

**INSTRUCTIONAL PROGRAMS AND AREAS  
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS  
QUESTIONNAIRE FOR NON-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 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 Schreiberstein, 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, facilitating 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 interpreters 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. In analyzing any available program data concerning student use of services:

- 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) *What significant trends are revealed in the data?*

*The program has shown great stability in student enrollment, number of course 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.*

*Last year's Program Review indicated a significant increase in students receiving test accommodation over the average for prior years. The increase in number of students from 2005-06 to 2006-07 was +6.7%. This increase was from a duplicated count of 543 students in 2005-06 to a duplicated count of 582 students in 2006-2007. (If a student used accommodations in multiple terms, then they were counted each term.)*

*For a 6 month period, April 2007-October 2007, a total of 500 tests were administered in Tutorial or the LS building..*

*The number of students using electronic text (e-text) remained steady with 149 students (duplicated count) ordering e-text in 2006-07 compared to 147 students (duplicated count) in 2005-06. The number of textbooks for which e-text was ordered increased slightly from 325 textbooks in 2005-2006 to 337 textbooks in 2006-2007 with the number of e-texts produced increasing from 261 in 2005-06 to 293 in 2006-07 (+12.3%)*

*Total number of counseling and advising contacts increased from 1699 appointments attended in 2005-06 to 2026 appointments attended in 2006-07, an increase of 19.25%*

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 increase their success in classes and in achieving their academic goals. The number of students making appointments and receiving counseling and advising has increased significantly as well as the number of students receiving Certificates.*

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

2. In analyzing any available program data concerning student demographics (e.g. gender, age, ethnicity):
- a) What significant trends are revealed in the data?
  - b) What factors might contribute to any program differences compared to college-wide 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 updates or revisions*

3. In analyzing any available program data concerning program "satisfaction" (e.g. extent of services available, timeliness of appointments, effectiveness of service, follow-up opportunities, referral process to other services, contribution to personal or academic development):
- 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?

*No updates or revisions*

4. In analyzing available program data concerning success measures (e.g. transfer rates or AA degrees, retention rates for students, course completion, and/or contribution to student learning):
- a) What significant trends are revealed in the data?
  - b) What factors might contribute to any significant differences from the College averages? See attachment.

*DESP continues to experience improvements in the number of students receiving associate degrees and certificates. There was a year-to-year increase of 17% in the number of students receiving associate degrees and a corresponding increase of 346% in number of students receiving certificates (see data above.)*

5. 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)?

*The continued high number of students receiving test taking accommodations, does suggest the need for a separate campus Assessment Center, to include the administration of DESP modified testing (with extended-time or in a quiet environment.) The staffing of this proposed Assessment Center would require a significant number of hours of staffing by the Educational Testing Specialist to be funded by Matriculation (and still to be hired.) Staffing would also need to be supplemented either by DESP permanent personnel or by hourly classified personnel to be recruited.*

### C. STUDENT LEARNING OUTCOMES (ANALYSIS AND RESPONSE)

1. Considering any program level Student Learning Outcomes that have been developed:
  - a) What relevant findings have been derived through the SLO assessment process?
  - 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) *Our counselors, alternate-media faculty and staff and accommodation specialist have been meeting to develop SLO's for the service components of our program.*

### D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effect 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 since the last program review 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 CONCLUSIONS SECTION:

1. General conclusions and summary statement.

*DESP continues to be a program that effectively provides instruction and services to students with disabilities. Services and instruction are not well integrated within the program, but also are coordinated with other campus offerings and services. The number of DESP students receiving Associate degrees and Certificates continue to increase. Usage of program services has either remained steady or increased.*

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.*

**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: <i>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.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially
Associate faculty FTE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Classified Staff FTE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially

Classified Hourly (in dollars):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Administrative Staff FTE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Facilities (brief narrative description):	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Equipment (brief narrative description with estimated total cost):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Supplies (brief narrative description with estimated total cost):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Staff Development (brief narrative description):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Other (please specify):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
<p>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....)</p> <p>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.</p> <p><i>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></p>	

**I. RESOURCE REQUESTS 2007-2008**

**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:

When completed, please save your file and e-mail (using the File: Send To menu) to [tanya\\_hanton@westvalley.edu](mailto:tanya_hanton@westvalley.edu)