DISABLED STUDENTS PROGRAMS AND SERVICES
Verification Team Report
April, 2006

A. Unit Under Review: Disabled Students Programs and Services
Program Evaluation Team: Windy Martinez
Verification Team Members:
Stephanie Burns, Biology Instructor
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Jill Schrutz, Dean, Financial Aid/EOPS/TRIO

B. Statement of Completion

The report was complete and easy to follow.

C. Strengths of the Program

The Office of Special Services (OSS) provides services outlined in the state funded Disabled Students Programs and Services (DSPS) regulations. DSPS is a categorically funded program designed to ensure that students with disabilities have equal access to all of the educational programs at NVC. In 2004-05, OSS provided supportive services to 1982 unduplicated students enrolled in DSPS credit and non-credit programs. This represents 25% of the student population at NVC.

At NVC, services are decentralized and provided at a number of different program locations. For example, counseling and advising for disabled students is offered in the counseling division. Academic accommodations and disability management services are offered in the Learning Skills & Testing Center, the Diagnostic Learning Services, or the OSS. Adaptive Physical Education is offered by the P.E. department. The decentralized organizational structure at NVC works well as evidenced by the number of students served.

The OSS offers a program of non-credit course offerings to serve the community under the auspices of community education classes. These courses teach independent living skills, physical recreation, art, or music.

D. Areas for Program Improvement

Advisory Committee
The Associate Dean has been one of the key staff involved in developing the ADA Transition Plan which is a requirement of the bond implementation project. She worked closely with Dan TerAvest, the Facilities Planning department, and the administration. As part of that process, an advisory committee was convened to review the plan as it was being developed. That project is complete. She plans to re-establish a DSPS advisory committee which will be made up of NVC faculty, staff, and community members. The DSPS regulations require that the advisory committee meet at least once a year.
**Program Evaluation Summary for Disabled Student Programs & Services**

Complete the following sections based on the program evaluation completed. This summary will be forwarded to the Planning Committee after the verification phase is complete.

Program Achievements (major achievements, changes, implementations, progress since last program review)

Program evaluation was done two years before the new Associate Dean arrived in the spring of 2004. Listed below are the achievements which have been accomplished since her arrival.

- DSPS hired a new Associate Dean of Special Services
- DSPS hired a new WorkAbility III counselor
- New hires for two instructional areas – DLS and Math & Science – Instructional Assistants
- Streamlined accommodations process for DSPS students and DSPS affiliated programs.
- Well-planned and well-received Disability Awareness Day, which garnered enough support from faculty for students to gain academic credit for participation.
- Established primary policies for NVC faculty and administrators regarding close-captioned instructional material and purchase.
- Hired a permanent alternate media specialist and permanently housed the position under DSPS.
- Creation of the Transition Plan Advisory Committee, leading to the successful approval and implementation of the Transition Plan.
- Development of a DSPS budget that easily explains the expenses created by the program, enabling the DSPS administrator and top level NVC administrators to make fiscally responsible budgetary decisions.
- Completion of the DSPS database which has virtually eliminated lines emanating from the DSPS office during registration and the beginning of terms. Returning students requesting accommodations have three options – call, e-mail, or walk-in.
- Development of an alternate media database that lists the alternate media available through NVC DSPS.
Strengths (unique characteristics, special capacities)

The biggest strength of NVC’s DSPS is the decentralization of disability services, the only DSPS program that is established this way in the California Community College system. Instead of all services being directed from one office, the services are housed in divisions appropriate to best support the programs. APE courses and staff are housed under the Physical Education Division. Diagnostic Learning Services is housed with Language and Developmental Studies Division. Non-credit DSPS programs are housed within the Upper Valley Campus (UVC) and Community Education Programs. DSPS Counselors are housed under the Counseling Division.

This decentralization of services keeps DSPS staff from being out of the loop regarding policies, procedures, and campus developments that affect all NVC students regardless of disability status. When a DSPS program is centralized, there is a tendency for DSPS staff to be left out of the loop regarding changes which can affect their ability to provide quality services to DSPS students, something which can negatively impact the persistence and retention of this student population.

Challenges (concerns, difficulties, areas for improvement)

The biggest challenge is creating a system by which videos purchased since 2001 could be closed captioned and available for NVC faculty use. The Chancellor’s Office has given every DSPS throughout the state money every year for closed captioning since 2001, but neither a closed captioning policy nor captioning procedures have been established here at NVC. Also, when NVC does begin captioning videos, we have to do so in a fair way – establishing a list of most requested videos and captioning those videos first. The best way to get this process started, in my opinion, is to have the Alternate Media Specialist to coordinate the process with the help of the Media Center staff. Media Center staff can provide a record of the most requested videos and a catalog of those same videos purchased since 2001.

Optional: What additional data, if any, would have been helpful to effectively evaluate the program?

A DSPS student and campus community survey regarding DSPS Office service provision.
1. Mission

A. Program Mission Statement

The mission of Disabled Students Programs and Services (DSPS) is to provide assistance and support to students with disabilities and to equalize their opportunities to successfully access Napa Valley College’s programs and services, including instructional programs, student services and extracurricular activities. Napa Valley College operates an integrated DSPS model to maximize and simplify students’ opportunities for success.

Disabled Students Programs and Services is a program that is designed to ensure that students with disabilities have equal access to all of the educational offerings at Napa Valley College.

The staff of the Disabled Students Programs and Services unit is committed to the purpose of the college; Student Success is what we are about and customer service is clear in the manner we deliver services. As NVC continues to move forward with the use of technology to enhance the teaching/learning process, DSPS has followed this path. By utilizing advanced technology to assist in the management of disabling conditions, DSPS can further improve educational access and opportunities for success for students with disabilities.

B. The program falls within one or more of the following categories (check all that apply)

☐ Student Services Program
☐ Academic Support Program

2. Services

A. What specific services does the program/unit offer?

At NVC, DSPS is called the Office of Special Services (OSS) and will be referred to in the rest of this document as DSPS or the DSPS Office. DSPS categorical funds sent from the state are disbursed through OSS to various areas in the district. To ensure maximum benefit to participants in NVC’s DSPS, a variety of services are offered directly from the DSPS Office or via DSPS affiliated programs.

These services include:

Academic Advising / Counseling
Academic Accommodations and Disability Management Services
Direct / Specialized Instruction
Instructional Support

Administratively, DSPS is responsible for ensuring the NVC District is in compliance with federal and state mandates regarding academic and physical access to NVC’s facilities and programs. DSPS responds quickly and appropriately to issues about reasonable accommodations, disability management, and community access. In 2004 – 2005, DSPS provided academic support services to 1,982 students (unduplicated count) each semester to students enrolled in DSPS credit and non-credit programs.

B. How does your unit ensure that these services are meeting the needs of students? How do you evaluate how well the services are meeting the needs of students served?

There are many ways DSPS ensures meeting the needs of students with disabilities. There is a monthly DSPS meeting where faculty, administrators, and classified staff from the DSPS programs (WAIII, DLS, and APE) come together to discuss program and procedural issues. We also invite staff from the Student Support Services (SSS) program, as that program serves a large number of students with disabilities and actively recruits for more. The meeting provides a forum where DSPS staff (and others) can voice concerns and collaborate with each other to improve services or resolve problems. It should be noted that due to the nature of the services DSPS provides and supports, legal mandates require the requests of students with disabilities be addressed in a very timely manner, a fact which helps ensure consistent communication between DSPS staff.

While we have found this to be an effective way to communicate program needs, we also realize the need to get input from students who are served directly from the OSS, most likely in a the form of a student survey. OSS has not done any student surveys to evaluate the efficacy of the services provide from the OSS office and the OSS staff is currently collaborating on creating a student survey for this purpose.

C. Review the Student Learning Outcomes Program Map and assess the following:

1. Complete the SLO Matrix form (attached)

2. Once established, in what ways will students in your program/service demonstrate achievement of stated learning outcomes? List

DSPS Office participated in an SLO mapping exercise and the development of the six major outcomes. However, DSPS continues to struggle with developing an assessment to measure the efficacy between DSPS and relevant student outcomes. While the services DSPS provides will help students reach all six of the intended student services learning outcomes, it is unknown to what extent or how.
As you can see from the above diagram, DSPS is not connected to any of the instructional or student services shown above. While this does not mean DSPS does not support student learning outcomes, due to the nature of DSPS on this campus (decentralized services), the learning outcomes have been difficult to establish.

3. Discuss the methods used to assess whether the students achieved the stated student learning outcomes. What was the success rate?

We are still working on DSPS SLOs and how they will be determined and incorporated into DSPS Office operations.

4. What interventions were used to support those students who did not achieve the SLO’s? What programmatic changes will be made to ensure future SLO achievement?

Not applicable as DSPS has not created office SLOs and therefore is unable to discuss or define possible interventions or programmatic changes for under-achieving students.
5. An accreditation standard requires NVC to make public expected learning outcomes for its programs. In what ways are the program’s expected learning outcomes made public? Check those that apply:

☐ Catalog
✓ Brochure
✓ Website
☐ Other:

D. How does this program/service support student learning in NVC instructional programs?

DSPS supports student learning in instructional programs in a number of ways. DSPS funds provide financial support to instructional programs designed specifically to meet the needs of students with disabilities. These programs include Diagnostic Learning Services (DLS); Adaptive Physical Education (APE); Learning Skills and Testing Center (LSTC). DSPS also provides funding for instructional programs that serve all students regardless of disability status. These programs include Fine and Performing Arts Division and the Technical Division.

DSPS funding provides financial support to non-credit instructional programs (community education classes). The non-credit classes are designed to meet the needs of students with disabilities who are developmentally, psychologically and/or physically disabled or confined adults at various locations throughout the valley. These non-credit courses are listed under “Special Classes” and “Special Classes for Special People” in the community education brochure. Many of the classes teach independent living skills, physical recreation, art, or music. The quality of the instructors, the quality of instruction, and the accessibility of the programs keep the classes full every semester. Some of the titles of the non-credit classes include Community Living Skills, Expressive Art, Current Events and Basic Cooking and Kitchen Management. All classes are free and are open to eligible members of the community who may benefit from instruction.

E. What future trends are likely to impact the program/service?

Enrollment trends are likely to impact both DSPS (and the district) as we expect the number of students with disabilities accessing NVC credit and non-credit programs to increase. Currently, almost 25% of students attending NVC have a disability and with the demand for non-credit offerings increasing and with the increased outreach for high school seniors with disabilities, the popularity of APE courses, we anticipate this ratio will remain the same. If current negative enrollment trends continue for all students (regardless of disability status), DSPS may see a proportionate decrease in enrollment. However, given the DSPS budget has increased steadily over the last few years is indicative that DSPS is growing. If the enrollment trends continue, the percentage of students with disabilities will make up a sizable proportion of the student population.
Also, the increasing use of assistive technology and alternate media to assist students in the learning process will require the DSPS to continue to provide the technology necessary to support students with disabilities and the NVC staff who educate them.

F. Are services being offered on-line? If yes, describe.

At this time there are no DSPS services being offered online, however, developmental math classes (Math 10) are offered online every semester through DLS and students do have access to most DSPS personnel via e-mail.

G. Reflect on your responses to Section 2. Services, and write objectives on Schedule A Unit Plan Form as needed for improvement.

3. Student Success and Equity

A. Review the data that is available. Discuss program/services trends relative to college-wide trends. Identify areas where disparity exists for any demographic group (ethnicity/race, gender, age, disability).

Not applicable. Traditionally, data regarding the DSPS student population does not include demographic information. It is strictly designed to capture the type and number of disabilities served in a particular program.

However given the steady decline of the traditional students enrolling at NVC, there may be a decline in DSPS students who would be accessing credit instructional programs, except for APE classes, which are sought out for rehabilitative and therapeutic purposes.

B. Identify strategies used to identify and assist students at risk? Discuss their effectiveness.

Not applicable as the students who access DSPS do so because they are already at risk for not being academically successful due to the need for accommodation and access. However, all of the DSPS programs (DLS, WAI, APE) and DSPS affiliated programs (SSS, Child Center, Health Services, A&R, Career Center, ASB, General Counseling) work collaboratively to form a network so that students with disabilities who are at risk for dropping out of NVC are referred to resources within these programs or through the DSPS Office.

C. What has the program/service done to formalize links with instructional programs?

DSPS supports a number of instructional programs by providing funding for instructional positions: instructors and instructional assistants. In order to spend DSPS funds appropriately, especially if the instructional program is not directly related to DSPS, the Associate Dean of DSPS works closely with instructional program faculty and administrators to ensure that students with disabilities are being served. Faculty and administrators from instructional programs serve
students with disabilities by actively recruiting them for programs, providing in-class support, hiring students with disabilities, and supporting practices that encourage program access for students with disabilities. NVC faculty and administrators are encouraged to work with directly with the Associate Dean if there are question or concerns regarding serving students with disabilities.

There are two credit instructional programs that are designed to support students with disabilities: APE and DLS. Due to the nature of these programs, the students enrolled in these courses have disabilities and are eligible for DSPS programs. Consequently, DSPS financially supports both programs in their entirety as they provide direct services to eligible students with disabilities, including professional development opportunities that are relevant to the nature of the program or population being served.

For example, the Math Engineering Science Achievement (MESA) program has received DSPS funds in the past and although MESA is a non-DSPS program, the program offers specialized tutoring for a number of our students and actively recruits for students with disabilities to be tutors or participants. The director of the program also submits annual data regarding the number of students identified as having a disability who are active in the MESA program.

D. How does this program/service support other student services within the college?
Describe formal links with other student services.

DSPS funds provide instructional support or staff positions in the following student service areas: SSS, Child Development Center (CDC), Health Services, Admissions & Records (A&R), Career / Re-Entry Center, Associated Student Body (ASB), General Counseling, WAAII, and Financial Aid / Extended Opportunity Programs & Services (EOPS).

While there are no formal links with these services outside of the provision of financial support, there is much informal collaboration and support between the staff of these service programs and DSPS. Because DSPS and these particular services may share students, students are referred to specific people to assist them in resolving problems or finding assistance. Staff members of both DSPS and the other services assist each other regarding policies and procedures, as well as creating intervention strategies to assist students at risk for dropping out. While they have not been formally measured, these linkages create a web of support for DSPS students, possibly assisting in the (positive) retention and persistence of these students.

E. How does the program/service enhance student development and success?

It is the role of DSPS to ensure that students are able to access NVC district-wide programs and services. After verification of disability, eligible students are assessed for and prescribed reasonable accommodations for educational programs. During the assessment process, students provide specific information about their disability, their educational / vocational goals, and what types of accommodations would they
find useful. Assessment and accommodations prescription is completed by qualified DSPS (or DSPS related program) personnel, either faculty or administrators.

This assessment process helps the student to develop communication skills and disability management skills, two skills necessary in order for them to be successful in many realms of their personal and professional lives. Students in this process receive educational planning, academic counseling, and community resource referrals. Some students are eligible for receiving their textbooks or other written course information in alternate text (e-text, brailled, recorded) and those services and materials are provided through DSPS. Equipment loans are also made through DSPS for students with eligible for that accommodation. By being able to provide these supports, students with disabilities are more likely to succeed in reaching their goals.

F. Describe programs, practices, and services that support and enhance student understanding and appreciation of diversity.

The disabled community in the United States is the most diverse community. Disability, whether congenital or acquired, affects people from a variety of ages, cultures, and economic backgrounds. Every program supported by DSPS and the DSPS Office addresses the diversity of abilities, from APE courses to Braille transcription by the Alternate Media Specialist. By the very nature of accessing DSPS for accommodations, students are acknowledging and understanding they have needs that are different. Students who work for DSPS as note-takers or office support recognize and understand that they are providing services for students with disabilities.

Although not tabulated officially, there appears to be good cultural, age, and ethnic diversity amongst the students who access DSPS services through the DSPS office.

G. What methods are being used by faculty and staff to address the differences in learning styles among students served?

Not applicable. Personnel in the DSPS Office do address the individual differences and preferences of students we work with, but because we do not provide instruction, we do not address differences in learning styles.

H. Reflect on your responses to Section 3 Student Success and Equity, and write objectives on Schedule A as needed for improvement.

4. Enrollment Trends and Student Satisfaction

A. Review the participation rate data and describe recent trends.
   • Have there been significant fluctuations in the number of students served? If so, explain.

   Since the arrival of the new Associate Dean there have been some changes to how certain DSPS student populations are counted for reporting to the
Chancellor’s Office. Because of this, there will be a steady decline in students with learning disabilities (LD) being counted towards the annual report. This may affect credit FTEs for DSPS, which in turn may affect the annual state allocation for the program. However, due to increased outreach, this drop in students with LD may be temporary.

Recently, the non-credit program added a new program (a sheltered work program for students with disabilities) and this will increase the number of non-credit FTEs coming into the college.

- Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

Community demographics are changing for Napa County and NVC, and DSPS staff is ready for the change. Napa Valley College is the most diverse area in the city of Napa County and with the growth in American Canyon (one of the most diverse cities in Napa County), it is hopeful that the college will recognize the potentiality and benefit of serving this community. Already, a good percentage of NVC students come from outside of the county and if they can be recruited, we may see an increase in the number of students attending. DSPS is actively recruiting in Solano County, with invitations from high schools and community organizations, from Vallejo to Dixon. DSPS wants to do its part in increasing enrollment.

DSPS is not aware of any economic factors of the surrounding communities that may be affecting programs. While enrollment is falling at NVC, DSPS enrollment numbers appear to remain steady or increase.

B. How does the program/service impact student enrollment and retention?

DSPS impacts student enrollment and retention by ensuring that the NVC District programs and services are accessible to students with disabilities, a special population at risk for not completing college without accommodations. DSPS provides funding for diagnosing adults with learning disabilities (DLS program) and prescribing appropriate academic accommodations. DSPS’ Work Ability III program prepares students with disabilities for the world of work by providing educational and vocational counseling. The Adaptive P.E. program offers physical education courses that are designed to provide exercise and physical rehabilitation. The non-credit DSPS classes provide courses for students who would not otherwise participate in socially therapeutic activities. DSPS counselors provide academic and disability management counseling, educational planning, and accommodations prescriptions to NVC students with disabilities.

All of these programs and services are designed to academically support students with disabilities, support which can increase retention. The fact that these courses are available at all to serve special populations may be a positive factor in enrollment trends for both DSPS and the college district.
C. Review the hours of operation for the program/service and the results of the student satisfaction surveys and discuss whether the program/service hours are scheduled appropriately to meet student need.

Not available as DSPS has not yet conducted a student satisfaction survey. However, there have been no requests from the NVC community to extend the office hours. The DSPS Office Program Specialist and the Associate Dean are creating policy and procedure so that it is possible that evening supervisors can provide access to students on an as needed basis.

D. Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success.

Not available as DSPS has not yet conducted a student satisfaction survey.

E. Review student/staff ratios and financial data and describe recent trends.

Recent trends regarding financial data is that not only are the state’s DSPS allocation to NVC increasing every year (for the past two years, the increase from the state allocation has been approximately $200 – $300K per fiscal year. We do not anticipate that the current year’s allocation will be any different.

F. Reflect on your responses to Section 4. Enrollment Trends and Student Satisfaction, and write objectives as needed for improvement on Schedule A.

5. Community Outreach

A. What recruitment and/or community outreach activities has the program engaged in or initiated?

Since the summer of 2005, DSPS has employed an outreach specialist who works primarily towards the recruitment of high school students with disabilities. The DSPS Outreach Specialist is a member of the NVC Outreach Committee, a committee comprised of student service program representatives designed to create a stronger community outreach program for NVC.

The Associate Dean also works with two local community organizations, ALDEA and VOICES, donating time and resources to emancipated (or soon to be emancipated) foster youth.

B. What has the program/service done to establish relationships with secondary schools and/or four-year institutions?

The DSPS Outreach Specialist has made significant inroads to the recruiting of graduating high school seniors who have learning and other disabilities. While most of these students are from Vallejo Unified School District, we are going to expand to other areas in Solano County, including the unified school districts of Benicia,
Fairfield, Suisun, and Dixon. As for recruitment in Napa, this has been more difficult as previous DSPS outreach efforts have been less effective and inconsistent. Because adequate time or resources has not been devoted to establishing and maintaining collaborative relationships with Napa Unified Special Education providers, in Spring 2006, the DSPS outreach specialist will begin to do outreach to Napa Valley high schools.

The Associate Dean has performed outreach for the Department of Rehabilitation's (DOR) Transitional Partnership Program (high school students) and at Napa High School’s College Night. She is a member of the Advisory Committee for the Napa Valley Unified School District’s (NVUSD) Special Education Local Planning Agency (SELPA), an advocacy group made up of parents, special education teachers, and support providers for special education.

C. What has the program/service done to establish relationships with the business community?

Not applicable. The program does provide financial support to the WAIII which collaborates with the DOR to assist NVC students with disabilities in attaining internships or jobs with local businesses. Also, DSPS funds support NVC’s job placement specialist (in the Career Center) with the expectation that WAIII students will have more opportunities for working in the local community.

D. How has the involvement of the advisory committee helped in improving and/or promoting the program/service (if the program has such a committee)? Describe the size, membership and regularity of meetings. If no advisory committee, would this form of external input be helpful?

At this time there is no formal advisory committee in place for DSPS. While there are a number of people from the NVC community who are available to serve on the committee, there needs to be some recruitment of members from other communities and from NVC students with disabilities. In the coming year, the Associate Dean of DSPS will be planning for the recruitment and revival of the DSPS Advisory Committee. While external input is usually helpful, Title 5 regulations mandate DSPS must have an advisory committee that meets at least once a year.

E. Reflect on your responses to Section 5. Community Outreach, and write unit objectives as needed for improvement on Schedule A.

6. Accreditation and External Reviews

A. Review the Accreditation Self-Study Planning Agenda, Accreditation Final Report, and results of previous program evaluations that are included in the attached data. Discuss the recommendations that are relevant to the program/service and how the program/service has responded.

B. Indicate the sources of information used in question 6.A.

☐ Accreditation self study planning agenda
C. Review the recommendations from any other licensing, evaluation, or accreditation bodies. Discuss the recommendations of the review teams relevant to the program/service and how the program responded.

DSPS was evaluated in Spring 2003 by the Chancellor’s office and there were a few recommendations made.

D. If this program is responsible for maintaining ACCJC Accreditation Standards, attach a description of how NVC is addressing each standard. This information will be used in the next Accreditation Self Study.

E. Reflect on your responses to Section 6. Accreditation and External Reviews and write objectives as needed for improvement on Schedule A.

7. Resources. The results of program evaluation feed into the planning and budget process. Consider the staffing and financial data provided, as well as the Unit Plan forms you completed during this evaluation, while answering the questions in this section. Requests must be linked to the 2005-2011 NVC Strategic Plan Goals and Objectives.

A. Staffing. Summarize the staffing resource needs identified in the unit plans. Discuss any changes needed. (complete Schedule B Staffing form as needed)

No staffing changes or augmentations are requested.

B. Program-Specific Equipment. Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? (complete Schedule C Request for Budget Augmentation form as needed)

No program specific equipment is being requested.

C. Facilities Improvement/Renovation. Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? (complete Schedule D Building Improvement/Renovation as needed)

The DSPS Office would like more space and an office to house the Alternate Media Staff and alternate media equipment. This may not be available until there is a new library or student services building. Otherwise there are no other improvements or renovations being requested at this time.
D. Technology. Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? (complete Schedule E Request for Technology form as needed)

At this time, the DSPS Office has no specific requests for technology.

E. Professional Development. (a) Using the results of the Faculty/Staff Accomplishments survey, summarize the professional development activities undertaken by faculty and staff. (b) Based on the goals that resulted from this program evaluation, complete the Schedule F Professional Development Needs form to indicate what areas of focus have been identified for future faculty/staff development. *Note: Budget requests for Travel and Conference should be addressed or requested in the question 7G.*

F. Learning Resources. What learning resources (i.e., books, periodicals, videos) are needed to enhance program success? (complete Schedule G Learning Resources Needs form)

Not applicable. If there are learning resource needs from the DSPS Office, they are purchased by DSPS.

G. Operational Budget. Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? (complete Schedule H Request for Budget Augmentation form as needed)

Not applicable.

H. Budget

1. What is the source of revenue that supports this program/service (state categorical, grants, district, other)? Identify the amount and percentage of funding from each source. Describe any changes in the source of revenue since the last review.

The source of revenue for DSPS are categorical funds from the Chancellor’s Office and the revenue produced from both credit and non-credit DSPS class FTEs. Sixty percent of the DSPS budget comes from the state allocation and the other 40% from the FTEs that have been generated from DSPS classes.

2. Since the last review, what percentage increase or decrease has occurred in the budget?

There has been a steady increase of about 6% percent per year in NVC’s DSPS budget allocation from the Chancellor’s Office and a 4% increase in NVC district contribution.

3. Are the funds adequate?

Yes.
4. What progress has been made by the program in obtaining funds or donations to enhance program success?

Not applicable. The DSPS program is financially self-sufficient.

5. Based on the objectives on Schedule A, what budget changes are needed? What strategies are planned to meet those needs? Complete Schedule G, if needed
NVC Strategic Plan 2005 – 2011 References

**Goal 1:** **Increase Student Success** by providing high quality learning opportunities in programs and services to support students in attaining their educational goals.

**Performance Outcome 15:** Increase utilization of Student Support Services on campus

**Goal 3:** **Increase Access** to high quality programs and services by sustaining strong connections with the community.

**Measurable Objectives:**

29. Increase enrollments* [by 2% per year (on average)]
30. Increase headcount*[by 2% per year (on average)]

**Performance Outcome 36:** Increase outreach activities

**Goal 4:** **Effectively Use Appropriate Technologies** to support programs and services and to improve communication.

**Measurable Goal 40:** Increase opportunities for faculty and staff to use technology to support student learning (goal: 100%) by providing staff development and training in technology (Title III).

**Performance Outcome 42:** Expand and improve technological capacities in classrooms, labs, and offices (Title III, Bond, Datatel).

*The DSPS Unit Plan does not include the measurable outcome of 2% per year.*