



**Program: Student Tutorial Evaluation Program**

\* Please note that sections IV and X have changed from the 09-10 version. All programs are required to update these sections and may roll other sections forward if updates are not necessary.

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## I. Department/Program Mission

<p>1. State the department name and everyone who participated in creating the comprehensive program plan.</p>	<p>Russell Wong, Teresa Ong Student Tutorial Evaluation Program</p>
<p>2. State the program's mission. If you don't have one, create one.</p>	<p>Student Tutorial Evaluation Program provides essential academic support courses and services to students with learning disabilities. These support courses and services promote equal access to opportunity, which empowers students to realize their full academic potential. STEP advocates for the needs and interests of these students to the Foothill College community, and assists the college in meeting its legal and educational code obligations.</p>
<p>3. Explain how the program/department mission is aligned with the <a href="#">college mission</a>?</p>	<p>STEP provides the necessary services and courses for students with disabilities to access "regular education" classes at Foothill. Many of our students with disabilities require academic support such as coaching, tutoring, study skill strategies and accommodations so that they can compete on a level playing field with their peers. Further, STEP caters to students who are returning to education after many years. This population often requires Math and English remediation with additional support as they are typically students who dropped out during their high school years due to a lack of support. By providing these courses and services, we empower students with the opportunity to access the many educational opportunities at Foothill College.</p> <p>STEP opened its doors to specifically meet the unique needs of students with disabilities who are struggling</p>

## I. Department/Program Mission

with their classes in a regular classroom setting. Under the close supervision and coordination of the LD Specialists, STEP's tutoring program was reinstated, in 2006 to address the special needs of students with disabilities because other tutorial centers on campus were under equipped to accommodate the needs of students with disabilities.

### Summer Academy

Housed within STEP is a 2 week summer bridge program for students who place at English 100 and Math 300 level at the placement test. This program began in Summer 2008 with 15 students and its purpose is to give students in this population a head start to school.

Summer Academy runs approximately two weeks before the beginning of Fall quarter. Students enroll in 3 classes: Basic skills Math and English, and Enhancing College Success. Instructors from Math, English, Counseling and STEP collaborate and teach in this program. Please see the SLO reflection for ALLD 211 in C3Ms for further details on Summer Academy.

## II. Department and Program Description & Data

1. What are your hours of operation?	Our offices open at: By appointment only Closed for Lunch: No <input type="checkbox"/> or Yes <input type="checkbox"/> If yes, when: Our offices closed at:
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2. What types of classes do you offer, at what locations, and at what times?	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; border-right: 1px solid black; padding: 2px;">                     Times offered:  <input type="checkbox"/> Morning (6AM-12PM)  <input checked="" type="checkbox"/> Afternoon (12PM-4PM)  <input type="checkbox"/> Evening (4PM-10PM)                 </td> <td style="width: 25%; border-right: 1px solid black; padding: 2px;">                     Locations offered:  <input checked="" type="checkbox"/> FH Main Campus  <input type="checkbox"/> Middlefield  <input type="checkbox"/> Off campus                 </td> <td style="width: 25%; border-right: 1px solid black; padding: 2px;">                     Types Offered:  <input checked="" type="checkbox"/> In Person  <input type="checkbox"/> Hybrid  <input type="checkbox"/> Distance                 </td> <td style="width: 25%; padding: 2px;">                     Status Offered:  <input checked="" type="checkbox"/> Credit  <input type="checkbox"/> Non-credit                 </td> </tr> </table>	Times offered: <input type="checkbox"/> Morning (6AM-12PM) <input checked="" type="checkbox"/> Afternoon (12PM-4PM) <input type="checkbox"/> Evening (4PM-10PM)	Locations offered: <input checked="" type="checkbox"/> FH Main Campus <input type="checkbox"/> Middlefield <input type="checkbox"/> Off campus	Types Offered: <input checked="" type="checkbox"/> In Person <input type="checkbox"/> Hybrid <input type="checkbox"/> Distance	Status Offered: <input checked="" type="checkbox"/> Credit <input type="checkbox"/> Non-credit
Times offered: <input type="checkbox"/> Morning (6AM-12PM) <input checked="" type="checkbox"/> Afternoon (12PM-4PM) <input type="checkbox"/> Evening (4PM-10PM)	Locations offered: <input checked="" type="checkbox"/> FH Main Campus <input type="checkbox"/> Middlefield <input type="checkbox"/> Off campus	Types Offered: <input checked="" type="checkbox"/> In Person <input type="checkbox"/> Hybrid <input type="checkbox"/> Distance	Status Offered: <input checked="" type="checkbox"/> Credit <input type="checkbox"/> Non-credit		

3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).

Faculty Positions by Discipline	Full-time Headcount	Part-time Headcount	Brief Description of duties
Learning Disabilities Specialist/ Instructor	2	0	<ul style="list-style-type: none"> <li>Review LD documentation to determine eligibility of services</li> <li>Provide LD testing to Foothill students</li> <li>Provide consultation to faculty and students</li> <li>Teach remedial Math and English courses for students with disabilities</li> </ul> Assist college in meeting legal and educational code obligations to students with disabilities
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	

Position Title	0	0	
<b>Management and Classified Positions</b>	<b>Full-time Headcount</b>	<b>Part-time Headcount</b>	<b>Brief Description of duties</b>
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
<b>Student Worker Positions</b>	<b>Hours per Week</b>	<b>Months per Year</b>	<b>Brief Description of duties</b>
Student Tutors (7)	96	0	Tutor various levels of Math and English for students with LD who qualify for such services.
Peer Mentor for Summer Academy (3)	20 per week for 3 weeks	3 weeks	Work with students in class, help with facilitating class discussions, plan graduation ceremony
Peer Mentor for ALLD 603 (2)	3 hours per week	2 weeks	Work with students in class, help with facilitating class discussions, mentor new students through DSPS process
Coordinator for Summer Academy (1)	15 hours per week for 4 weeks	4 weeks	Plan field trip logistics, train peer mentors, assist with registration and recruitment of students, plan graduation ceremony, assist with other logistics for program such as scheduling, room assignment, ordering food etc.

4. Given the data, describe the trends in [enrollment](#), [FTES](#), and [Average Class size](#). What are the implications for your department?

Basic Math Remediation ALLD 207

Average Class Size: 25

Enrollment in Basic Math Remediation has increased over the last four years because of increased need for

support and assistance for students with disabilities who are enrolled into lower to upper division Math courses and require tutorial that is learning specific. Other factors which can be contributed to growth in enrollment are increased awareness of the DRC support classes such as Math and English remediation, lower skill level of incoming students, students with disabilities who are enrolled in higher level math, lack of resources to accommodate students with disabilities in other on campus tutorial programs that are specific to students with Learning Disabilities. Students with disabilities have higher levels of anxiety and at times behavioral issues arise that impede learning at the traditional tutorial centers.

Although there are other tutorial and support services on campus, Adaptive Learning Division's tutorial center provides a setting that specifically meets the needs of students with disabilities. Specific issues centering their disability include attention, motivation, memory, behavioral and processing deficits. Due to their unique processing deficits, students with disabilities need more individual attention and support in order for them to be successful in their Math and English Courses.

Some students diagnosed with attention problems cannot benefit from a group setting and see it as a distraction. Hence it is essential to have either smaller groups (no more than 2 students per tutor) or one to one ratio between the tutors and students with attention problems

#### Paragraph Remediation ALLD 206

Average Class Size: 15

Enrollment in Paragraph Remediation has been steady. Due to the nature of their disability, this population

requires more assistance outside of the classroom. These students have typically sought out other tutoring services on campus such as Pass the Torch, Writing Center and EOPS but eventually choose STEP because STEP is designed to meet the academic challenges of students with disabilities. STEP assesses students with disabilities for their specific learning style and uses that information to design an individualized teaching methodology. Furthermore, tutors are trained how to incorporate that information when they work with students with disabilities.

#### Enhancing College Success ALLD 211

ALLD 211 is taught in the summer as part of Summer Academy. Summer Academy is a bridge program for students who place at or below English 100 and Math 230. ALLD 211 has seen an increase in enrolment. In 2008, there were 15 students enrolled, and in 2009, 24 were enrolled. Please see

#### Understanding Learning Differences ALLD 601

ALLD 601 is a new course that our department is trying out. Class enrolment at this time is at 13. It is not possible to comment on trends at this time.

#### Math Support for Pre-Algebra ALLD 602

ALLD 602 is designed to support our students in Math 230 and Math 300. Enrolment for F09 is currently at 10. Previously, ALLD faculty provided such support under ALLD 207 but a decision was made to splinter this population of students out of ALLD 207 because of the unique nature of these students and the unique nature of the Math My Way program. Enrolment typically is at 10. Although this class is small, it allows for the LD specialist to work directly with students rather than depend on tutors and instructional aides.

Student Success Strategies ALLD 603

ALLD 603 is designed for students who are using DRC services for the first time. As this is a brand new course, it is not possible to comment on trends at this time. Current enrolment is at 30.

Enrolment in all classes has remained flat over the last three years (2006-2009) with a small increase in the 08/09 academic year (FTES = 27.24 compared to 23.98 and 23.29 in 06/07 and 07/08 respectively). Productivity also followed the same trend.

We compared this data to the department's overall enrolment. Enrolment in Adaptive Learning has also been flat over the last three years albeit on a decreasing trend. However we believe this is not a robust comparison because STEP serves students with disabilities enrolled in basic skills/ transfer classes at Foothill whereas a majority of the division's other classes serves students off campus and who are not likely to seek a degree or transfer credits. Instead, we compared this data to the number of students served at DSPS. Please see Appendix 2 for the data.

The data in Appendix 2 shows that the trend in DSPS has varied over the last 5 years with decreases in 04/05 to 05/06 and increases in 07/08 to 08/09. Comparatively, the number of LD students served has been on a slightly upward trend since 05/06. We attribute this to better outreach by LD Specialists and by DSPS.

However, what is rather disturbing is that the percentage of LD students served at Foothill College remains rather low (between 5%-6%) compared to statewide data which reports that approximately 21%-25% of all DSPS



	<p>students are LD students.</p> <p>It is possible that accounting procedures at DSPS is inaccurate; however, a more probable explanation is that students who have LD have been categorized under the “other disability” category instead of LD because of the lack of time for follow up and documentation update. Additionally, the lack of time for outreach to this population may also have contributed for this low percentage. This is addressed in section I,7.</p> <p>This means that we need to increase our efforts in outreach to students who are at Foothill and are not using services or may not be taking classes from STEP.</p>
<p>5. <b>Student Achievement:</b> Given the data, describe the trends in overall <b>success rates</b>, <b>retention rates</b>, and <b>degrees and certificates awarded</b>. What are the implications for your department?</p>	<p>The provided data in success rates and retention rates at this time do not provide us with meaningful information about our department. Our courses are meant to support students with disabilities in other classes. At this time we are working with the college researcher to develop better data/ research for use in this department. For instance, we are looking to see the correlation of success and retention rates in Math and English classes when students enroll in support classes in ALLD.</p>
<p>6. <b>Student Equity:</b> Given the data, describe the trends with respect to <b>underrepresented students</b>. How will your program address the needs/challenges indicated by the data?</p>	<p>STEP is sensitive to different cultural and educational backgrounds providing a welcoming and supportive environment. STEP’s tutors utilize their diverse and multi-skilled approach in establishing good rapport with the students to alleviate their initial anxiety and foster a supportive academic bond. Student’s in turn can relate with them and feel comfortable and understood. STEP will continue to focus on training tutors to be knowledgeable and empathic towards different cultural backgrounds. STEP’s underlying motto is to build an “I can” attitude versus “I can’t.</p>

	<p>The ethnic distribution in STEP correlates with that of the college's. The students who enroll in STEP are predominantly White; Hispanic students form the second largest ethnic group. Of concern is that African American students and Hispanic students have the lowest success rates. In both groups, the withdrawal rates are much higher thus resulting in lower success rates compared to other groups. At this time, it is unclear why this population has a higher drop out rate than others. We do not have any anecdotal or quantitative evidence to suggest reasons for their lack of success.</p>
<p>7. Given the data, discuss how the <a href="#">FTEF</a> trends and <a href="#">FTEF/FTES ratio</a> will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?</p>	<p>Total FTEF has not changed significantly over the past three years. There was a slight drop in the 07/08 year (FTEF =1.64) and an increase in 08/09 (FTEF = 1.77). FTEF/ FTES ratio has remained flat over the past three years with a slight drop in 08/09 (See Appendix 1)</p> <p>With respect, we contend that the FTEF and FTES ratio is not a robust measurement of impact to our program. FTES only takes into account students who actually enroll into our support courses. This number is low because (1) our class sizes are small- many of our students find it difficult to succeed in large class sizes and require smaller class sizes and even individualized attention; (2) it does not take into account student contact hours and any outreach and other non-teaching duties which LD Specialists have to perform as well.</p> <p>Our understanding is that Foothill adopted the "teaching model" in 03/04. This means that the LD Specialist position now includes a full teaching load on top of other non-teaching duties. The switch to this model has had the following impact:</p> <p>First and perhaps importantly, because of the teaching</p>

model, both LD specialists cannot perform the primary duty of evaluating documentation and determining accommodations for students with learning disabilities.

Recent changes to curriculum rules resulted in the removal of ALLD 401 and ALLD 201. ALLD 401 was a non-credit class to provide information and assistance to students' needs and to capture the time that LD Specialists spent individually with students evaluating documentation and determining accommodations. ALLD 201 was a 2-unit class for LD evaluation. These services were previously counted as faculty load, However this practice has since stopped given new curriculum guidelines from the state. (CCC Program and Course Approval handbook, P37). Since Fall2009, we have had to (1) revamp the ALLD curriculum, (2) reduce service hours to students. Both faculty have had to make up their teaching load by teaching more classes and thus reduce service hours to students. Further discussion of this topic is found in IX.2.

Students with LD make up the largest proportion of students with disabilities nationwide and in DSPP programs in California. However, in reviewing data reported to the Chancellor's office over the past five years, students with LD at Foothill college make up only 5-6% whereas statewide, LD students make up approximately 20% of disabled students (Appendix 2).

CCCCO has specific criteria for documentation and eligibility for services for students with LD. Only students who meet such criteria may receive services from DSPP. LD Specialists go through rigorous training through the CCCCCO office so as to ensure uniformity of eligibility criteria and services provided to students throughout the community college system. Unfortunately, with reduced

hours for services, the duty of determining accommodations, updating SECs, and updating accommodations now falls predominantly on Margo Dobbins. Students who come through the K-12 system already with documentation, or students who have documentation from outside private practitioners are also referred to Margo Dobbins.

Our understanding is that this criterion was developed by the CCCCO to ensure uniformity of services and eligibility criteria. In other words, students wouldn't flock to a college where they were more "lax" with the criteria and thus receive more services than mandated. Further, such a model prevents the college from lawsuits and OCR complaints when you have trained personnel evaluating documentation and prescribing accommodations.

Second, although not a mandated service, historically, LD Specialists (at Foothill and at other community colleges) have also provided LD testing to students who do not have documentation of a learning disability. The rationale behind this was that if services were only available to those who have documentation, then community colleges may be excluding students who are unable to pay for such documentation. At market rate, students could pay anywhere from \$1200- \$2500 to get tested. This is typically not covered by health insurance and would be an out of pocket expense. This is not an expense that our students can typically afford. If this service was eliminated, the result is the exclusion of students who have never been tested. In a recent study by Noel Gregg, commissioned by CCCCO, students who were tested at the community college level and found to be eligible for services make up over 50% of this population (Unpublished study presented at CAPED

2009).

Further, we need to brace ourselves for students who may have been provided services under the new IDEA (Individuals with Disabilities Education Act) in the K-12 system. Previously, students in the k-12 system had to get tested and qualify for services under Special Education before any services were provided. However, with the implementation of Response to Intervention (RTI) and the new IDEA, students are provided services as “interventions” without any testing or psychological evaluation. This means that we will be seeing more students who do not have the type of documentation needed at the postsecondary level. If our LD Specialists do not continue to provide testing services, then services will only be limited to those who are willing and able to pay for such documentation.

Third, with the emphasis on teaching classes, LD Specialists do not have the time to create and develop material for faculty in-services and education. In previous years, before the model change, LD Specialists were an integral part of faculty development where they educated and informed other faculty members about students with disabilities and how to create a more inclusive educational environment for them. With just 2 LD Specialists both dedicated full time to teaching classes, this has gone by the wayside.

The teaching model is not without its merits. We acknowledge that classes such as ALLD 206, 207 and 211 have had great success because it provides students with (1) tutoring services (2) knowledge about their disability and how to advocate for themselves and (3) study skill strategies. However, in order to provide the non-teaching services that is expected of LD

	Specialists, we need to either reduce teaching duties, or increase the number of LD Specialists so that the quality in both services and classes is not compromised. Please see IX.2. for further recommendations.
8. Given the data for <a href="#">distance learning</a> , describe the trends related to <a href="#">success</a> , <a href="#">retention</a> , and <a href="#">student satisfaction</a> . Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.	N/A
9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).	See Appendix 2 for CCCCO data on <u>Percentage of students served at DSPS who are LD (5 year trend)</u>
10. Are you seeing <a href="#">trends</a> that are not reflected in the data cited above? If yes, please explain.	N/A

Summary of Planning Goals & Action Plans				
11. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	College Strategic Initiatives			
Identify 3-6 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Review and revise load factor for faculty so as to increase student access to faculty.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborate with staff and faculty from Tutorial Center, Pass the Torch, Writing Center and PSME Center to develop tutor training programs for students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Increase access to LD Specialists through workshops, individual consultations, and classes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide CCC LD Assessment to student population.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct data study on student success and achievement rates to measure success of tutoring program and support courses	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research/ Purchase/ Develop technology for faculty so that file sharing and communication can be improved	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
12. What is your plan for accomplishing your goals?				
Department Operational Goals	Activities			
Review and revise load factor for faculty so as to increase student access to faculty.	1) Conduct survey to identify student and faculty needs for STEP. 2) Use data from survey to revise faculty duties and load factor			
Collaborate with staff and faculty from Tutorial Center, Pass the Torch, Writing Center and PSME	1) Join Basic Skills Committee to plan and discuss how to develop a more inclusive tutoring environment for LD Specialists. 2) Review with Anne the needs of Foothill's Tutorial center when providing			

<p>Center to develop tutor training programs for students with disabilities</p>	<p>services to students with disabilities. Key issues to be focused are (a). The number of students with disabilities that they serve per quarter (b). Any issues concerning staff training, (c) Questions and concerns pertaining to disability related issues and (d). Recommendations and strategies that can aid student learning                  3) Survey students in DRC regarding tutoring needs beyond basic math and English</p>	
<p>Increase access to LD Specialists through workshops, individual consultations, and classes</p>	<p>1) Work with researcher to compare student demographics to see if there are scheduling trends.                  2) Work with Gertrude Gregorio and Denise Perez to find a multi-purpose room for tutoring and computer access to provide technical expertise in LD Specific tutor training to work with this population.                  3) Implement new scheduling classes and increase awareness to other Departments to access LD Specialists for consultation.                  4) Monitor changes.</p>	
<p>Provide CCC LD Assessment to student population.</p>	<p>1) Continue providing CCC LD Assessment to student population                  2) Amend testing policy for students to include coursework in understanding learning differences                  3) Train and hire student assistant/ intern to perform Achievement Testing and data entry.</p>	
<p>Conduct data study on student success and achievement rates to measure success of tutoring program and support courses</p>	<p>1) Work with institutional researcher to conduct data study.                  2) Hire 1 student assistant to collect data                  3) Analyze data with researcher                  4) Make recommendations to tutoring program and support courses</p>	
<p>Develop material for faculty in-service</p>	<p>1) Work with divisions to develop in-service programs                  2) Research in-service models for faculty development                  3) Liaison with division deans for in-service dates.</p>	
<p>13. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>		
<p>Identified Resource</p>	<p>Purpose</p>	<p>If requesting funding, provide a rationale of how each request <b>supports one or more college strategic initiative and/or supports student learning.</b></p>
<p>Multi-purpose room for classes and other department faculty meeting space</p>	<p>Increase LD Specialists' availability to students through workshops, individual consultations and classes.</p>	



Student Assistant	Collect data and assist LD Specialist with data study on student success and achievement.	We need to develop measurements of success for our program and our students. To do so without compromising current assignments, it will be necessary to hire a student assistant to assist with this process. We want to know if our programs are making an impact on student learning and what if any changes can be made.
Peer Mentors	Please see SLO for Summer Academy and SLO for ALLD 603.	
Student Assistant (LD Testing)	Perform Achievement testing and enter data into computer system.	LD Evaluation and testing provides access to education for students who may have fallen through the cracks in the K-12 system and identifies students who may need additional services in order to succeed in their classes. Without LD evaluations, this population cannot get access to services such as extended time for exams, working with an LD Specialist, tutoring, specialized counseling, priority registration etc.
Reduced load for faculty to work on operational goals (5 hours per week)	<ul style="list-style-type: none"> <li>▪ Conduct research, surveys to measure effectiveness of STEP</li> <li>▪ Research and develop technology for file sharing and database management between faculty and staff.</li> </ul>	
Funding for purchase of file sharing technology	<ul style="list-style-type: none"> <li>▪ To increase communication between faculty and DRC staff regarding STEP students</li> </ul>	We need to close the loop between LD Specialists, DRC Coordinator and Counselors so that students are not sent to multiple staff members for their needs and/ or have to make multiple appointments. This will also help us better account for the students served by STEP and accurately report student usage of services. At this time, we are using an antiquated form of file sharing that lacks security, does not generate reports for staff and faculty members and is not accessible across platform.
Funding for purchase	<ul style="list-style-type: none"> <li>▪ To continue providing LD testing</li> </ul>	LD testing services is the most unique service

<p>of testing materials (Approximately \$500 per year)</p>	<p>services.</p>	<p>that STEP provides to this campus. Students who get tested and found to be eligible for services such as extended time on tests, tutoring, using assistive technology etc immediately find themselves in a better position to learn and compete with their peers. We have incorporated LD testing together with a strong curriculum in cognitive science and adult learning to help students better understand their learning issues, personal motivation and challenges. (Please see SLO for ALLD 601). The feedback received from students is that this has been an extremely valuable experience. They are able to validate their previous experiences with learning, apply and practice new study techniques based on their cognitive testing profiles, and as well, make use of services provided by Disability Resource Center and STEP to achieve their academic endeavors.</p>	
<p>Student Tutors 10 tutors, \$10 per hour, 10 hours per tutor per quarter. (Approximately \$12,000 per quarter)</p>	<ul style="list-style-type: none"><li>▪ To provide tutoring services to students with disabilities</li></ul>	<p>See II, 4, Page 6</p>	

III. Curriculum	
<i>Curriculum Overview</i>	
1. How does your curriculum address the needs of <a href="#">diverse learners</a> ?	We identify each student's particular learning style, strengths and weaknesses. Our approach is multi-sensory to address a variety of student's needs that are unique to their specific learning differences.
2. How does your curriculum respond to changing community, student, and employer needs?	The goal of STEP is to prepare persons with disabilities for coursework with the larger Foothill curriculum. We are seeing an increasing number of students entering Foothill at the Basic Skills level. Classes such as ALLD 206 (Paragraph Remediation) and ALLD 602 (Support for Pre-Algebra) specifically support students in Math 300, Math 230 and English 100, all of which are remedial level courses and courses which attract the most number of students.
3. How does your curriculum support the needs of other certificates or majors?	Please see III,2
4. Do your courses for the major align with transfer institutions?	N/A
5. Do your courses have appropriate and necessary <a href="#">prerequisites</a> ? Identify any challenges and plans to address the challenges.	Our classes are support courses for other classes on campus, thus there are no prerequisites at this time. However, we may need to consider older adults who are returning to school and require skills such as computing skills, reading skills and study skills.
6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: <a href="#">Title V</a> , <a href="#">course deactivation</a> , updated <a href="#">prerequisites</a> , <a href="#">cross-listed courses</a> , measuring <a href="#">student learning outcomes</a> , <a href="#">curriculum sheets</a> , <a href="#">certificates</a> and <a href="#">degrees</a> ).	Our plan is to review courses and SLOs once each academic year to determine if our curriculum is still up to date and current. At this time, we do not have formalized fixed schedule to do so, but this is something that we will implement for the 09/10 academic year.
7. Does your program offer <a href="#">distance education</a> courses?	No

8. If you offer <b>distance education</b> courses, list one or two short examples of how your <b>distance education</b> courses provide for effective interaction between students and faculty.	N/A	
9. If you offer <b>distance education</b> courses, list one or two short examples of how your distance education courses provide for effective interaction among students.	N/a	
<i>College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)</i>		
10. What <b>college skills</b> should a student have before entering your program?	N/A	
11. Given the data, comment on the effectiveness of the <b>assessment</b> and <b>placement</b> of college skills students into your program. (For MATH, ENGL and ESL only).	N/A	
12. In what ways are you addressing the needs of the <b>college skills</b> students in your program?	STEP support courses and services address the needs of college skills students in the following way: 1) Group and individualized tutoring 2) Focus on self assessment, academic strategies and skills 3) Consultation with LD Specialists 4) LD testing services	
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	LD Specialists meet and collaborate with college skills faculty in the English and Math department to meet the needs of our students.	
<i>Program Mapping</i>		
14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.	N/A	
15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.	N/A	

16. If applicable, describe any <b>capstone course</b> , <b>signature assignment</b> (project, <b>service learning</b> , portfolio), or <b>exam</b> that demonstrates knowledge, skills, and abilities, indicating successful program completion?	N/A	
<i>Course Scheduling &amp; Consistency</i>		
17. Given available data, describe the <b>trends</b> in the scheduling of <b>morning</b> , <b>afternoon</b> , and <b>evening</b> classes, as well as Friday, <b>Weekend</b> , and <b>distance education</b> classes. Comment on the feasibility of offering classes at non-standard times.	A majority of our classes are held at 12 noon and run till 1:00pm or later. We are unable to schedule classes at any other time because of block scheduling. We will work with the college researcher to identify other times for our support courses. At the same time, we are also restructuring the way we provide such courses and services in our department. We are looking for a multi-purpose room wherein students can stop in for consultations, workshops and courses. At the present moment, both LD specialists have very limited consultation hours even for small groups or individuals. Online Hybrid courses are currently being developed to accommodate students who are working.	
18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the <b>prescribed length of time</b> ? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain.	N/A	
19. How does the department determine that classes are taught consistently with the <b>course outline of record</b> ?	No mechanism exists at this time.	
<b>Summary of Planning Goals and Action Plans</b>		
20. What are your goals with respect to curriculum and how will those goals be measured?	<ul style="list-style-type: none"> <li>▪ Meet with college researcher to identify times for support classes</li> <li>▪ Implement recommendations for scheduling.</li> <li>▪ Collect data to determine if new scheduling meets the needs of students.</li> </ul>	
21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>	
<b>Time</b> Reduced load for faculty so that they can meet with college researcher, conduct survey (1-2 hours per week)	Faculty need the time to meet with college researcher, and to research and conduct survey for scheduling new classes.		

## IV. Learning Outcomes

### Student Learning Outcome and Program Learning Outcomes Assessment

1. Be sure and complete your **course-level student learning outcomes** assessment for each course through the C3MS system.
2. **Program Learning Outcomes** in this section will be updated annually and posted on the [Learning Outcomes](#) webpage.

• **Intended Program Outcome 1:** Evaluate personal attributes that lead to academic and employment success.

This Program Learning Outcome meets the Core College Mission of:	Basic Skills <input checked="" type="checkbox"/>	Transfer <input checked="" type="checkbox"/>	Workforce <input checked="" type="checkbox"/>
Relationship to Institutional Learning Outcomes <ul style="list-style-type: none"> <li>• <i>Communication</i></li> <li>• <i>Critical Thinking</i></li> </ul>	Means of Assessment/Criteria for Success  <i>Final presentation of personal skills, interests, strengths and other transferable skills in the form of an oral presentation, learning portfolio/ resume.</i>	Summary of Data: October 2011  <i>Summarize the findings. How close were the results to the criteria for success?</i>	Use of Results: October 2011  <i>What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?</i>

• **Intended Program Outcome 2:** Success and retention in college basic skill courses

This Program Learning Outcome meets the Core College Mission of:	Basic Skills <input checked="" type="checkbox"/>	Transfer <input checked="" type="checkbox"/>	Workforce <input checked="" type="checkbox"/>
Relationship to Institutional Learning Outcomes <ul style="list-style-type: none"> <li>• <i>Communication</i></li> <li>• <i>Critical Thinking</i></li> <li>• <i>Community and Global Consciousness</i></li> </ul>	Means of Assessment/Criteria for Success  <i>At least 60% of students enrolled in ALLD 206 and 207 achieve a C or better in their corresponding English or math course by October 2012. We do not yet have any baseline data and will collect that data for October 2011.</i>	Summary of Data: October 2011  <i>Summarize the findings. How close were the results to the criteria for success?</i>	Use of Results: October 2011  <i>What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?</i>

<b>V. Departmental Engagement</b>	
1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	none
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	LD Specialist, Teresa Ong, has worked with the Math department providing counseling, coaching, diagnostic testing and accommodations to students in the Math My Way program. LD Specialist, Russell Wong has worked with English and Math faculty counseling, advising, referring and testing for students who are struggling in their classes and have never been previously tested for Learning Disability and provide outreach to Math and English departments on resources available.
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	Our department meets annually with Mountain View-Los Altos (MVLA) school district to establish connections with students who may enroll in Foothill. We are in constant communication with Kim Jackson who is MVLA's coordinator for students with special needs about class recommendations and specific recommendations to transition students from high school to college.
4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?	Please see #3
5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop <a href="#">articulation agreements</a> ?	N/A
<b>Summary of Planning Goals and Action Plans</b>	
6. What are your goals with respect to departmental engagement and how will those goals be measured?	Engage with other faculty and staff members, in particular, staff members of the tutorial center, faculty from chemistry and biology to develop resources for students with disabilities. Goals are measured by the following metrics:



		<ul style="list-style-type: none"> <li>1) Study strategies and resources for students with disabilities majoring in the sciences</li> <li>2) Tutor training program for tutors in the tutorial center</li> </ul>	
<p>7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>			
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>	
Time (2 hours per week for 1 quarter)	<ul style="list-style-type: none"> <li>1) Meet with other faculty/ staff members to develop tutoring program</li> <li>2) Meet with science faculty to develop study strategies for students with disabilities majoring in the sciences.</li> </ul>		

<b>VI. Professional Development</b>	
1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	<ol style="list-style-type: none"> <li>1) Attendance at CAPED (California Association of Postsecondary Education and Disability</li> <li>2) SLO workshop at Foothill College</li> <li>3) Digital Storytelling Workshop for Educators</li> <li>4) CCCCCO training for LD Eligibility Model</li> <li>5) AHEAD-Association on Higher Education and Disability</li> <li>6) Learning Disability Region 4 Meeting</li> </ol>
2. What opportunities does your department take to share professional development experiences with colleagues?	<ol style="list-style-type: none"> <li>1) Department meetings</li> <li>2) Division meetings</li> </ol>
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	<ul style="list-style-type: none"> <li>• Updated best practices and current trends in field of Learning Disabilities.</li> <li>• Shared CAPED conference material and handouts</li> <li>• Incorporated some of the concepts into course material</li> </ul>
4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?	<ul style="list-style-type: none"> <li>• Current trends in the field of Learning Disabilities that were part of the conference were incorporated into the Program Review</li> <li>• Receive necessary training in the interpretation of WAIS- IV</li> </ul>
5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources.	<ol style="list-style-type: none"> <li>1) Neuroscience and adult cognition training for faculty- In the last 10 years, there has been an abundance of research in the field of neuroscience with use of FMRI and MRIs. We now know a lot more about how our brain functions and why it functions the way it does. Several conferences exist to inform and educate educators about such advances. This includes the Learning and the Brain conferences which will take place in SF and Washington D.C I and a summer institute in Groton, MA) in 2010.  <a href="http://www.edupr.com/brain25.html">http://www.edupr.com/brain25.html</a>)</li> </ol>

## VI. Professional Development

		<p>Funding for one of these conferences is needed.</p> <p>2) Podcasting, web design, e-portfolios</p> <p>⇒ Faculty need further training in these multi-media platforms. This will increase our ability to offer our courses online and decrease the possibility of our classes conflicting with other courses</p> <p>⇒ With basic training in web design, we will have better control of our website and be able to provide better information for current and prospective students.</p> <p>⇒ These needs can be met by taking courses provided by CTIS at Foothill.</p>	
<b>Summary of Planning Goals and Action Plans</b>			
6. What are your goals with respect to professional development and how will those goals be measured?		<p>1) Further developing curriculum for ALLD 601 to include information about FMRI and MRIs.</p> <p>2) Development for faculty workshops about the brain and learning.</p> <p>New website for STEP.</p>	
7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>	
Funding for Learning and the Brain Conferences	<ul style="list-style-type: none"> <li>• Development for ALLD 601, Understanding Learning Differences</li> <li>• Develop faculty training for Foothill community to disseminate information about learning.</li> </ul>	The conferences specifically discuss the latest in neuroscience research and learning. Cognitive neuroscience is shedding light on many issues in learning such as dyslexia, ADHD, and the achievement gap. It provides brain based strategies to improve memory, numeracy skills, reasoning skills to name a few. This series of conferences mingles teachers, clinicians and administrators with top researchers in the field. The information derived from the conference series will be	

VI. Professional Development		
		beneficial to our basic skill students, and students with learning disabilities who struggle with many of these learning issues.

VII. Support Services		
<i>Support Services</i>		
Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	Yes   No	
2. Are there sufficient college and departmental computer labs available to support this program?	Yes   No	
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	Yes   No	
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	Yes   No	
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	Yes   No	
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	Yes   No	<ul style="list-style-type: none"> <li>• Limited alternative media and testing space</li> <li>• Limited space for computer access and tutorial center.</li> </ul> <p>The following is a list of recommended changes to the existing accommodations.</p> <ul style="list-style-type: none"> <li>• Increase testing and alternative media space for effective accessibility to address increase enrollment into DRC.</li> <li>• Additional licenses for Assistive technology software</li> </ul>
7. Are general tutorial services adequate?	Yes   No	General tutoring centers on campus were under equipped to accommodate the needs of students with disabilities.

8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	Yes   No	There is only one full - time and one part – time Disability Resource Counselor to accommodate students. As a result there is a long wait list (up to 3 weeks) for those who want to seek academic counseling. <ul style="list-style-type: none"> <li>• Increase the number of counselors to meet the student demand.</li> </ul>
9. Do students have access to and can they effectively use appropriate <a href="#">information resources</a> ?	Yes   No	
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	Yes   No	
<i>Marketing &amp; Outreach</i>		
11. What impact do you feel the <a href="#">college catalog</a> , <a href="#">class schedule</a> , and <a href="#">online schedule of classes</a> have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?		Online schedule of classes and online registration have made it easier to register for classes. However, in terms of marketing, there seems to be little impact.
12. What impact does the college or departmental website have on marketing your program?		None. The departmental website is difficult to access- too many programs. Students get confused where to go.
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.		Our own website that has an easy URL. E.g: <a href="http://www.foothill.edu/step">www.foothill.edu/step</a> or <a href="http://www.foothill.edu/learningdisabilities">www.foothill.edu/learningdisabilities</a> . We would prefer to maintain our website; ie: get training from marketing so that we can update it in real time rather than depend on someone else to do it. Please also see VI, 5.
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?		None at this time.
<i>Programs, clubs, organizations, and special activities for students</i>		
15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.		Students Helping Students was just established in October 2009.
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.		none
<b>Summary of Planning Goals and Action Plans</b>		

17. What are your goals with respect to support services and how will those goals be measured?			
18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>	

<b>VIII. Career and Technical Education Programs</b>	
<i>Response to Labor Market Demand</i>	
1. How does your program meet labor market demand? Cite specific examples and sources.	
2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?	
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	
5. What is the projected average percentage of salary increase in 2 years? 4 years?	
<i>Response to Program Credibility/Viability</i>	
6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?	
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	
8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?	



9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?	
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?	
11. How does this program prepare students for competitive employment?	
<i>Advisory Board</i>	
12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.	
13. List the dates and number of members attending of your most recent advisory board meetings.	
14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?	
<i>Program Accreditation</i>	
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	
16. What is the program's accreditation status?	
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.	
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	

19. What indicators does your program use to determine success of our students after completion?		
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.		
21. Does the department’s analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?		
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.		
<b>Summary of Planning Goals and Action Plans</b>		
23. What are your 4-year goals based on areas identified in the <a href="#">Career and Technical Education</a> section of the program plan and how will those goals be measured?		
24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>

## IX. Resource Planning: Personnel, Technology, Facilities, and Budget

### *Faculty*

1. How does your [PT/FT ratio](#) impact the program?

We have 2 full time faculty members at this time. The department was originally staffed with 3 LD Specialists. However, one LD Specialist resigned as of Winter 2009. Because of budgetary constraints, this position has been unfilled as of Winter 2009. The remaining 2 LD Specialists have since been covering duties maintained by the unfilled position.

Because of the way the teaching load is structured, approximately 18-25 hours per week is spent as instructional hours (ie: classroom time). Both faculty members teach at least 3 different courses each quarter, and in several quarters, have taught up to 5 different courses in a quarter. There is simply not enough prep hours to prepare for this many courses and see students at the same time. However, given the load factor (these are typically 1-2 unit support lab classes) for each of these classes, the faculty are stretched thin just trying to make the .333 load each quarter. For a 1 unit lab course, faculty need to provide 3 hours worth of instructional time vs a 1 unit lecture course which requires 1 hour of lecture time. Since majority of the courses are lab courses, STEP faculty, spend much more time in the classroom than other faculty who teach lecture classes. This has made it unfeasible to perform non-instructional duties such as LD testing, consultation, and evaluation of documentation.

Both faculty have voluntarily used personal time to see students and work with them- such a practice is unsustainable in the long term and only decreases the quality of our program. This puts faculty in the untenable position of choosing either prep time for classes over consultation time with students or vice versa. Both faculty report putting in an additional 10-15 hours per week beyond a typical 40 hour work week so that they can catch up either with prep, reading files, answering emails, and performing day-to-day duties. In addition, because of the conflicting scheduling, and such tight schedules, it is almost impossible to find a common time between these two faculty members to meet. We have included a table detailing the number of hours dedicated to these duties in Appendix 3.

We have also included the latest job description for an LD Specialist/ Instructor in Appendix 4. It is our strong opinion, based on experience from the last 4 years, that it is simply not possible for any single person to complete a full teaching load and the listed non-instructional duties at the same time.

<p>2. What staffing needs do you anticipate over the next four years. (Consider: <a href="#">retirements</a>, <a href="#">PDL</a>, <a href="#">reassigned time</a>, <a href="#">turnover</a>, growth or reduction of the program)</p>	<p>If current practice to load F/T faculty members is continued, then the division needs to seriously consider replacing the full time LD Specialist position and/ or hiring a classified administrator to assist with non-instructional duties.</p> <p>At this time, given the constrained budgets, we recommend experimenting with the following hybrid models which encompass a combination of reduced teaching instructional hours (ie: faculty are loaded with fewer than .333 load per academic year) and increased “service” hours.</p> <p>Appendix 3 details the number of hours faculty spend on critical non-instructional duties to ensure smooth delivery and running of STEP.</p> <p><b>Model 1: 10/10/10</b> In this model, 10 hours would be dedicated to classroom time, 10 hours to prep for those classes and hold office hours and a further 10 hours would be dedicated to both student consultations and other non-instructional duties.</p> <p><b>Model 2: Counting load from SPED (Special Education) classes as part of STEP faculty assignments and reduce annual load by half.</b> In this model, STEP faculty would make up their load per academic year by teaching classes. Currently both faculty are adjuncts in the SPED department and they teach a total of 4 lecture classes each academic year as overload. If we count SPED classes towards our load and limited ALLD courses, we can reduce the need for extensive classroom time. The rest of the load would then be made up with non-instructional duties such as student contact hours, consultations and other duties as listed in Appendix 3.</p> <p><b>Model 3: Keep current practice and hire a coordinator to take over duties such as coordinating the STEP tutoring, supervision and training of tutors, Summer Academy, managing files, STEP database, surveys, data entry for LD testing. Both faculty would maintain consultation hours and testing hours only as student contact hours.</b></p> <p>Finally, we recommend that future assignments for STEP faculty be reviewed once each academic year to reduce possible “burnout” by faculty and that the possibility of rotating assignments be considered. <u>We are open to discussions regarding other possible models, but respectfully ask to be consulted and included in such discussions before any decision is made.</u></p>
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<i>Classified Staff</i>	
3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	Currently STEP does not have any dedicated classified staff member who serves as the administrator of our program and assists with the paperwork and clerical matters. If the program is to expand, we anticipate the need for a quarter-half time administrator to assist with the coordination of this program which includes tutoring, LD testing, updates to files and data entry. Ideally this administrator should report to either or both faculty members to ensure smooth running of the program.
<i>Technology and Equipment</i>	
4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	Yes
5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	Yes
6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.	N/A
<i>Technology &amp; Equipment Definitions</i>	
<ul style="list-style-type: none"> <li>• <b>Non-instructional Equipment and Supplies:</b> includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.</li> <li>• <b>Instructional Equipment and Supplies:</b> includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.</li> <li>• <b>Durable Equipment and Furniture:</b> includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.</li> <li>• <b>Note:</b> It is recommended that divisions perform and maintain an inventory of all their technology and equipment.</li> </ul>	
<i>Facilities</i>	
7. Are your facilities accessible to students with disabilities?	<b>yes</b>
8. List needs for upgrades for existing spaces	N/A

9. List any new spaces that are needed	Multi-purpose classroom that can be subdivided. Please see II, 13.	
10. Identify any long-term maintenance needs.	N/A	
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	Because of the current structure and organization of STEP, both faculty are consistently running around from classroom to classroom and it is often difficult to locate either faculty member. Ideally, faculty offices should be located next to a multi-purpose STEP classroom or facility so that students can have better access to both faculty members. The set-up in the 5700 building last year would have been ideal.	
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	yes	
<i>Budget</i>		
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	We have no information regarding budget allocations for our department.	
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	Please see IX, 13	
15. Are there ways to use existing funds differently within your department to meet changing needs?	Please see IX, 13	
<b>Summary of Planning Goals and Action Plans</b>		
16. What are your goals with respect to resource planning and how will those goals be measured?	None at this time.	
17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>

## X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon review of this program plan, provide a comprehensive summary of goals met or in progress and resources awarded from the previous program plan.

Goal /Purpose - Met or In Progress	Resource(s) Awarded	Related Learning Outcomes	Related Strategic Initiative or Core Mission
Define success outcomes for our program and our students	None	Success and retention in college basic skill courses	Basic Skills
Collect data (both quantitative and qualitative) to determine success of our programs	None	Success and retention in college basic skill courses	Basic Skills
Continue advocating for students with learning disabilities and providing LD testing services	None	Evaluate personal attributes that lead to academic and employment success.	Basic Skills, Workforce Training and Transfer
Increase student contact with LD Specialists	None	Evaluate personal attributes that lead to academic and employment success.	Basic Skills, Workforce Training and Transfer
Continue remedial Math and English courses for students with learning disabilities which other college programs do not support	None	Success and retention in college basic skill courses	Basic Skills

2. Upon review of this program plan, provide a summary of current or continuing goals and resources needed.

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, list every current and upcoming resource need in this section.

Goal/Purpose – Current or	Resource(s) Requested	Related Learning Outcomes	Related Strategic Initiative
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<b>Continuing</b>	(Costs need to be included)		<b>or Core Mission</b>
Continue remedial Math and English courses for students with learning disabilities which other college programs do not support	10 teaching assistants, \$10 per hour, 10 hours per tutor per week. Approximately \$12,000 per quarter.	Success and retention in college basic skill courses	Basic Skills
Continue advocating for students with learning disabilities and providing LD testing services	Approximately \$500 per year	<p><b>Evaluate personal attributes that lead to academic and employment success/ Success and retention in college basic skill courses</b></p> <p>LD testing services is the most unique service that STEP provides to this campus. Students who get tested and found to be eligible for services such as extended time on tests, tutoring, using assistive technology etc immediately find themselves in a better position to learn and compete with their peers. We have incorporated LD testing together with a strong curriculum in cognitive science and adult learning to help students better understand their learning issues, personal motivation and challenges. (Please see SLO for ALLD</p>	Basic Skills, Workforce Training, Transfer and access to education.



		<p>210). The feedback received from students is that this has been an extremely valuable experience. They are able to validate their previous experiences with learning, apply and practice new study techniques based on their cognitive testing profiles, and as well, make use of services provided by Disability Resource Center and STEP to achieve their academic endeavors.</p>		
<p>Funding for Learning and the Brain Conferences</p>	<p>\$495 per person (Early registration)                  \$545 per person (regular registration)                  \$59 per year for membership subscription to Learning and the Brain Society.</p>	<p><b>Evaluate personal attributes that lead to academic and employment success/ Success and retention in college basic skill courses</b></p>	<p>Basic Skills, Workforce Training, Transfer and access to education.</p>	
<p><i>Supervising Administrator Signature</i></p>		<p><i>Completion Date</i></p>		

Appendix 1: FTEF/ FTES Ratio

Year	2006/2007	2007/2008	2008/2009
FTEF	1.69	1.64	1.77
FTES	23.98	23.29	27.24
FTEF/FTES	0.0704754	0.0704165	0.06497797

Appendix 2 Percentage of students served at DSPS who are LD (5 year trend)

	Year	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
<b>FH</b>	LD Students served	133.00	130.00	139.00	146.00	164.00
	Total # of disabled students served	2,495.00	2,556.00	2,313.00	2,271.00	2,439.00
	<b>% of students served who are LD</b>	<b>5.33</b>	<b>5.09</b>	<b>6.01</b>	<b>6.43</b>	<b>6.72</b>
<b>State</b>	LD Students served	23,347.00	22,758.00	22,826.00	22,771.00	24,528.00
	Total # of disabled students served	94,394.00	95,743.00	98,474.00	102,699.00	115,463.00
	<b>% of students served who are LD</b>	<b>24.73</b>	<b>23.77</b>	<b>23.18</b>	<b>22.17</b>	<b>21.24</b>
<b>DeAnza</b>	LD Students served	252.00	238.00	252.00	236.00	273.00
	Total # of disabled students served	1,656.00	1,599.00	1,598.00	1,589.00	1,626.00
	<b>% of students served who are LD</b>	<b>15.22</b>	<b>14.88</b>	<b>15.77</b>	<b>14.85</b>	<b>16.79</b>

Source: CCCCO Data Mart.

Appendix 3: Current STEP Non-instructional duties for Faculty

Duty/ Services	Time spent (Hours)
<p><b>Coordinating STEP tutoring services</b></p> <ul style="list-style-type: none"> <li>▪ Hire tutors</li> <li>▪ Provide on-going training for tutors</li> <li>▪ Supervise tutors on a daily basis</li> <li>▪ Manage payroll for tutors</li> <li>▪ Developing manuals and procedures for tutors</li> <li>▪ Developing manual for tutoring services</li> <li>▪ Developing marketing materials for tutoring services</li> <li>▪ Outreach to other academic divisions, faculty and on-campus resources</li> </ul>	15 hours per week
<p><b>LD Testing Services</b></p> <ul style="list-style-type: none"> <li>▪ Clinical interviews</li> <li>▪ Cognitive testing</li> <li>▪ Achievement testing</li> <li>▪ Supplemental testing</li> <li>▪ Analysis of test results</li> <li>▪ Writing reports</li> <li>▪ Review and consultation with student after testing</li> </ul>	<p>8 hours per student tested.            Approximately 80 hours per quarter or 6.5 hours per week for every 10 students.</p> <p>Previously STEP tested up to 30 students per quarter. Given budget cuts, staff reduction and curriculum changes, the number has decreased to 10 since F09.</p>
<p><b>Consultation with students</b></p> <ul style="list-style-type: none"> <li>▪ Prescribe accommodations</li> <li>▪ Disability related counseling</li> <li>▪ Academic counseling</li> <li>▪ Develop and implement SECs</li> <li>▪ Evaluate and document student progress</li> <li>▪ Review disability documentation</li> <li>▪ Coordinate testing services between instructors, students and DRC</li> <li>▪ Write support letters for admission and transfer</li> <li>▪ Tracking student progress</li> </ul>	5 per week not including standard office hours

<p><b>Administrative duties</b></p> <ul style="list-style-type: none"> <li>▪ Scheduling appointments with students</li> <li>▪ Completing paperwork for DRC accommodations</li> <li>▪ Emails and phone communication with faculty, students and staff</li> <li>▪ Website updates</li> <li>▪ Coordinating with DRC coordinator regarding master lists and files.</li> </ul>	2 per week not including standard office hours
<p><b>Summer Academy duties</b></p> <ul style="list-style-type: none"> <li>▪ Act as liaison between Foothill and high school districts</li> <li>▪ Promote and market Summer Academy to new and prospective students together with Outreach</li> <li>▪ Read files, evaluate documentation for in-coming students</li> <li>▪ Plan logistics of Summer Academy such as scheduling, lunch, student registration</li> <li>▪ Work with marketing to design and produce marketing materials</li> <li>▪ Coordinate field trips for students to 2 colleges</li> <li>▪ Train and supervise Peer Mentors</li> <li>▪ Recruit and collaborate with instructors from Math, English and Counseling</li> </ul>	4-6 hours per week every Spring and Summer quarter