme that students appreciate the LAP faculty and staff and their understanding toward accommodation needs. Some examples of what students wrote in the open-ended comments include:

- 'Communication, understanding limitations, ability of counselors to go above and beyond to assist learning for disabled students. Excellent support services.'
- 'The LAP department has been a great part of my success here at AHC in assisting with its highspeed sites that read and take notes for its students. Plus, the services that they offer the students with disabilities i.e. peer notetakers, extra time for quizzes, etc. The staff has only been pleasant and professional.'
- 'The sense of acceptance that is felt when getting help for your needs without judgement.'

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

No changes made to PLO rubrics.

### 3. Were there any staffing changes?

- An administrative transfer of a LAP faculty member took place for the 2024-2025 academic year. Because of this administrative transfer the number of available service hours in the disciplines of assistive technology, learning disabilities, and LAP (DSPS) counseling were reduced.
  - Assistive technology service hours went from 25 to 18 hours (-7 hours)
  - Learning disabilities service hours went from 50 to 37 (-12 hours)
  - LAP/DSPS counseling service hours went from 50 to 44 hours (-6 hours)
- The reduction of Learning Disabilities service hours has negatively impacted the availability of learning disability assessment to students who have no other verification of disability documentation.
- LAP director resigned in April 2024. An interim director was appointed to serve from July -December 2024. Recruitment for permanent hire took place in October 2024.
- A LAP director was hired and approved by the Board of Trustees at the November 2024 meeting with a hire date of November 20, 2024. The director also oversees the Veterans Success Center and Student Health Center.
- LAP Outreach and Retention Specialist resigned in May 2024. This position has been vacant since then.
- LAP Technician was reclassified to Administrative Assistant III. LAP Technician job title and description no longer exists within CSEA. LAP is working to identify the most appropriate CSEA job title and description to fill the vacancy left when the LAP Technician was reclassified.
- Instructional Assistant position was vacant at the Lompoc campus during the Fall 2024 semester.
- Continued overreliance on student workers to perform duties of classified staff positions at both Santa Maria and Lompoc campuses. Students workers are performing duties

associated with CSEA job descriptions of Office Service Technician, DSPS Specialist, and Instructional Assistant.

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

The area of focus last year was "Enrollment Trends and Efficiency". The number of students reported in MIS data increased by 20.22% from academic year 2022-2023 to academic year 2023-2024.

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

- ~~5. Does the program meet documented labor market demand?~~

N/A

- ~~6. How does the program address needs that are not met by similar programs?~~

N/A

- ~~7. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.~~

N/A

- ~~8. Have recommendations from the previous report been addressed?~~

N/A

## Area of Focus Discussion Template

### CURRICULUM AND TEACHING DESIGN

**Curriculum and Teaching Design** analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

**Possible topics:**

- Assess workshops and events planned throughout the year using data collected from such events.
- Review equipment, supplies, and technology for efficiency.
- Review equitable practices within the department. What does the department do to promote equity and inclusion.

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

LAP faculty have not planned or offered outreach and in-reach workshops and events in recent academic years. The last time LAP faculty were involved in workshops and/or events was academic year 2018-2019 (before the pandemic); therefore, no data was analyzed this year related to the "Curriculum and Teaching Design" area of focus.

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

N/A – see response to Question 1.

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

A plan for change is for LAP to determine if outreach and in-reach workshops and/or events should occur again and if so, who will be involved in the development and delivery of workshops/events.

Examples of past outreach and in-reach workshops and/or events included:

LAP Outreach and Transition Planning: for prospective high school seniors, this workshop was facilitated by LAP faculty in partnership with the high school special education/resource teachers. The workshop was presented at the high schools within the AHC District (Santa Maria and Lompoc primarily – workshops were also at times offered at Santa Ynez High, Nipomo High and Arroyo Grande High). It was offered annually in February and included guidance on how to apply for LAP services, along with a guided interactive discussion about the transition from high school Individualized Education Plans (IEPs)/504 accommodation plans to college academic accommodation plans (AAP). Students who submit their LAP applications and IEPs/504 plans are contacted after the workshop by LAP to schedule their individual intake and AAP appointments.

LAP Tour and Development of Abbreviated Student Education Plans (SEP): this workshop was offered to incoming high school seniors in the month of March or early April. The workshop included a campus tour, especially focused on LAP, an overview of assistive technology, and an opportunity to meet with a LAP counselor to develop the student's first semester student education plan (abbreviated SEP). Meetings with the LAP counselor were scheduled 30 minutes per student to develop the student's abbreviated SEP. This workshop/event required the coordination of transportation of high school students to LAP (both Santa Maria and Lompoc). The event involved participation of LAP faculty and staff. Students who submit their LAP applications and IEPs/504 plans are contacted after the workshop by LAP to schedule their individual intake and AAP appointments.

Classroom Presentations: this in-reach event was facilitated by a Learning Disabilities Specialist to provide information to students about the service of learning assessment available at LAP.

Disability Awareness Event: Annually in the month of October, LAP was involved in collaborating with Student Engagement and Community Outreach (previously known as Student Activities) to host a speaker or event. Past events have included movie screenings and discussion on a film related to disabilities, guest speakers such as a Deaf comedian.

LAP Open House: this event occurred several years ago and was stopped due to budget cuts in the 2009-2010 academic year. LAP Open House was an event where each currently enrolled LAP student was given the opportunity to invite someone from campus (faculty or classified staff) who they wanted to express gratitude towards for supporting them in their educational experience. Light refreshments were served. Students were asked to write a short statement before the open house about why they invited the person they did and these written sentiments were shared with the invited person to take with them. A LAP facility tour and demonstration of assistive technology and alternative formats was provided.

Information Table Events: LAP has participated by having an informational table at various campus events such as, but not limited to: Hancock Hello, Bulldog Bow-WOW, Career Exploration Day.

It has been challenging for LAP to offer outreach and in-reach during the 2024-2025 academic year and likely will continue to be until the challenges are addressed.

The challenges include:

- Reduction in the number of LAP faculty due to administrative transfer of a learning disabilities specialist
- Reduction in the number of LAP classified staff due to resignations and those positions not being re-hired. Specifically, the vacant classified staff positions of Instructional Assistant and Outreach and Retention Specialist impact the capacity to offer outreach and in-reach activities the most.
- Current administrative interpretation of the Faculty Association Contract language of "Service Hour" is that these outreach and in-reach activities do not

meet the criteria of LAP faculty's service hours. Past administrative interpretation did include these outreach and in-reach activities as faculty service hours.

There is consensus among LAP faculty and classified staff that providing outreach and in-reach opportunities to student is an important service and should be offered.

A few options have been discussed on how to resume outreach and in-reach activities.

Option A: LAP faculty return to facilitating the outreach and in-reach activities when these are again considered part of service hours by administration. In this option, LAP faculty will need support from the LAP director and/or classified staff for the coordination of scheduling the activities and any needed transportation of students.

Option B: LAP faculty participate in outreach and in-reach activities as part of their college service contractual obligation. In this option the availability of LAP faculty will vary greatly due to other commitments LAP faculty already engage in that fulfill their college service. The coordination of the activities as previously mentioned in Option A will also need to be completed by the LAP director and/or classified staff.

Option C: LAP director is the responsible position for facilitating outreach and in-reach activities. LAP classified staff could provide the director with coordination and scheduling support.

Option D: LAP director is the responsible position for facilitating outreach and in-reach activities. LAP classified staff could provide the director with coordination and scheduling support. Efforts are made to schedule activities that can incorporate opportunities for prospective students to have an appointment with LAP faculty after the outreach workshop. For example, an opportunity to meet with a LAP counselor to develop the student's first semester student education plan (abbreviated SEP). Meetings with the LAP counselor would be scheduled 30 minutes per student to develop the student's abbreviated SEP.

In Option D there has been discussion regarding if it would be possible to schedule prospective students for their intake appointments on the same day as the outreach activity/workshop. If this were to be pursued, it is imperative from the LAP faculty's perspective to ensure the quality of service, the intake appointments are scheduled at one hour per student.

Option E: Hire an employee to fill the LAP Outreach and Retention Specialist vacant position or hire an employee to fill the LAP Instructional Assistant vacant position with outreach/in-reach duties added to the job description. This classified staff employee could be responsible under the supervision of the LAP director for outreach and in-reach activities/events.

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

Regardless of what option is selected to offer outreach and in-reach activities again, the measurement of results will be reported as part of Vision Aligned Reporting (VAR). Outreach and In-Reach is one of the high-level activities in VAR reporting. The activities that have been described in this program review will be reported in the Outreach/In-Reach subcategory of "Event Outreach": real-time event (in person or virtual) directed toward specific potential student groups or the community in general about a program; could include events for former students for enrollment/reenrollment.

- ~~5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?~~

N/A

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

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

N/A

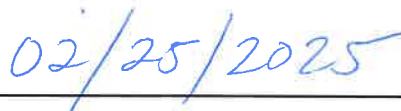
10. Are there specific recommendations regarding the core topic responses from the validation team?

N/A

Program Review Signature Page:



Program Review Lead



Date



Johnnie Owens (Aug 12, 2025 08:22:09 PDT)

Program Dean

08/12/2025

Date



Geheviwe Siwabessy (Sep 30, 2025 10:28:06 PDT)

Vice President, Student Services

09/30/2025

Date














# LAP Program Review 2024.2025.final

Final Audit Report

2025-09-30

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