INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS

QUESTIONNAIRE FOR INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer.
When completed, please save your file and e-mail it as an attachment to
tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS

1. Program Name: ***Disability and Educational Support Program (DESP)***

2. Person(s) completing the questionnaire: *Len Schreibstein*, *Cheryl Miller and Jean Finch*

3. Date of completion: *November 5, 2007*

4. What are the primary purposes of the program? Check all that apply.

- ☐ WVC Degrees and Certificates
- ☐ Transfer Courses
- ☐ WVC General Education
- ☒ Lifelong Learning/Life Enrichment
- ☐ Occupational / Vocational Courses
- ☒ Student Support Services
- ☒ Academic Support Services
- ☒ Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

The Disability and Educational Support Program (DESP) furthers the

College's mission in the following ways. DESP is an instructional and non-instructional program. Most academic classes taught within the department (Learning Skills courses) are pre-collegiate basic skills classes, primarily in writing, reading, arithmetic and learning strategies. DESP is also a Student Services program that assists students in all the four aspects of Student Services outlined in the mission statement by assisting students in the matriculation process, facilitatiing the students' selection of programs and courses, assisting students to transfer or obtain career goals and promoting student access, retention and success.

DESP facilitates achievement of the Colleges Strategic goals in the following ways:
DESP is the primary organization at the college that promotes and facilitates the inclusion of students with disabilities which fosters a diverse learning community. It is a program that insures that the college, including instructors, complies with existing federal and state laws pertaining to education of students with disabilities. In addition, it promotes the development of a learning community for students, through department courses, accommodations and activities and through interaction with other campus departments and programs.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

Since the last program review, DESP has continued to consolidate and improve the methods we use to provide instruction and services to students. The following summarizes the significant events that have affected and impacted the program during the last year:

1. *Retirement of Instructional Assistant*
2. *Promotion of Adapted Computer Instructor to Dean of Matriculation and Counseling*
3. *Hiring of Learning Disability Instructor*
4. *Hiring of part-time adjunct Counselor*
5. *Hiring of Adapted-Media Instructional Assistant*
6. *Hiring of part-time adjunct Speech and Language Instructor*
7. *Offered new Adapted Physical Education (APE) course*
8. *Increase of Hearing Impaired student population necessitating the contracting of interpretors and close-captioners at increased levels*
9. *Repaving of disabled parking area near AAS building.*
10. *Purchase of two (2) new Trams*
11. *Revised and deactivated curriculum*
12. *Revised Department forms*

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. Using the enrollment data from Table 1 from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?

b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a)

a) What significant trends are revealed in the data?

The program has shown great stability in student enrollment, number of courses taught, and graduation rates. Program enrollment for 2006-2007 was 688. This was very similar to the enrollment for 2005-06 of 685 students.

The number of certificates and degrees awarded for 2006-2007 was as follows:

41 students received a total of 60 AA/AS degrees (16 of the 41 students received more than one degree.) This compares to 35 students awarded degrees in 2005-06 (an increase of 17%)

35 students were awarded a total of 36 certificates. 11 of these individuals were also awarded an AA/AS degree.) This compares to 9 students awarded certificates in 2005-06 (a significant increase of 346%)

Program Goals documentation indicates that the Department has reduced the amount of FTEF from 13.490 in 2005-06 to 11.629 in 2006-2007. (Note: previously, the four year range had been a high of 14.212 FTEF in 2002-2003 to a low of 10.996 FTEF.)

The lower FTEF number in 2006-07 in part, reflects a reduction due to the retirement of a full-time Learning Disability Instructor, Jim Peck, in May 2005. (He was replaced in Fall 2006 which likely will impact future numbers.) It also reflects a program trend to increase counseling, advising and accommodation services with a slight concurrent decrease in the number of classes taught.

b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

We continue our efforts to move students with academic goals on to regular non- DESP courses as soon as possible in order to increasetheir success in classes and in achieving their academic goals.

The analysis in the 2005-06 Program Review still applies. The trend remains positive.

2. Using the demographic data from Table II from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?

b) What factors might contribute to any program differences compared to the College data? See attachment for college-wide statistics.

c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

No revisions or additions to Item 2a, 2b, or 2c.

3. Using the success data from table III from previous program, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

No revisions or additions to Items 3a, 3b, or 3c.

4. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

We are currently reviewing the need to replace an instructional assistant, Steve Worley, who retired in Spring 2007. We are anticipating the retirement of our Coordinator, in June 2007. This is an essential position for DESP and the College. It is essential that this position be re-filled.

The following statement from the 05-06 Program Review continues to be true: "if we lose any college funded positions, there can be implications for the portion of the DESP grant allocation that is based on the college contribution."

C. CURRICULUM SECTION (ANALYSIS AND RESPONSE)

1. Based on your program's curriculum information, as published in the most recent West Valley College catalog, what curriculum changes are anticipated in the next three years? (These changes could include major course revisions, curriculum deletions, new courses, revised or new options within a program, or proposed new programs.)

We need to continue to revise DESP curriculum for currency. Another need is to de-activate or delete any courses that have not been taught in recent years.

2. The attached excel document shows classes that have not been offered since Spring 04. Please list the courses you intend to submit to the Curriculum Committee by February 8th for de-activation prior to publication of the 08/09 catalog.

The following classes have already been submitted for de-activation:

LS 930B, LS 936, LS 938, LS 960B, LS 961, LS 962, LS 964A/B, LS 965, LS 963, LS 966

LS 967, LS 908, LS 971, LS 104

The following classes will be submitted for de-activation by February 8th:

LS 931A, LS 931C, LS 970, LS 104

3. Considering the new course and program level Student Learning Outcomes that have been developed since the last program review:

   a) What relevant findings have been derived through the SLO assessment process since the last program review?
   b) What changes have been implemented, or are planned, based on the findings since the last program review?
   c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator with any questions concerning SLOs.

a) We have not gathered any new relevant findings since the last program review.

b) No changes have been implemented or are planned based on our findings through the SLO process for LS 942 as the class has not been taught since the data gathering semester.

c) We have continued to write SLO"s for our classes. Since the last program review, we have completed SLO's for LS 941C and LS 908A and LS908B.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effects of external influences on the program's purposes and goals:

   a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
   b) How might these influences form the basis for an action, objective, or request for resources?

DESP is mandated to assist the College with compliance with laws governing education of individuals with disabilities. These laws include: Sections 504 of the Rehabilitation Act of 1973, and 508, the amendment of the Rehabilitation Act, the 1993 Americans with Disabilities Act (ADA), and California Education Code Title V. Proper expenditure of grand funds for disabled students is also governed by Title V.

Recently, there has been a college-wide increase in the number of on-line classes offered by programs that has created challenges for DESP. Accessibility issues arise with on-line delivery of course content. In addition, some DESP students are experiencing difficulty completing program requirements without being required to take an on-line class, which may not be the best instructional model for their learning style.

Also, the additional requirement that students must take one infused course in addition to Library 4 to meet the information competency proficiency requirement will cause difficulties as the approved courses to date are not generally the courses DESP students take for the Associates degree or transfer.

We are in dialogue with instructors of on-line classes to meet the needs of DESP students.

We are in dialogue with the Information Competency committee about the choices of infused courses.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented in the last three years to meet the needs of its student population?

   - *Collaboration with high schools to serve students with developmental disabilities within the existing structure of DESP.*
   - *Revision of our "On to College" program for entering high school students.*
   - *Provision of learning strategy support labs for DESP students enrolled in certain history, political science, math and English courses.*
   - *Curriculum revision (DESP basic computing, math, effective essay writing courses)*
   - *Alignment of math strategy labs with other learning strategy labs.*
   - *Offering of Counseling 26 to meet the vocational needs of our students.*
   - *Offering of an APE section with a golf emphasis.*

F. SUMMARY AND CONCLUSION SECTION:

2. Program Strengths:

Refer to '06-'07 Program Review.

- *High level of participation of faculty and staff on college committee which increases visibility of DESP on campus.*
- *Commitment to continuing education.*

3. Program Challenges:

-
- *Refer to '06-'07 Program Review.*
- *The potential retirement of DESP coordinator.*
- *Providing test accommodations to an increased number of students.*

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

- *Refer to 06-07 Program Review.*

1. *Analyze need for additional classified position.*
2. *Participate in evaluation of need for centralized campus assessment center.*
3. *Formulate a transition plan to address the potential retirement of DESP coordinator.*

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

1. *Present to Summer 2008*
2. *Present to end of Fall 2007*
3. *Present to Spring 2008*

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

- *Deactivation of additional curriculum (from '06-'07 Program Review)*
- *All three timelines above.*

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

	FUNDED by WVMCCD?
Full-time faculty FTE: 1 Learning Disability Instructor (DESP Instructor) was hired. Funded 50% by Fund 100 and 50% by Fund 120. Position was allocated through the DCC selection process.	☐ Yes ☐ No ☒ Partially
Associate faculty FTE:	☐ Yes ☒ No ☐ Partially
Classified Staff FTE:	☐ Yes ☒ No ☐ Partially
Classified Hourly (in dollars):	☐ Yes ☒ No ☐ Partially
Administrative Staff FTE:	☐ Yes ☒ No ☐ Partially
Facilities (brief narrative description):	☐ Yes ☒ No ☐ Partially
Equipment (brief narrative description with estimated total cost):	☐ Yes ☒ No ☐ Partially
Supplies (brief narrative description with estimated total cost):	☐ Yes ☒ No ☐ Partially
Staff Development (brief narrative description):	☐ Yes ☒ No ☐ Partially
Other (please specify):	☐ Yes ☐ No ☐ Partially

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes….)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

We have been able to maintain an adequate number of course offerings after the retirement of former full-time Learning Disability instructor. Hiring of a new full-time instructor will allow us to maintain, and as appropriate, increase class offerings.

I. RESOURCE REQUESTS 2007-2008

1. What **new or additional** resources are required to accomplish the stated actions and objectives?

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE *1.0 full-time Coordinator upon retirement of present Coordinator.*

Associate faculty FTE

Classified Staff FTE:

Classified Hourly (in dollars):

Administrative Staff FTE:

Facilities (brief narrative description):
Remodeling of the Learning Services building to establish a campus Assessment Center. See Program Reviews for Matriculation and Assessment and DESP Non-Instructional. Feasibility to be determined. Cost to be determined by bid and resource allocation processes.

Equipment (brief narrative description with estimated total cost):

Supplies (brief narrative description with estimated total cost):

Staff Development (brief narrative description):

Other:

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