A. **Unit Under Review:** NVC Workability III  
Program Evaluation Team Member: Catherine Brown, Program Director  
Verification Team Members:  
  - Mary Shea, Associate Professor of Spanish/English  
  - Kate Benscoter, Professor, Respiratory Care Program Coordinator  
  - Matt Christensen, Director, Facilities Services

B. **Statement of Completion**  
The Verification Team believes that the report is complete.

C. **Strengths of the Unit**  
The Verification Team sees that Workability III has the following strengths:  
- The program is a highly structured student services contract education program with clear accountability standards and good coordination of services with the state Department of Rehabilitation.  
- The program works well at assessment and follow-through with student/clients in their pre-employment phase.  
- The program has superseded its contract training goal of 70 students and has served 100 students (143%).  
- The program does extensive community outreach to local employers and is on the local area taskforce for employment.  
- The program has been commended for its work in publishing student learning outcomes, which could serve as a model for other programs.

D. **Challenges (concerns, difficulties, areas for improvement)**  
- Although WAIII has made no funding requests, it should be noted that there has been no state funding increase for the program since 1999-2000. NVC’s DSP & S has had to help cover any funding shortfall from its own resources. This will have an eventual impact on the NVC budget, or the program will have to curtail its services to student/clients.  
- A student/client advisory board needs to be established.

**Summary of the Verification Team’s Recommendations:**  
- The program has done thorough and commendable work on its Program Review; however, much of WAIII’s own analysis for change needs to be further integrated into the Schedule A Program/Discipline Plan to make its needs and work more visible to the larger college community.  
- The program’s overall SLOs need to be further aligned with the SLOs for the Student Services area.  
- The data provided does not indicate how many WAIII clients actually enroll in classes and contribute to college-wide FTES.
Program Evaluation Summary for Workability III Program

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 2006 is WorkAbility III first program review. Established fall 1997, WorkAbility III program achievements are as follows:
- WAIII students accomplishing their goals
- WAIII team established
- Program accountability has been improved
- WAIII online student service established
- WAIII contract renewals every three years by DOR
- WAIII Campus Outreach-Program Exposure
- Vocational Assessment Services were expanded and improved
- Students successfully learned how to use the new online registration procedures.

Strengths (unique characteristics, special capacities)

WorkAbility business card states “Our People make the difference one student at a time.” Since its establishment, WorkAbility III provides a unique service to adult with disabilities. Our goal is to assist individuals with disabilities on a case by case service to utilize their maximum potential to obtain employment. The collaboration with Napa Valley College and the Department of Rehabilitation requires that an individual with a disability be placed in a vocational-educational training program that is appropriate to the individual’s abilities and interests.

Challenges (concerns, difficulties, areas for improvement)

There needs to be included on the Workability III calendar orientation workshops for Workability III students who for some reason fall between the cracks. These orientation sessions will cover specific Workability III Program services along with detailing general college programs and academic issues pertaining to the requirements of matriculation.

Historically, the Workability III Program has offered to student’s opportunities to attend field trips that include visits to 4 year colleges and touring business and organization sites. During the previous year or so, student interest has declined. What came out of the student dialogue session with Workability staff is an interest to attend social and cultural events.
We need to increase the involvement of our students in using our services and their accommodations to improve their success in their classes, retention at Napa Valley College and in attaining their vocational goal.

A final challenge for WAIII is funding. Since fiscal year 1999-2000, there has been no state funding increase. Funding increase needs have been augmented by DSP&S categorical funds. With categorical funds decreasing, this will affect the way we presently provide student support services.

Optional: What additional data, if any, would have been helpful to effectively evaluate the program?
Student Services & Academic Support Program Evaluation

Program/Service:  WorkAbility III  Date:  October 30, 2006

1. Mission

A. Program Mission Statement
   This section should be a short, clearly stated purpose of the program or services. In other words, what does the program/service/department contribute to Napa Valley College’s (NVC) Mission? Write or revise your program mission statement in the space below. The NVC Mission is provided for reference.

   WorkAbility III  mission is to work with Department of Rehabilitation clients-students in becoming successful with the goal of transitioning into long-term employment as outlined in their Individualized Plan for Employment.

   Students who have physical, mental, and/or emotional disabilities may qualify for services through Napa Valley College's Special Services cooperative program with the California Department of Rehabilitation, WorkAbility III. WorkAbility III's purpose is to provide services to NVC/DOR students who have a goal of transitioning to the workplace with the assistance and support of Napa Valley College community.

2. Services

A. What specific services does the program/unit offer?
   A. Vocational Assessment Services
   B. Vocational-Educational Training Services
   C. Employment Services

   Services are mutually agreed upon by the district and state.

B. How does your unit ensure that these services are meeting the needs of students?
   Ensuring that these services are meeting the needs of clients-students, WAI III employs the following practices with students:

   Individual Academic-Career Counseling:  Focused on client-student goals, this service offers the client-student the opportunity to work with a counselor in helping them understand their interests, abilities, and achievements.

   Instruction & Student Support Services:  Centered on client-student needs, WAI III works with the client-student navigating campus resources.

   Team Meetings:  Structured annual meetings with client-student, WAI III staff, and Rehabilitation Counselor are held to discuss client-student progress for enriching client-student persistence.
Staff Meetings- Case Management: WAIIII conducts a monthly meeting where the first hour is Case Management. This is a forum where staff process client-student concerns.

Student Participation – Advisory: WAIIII takes pride involving clients-students in every phase of program services. Once a semester clients-students are invited to a staff meeting to share how the program can improve on services. WAIIII also conducts informal events where clients-students and staff can just sit and talk, (e.g. semester open house & annual picnic).

Client-Student Surveys –Outreach Services: Prior to the end of each semester, clients-students are surveyed with regards to their needs in the upcoming semester. During the semester, a follow-up call to the client-student is made to assess the need for any additional services. The program also provides a walk-in survey which is given to clients-students during early registration.

Transition Services: A semester prior to the completion of DOR Individual Plan for Employment, the client-student is linked to the appropriate community resources for employment and/or further education-training that will maximize their ability to live independently in the community.

Program Graduates – Hired as Staff: WAIIII has hired three graduates as staff. Program graduates have proven to be an invaluable asset insuring that the unit is meeting the needs of clients-students.

How do you evaluate how well the services are meeting the needs of students served?

Individual Plan for Employment (IPE): The Individual Plan for Employment is a written plan of action and statement of understanding regarding the rights and responsibilities of the client-student and DOR, developed jointly by the client-student and Rehabilitation Counselor. Therefore, WAIIII provides services that are in concert with this agreement.

Placement and Closure: Department of Rehabilitation’s definition of a successful closure is "Status 26": the client-student is engaged in an appropriate occupation where the employment is regular; the client-student is receiving prevailing wages for that occupation; the client-student is employed under the same working conditions as other workers; and the client has been employed at least 60 days.

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
In spring 2005 WAIII identified three Student Learning Outcomes, which were developed in concert with program contract services.

A. VOCATIONAL ASSESSMENT SERVICES SLO
Students will be able to set career goals that incorporate their interests, skills, and values and that meet labor market needs.

B. VOCATIONAL-EDUCATIONAL TRAINING SERVICES SLO
Students will have prepared via course(s), certificate, degree, and/or transfer requirements for an entry level job in their chosen field.

C. EMPLOYMENT SERVICES STUDENT LEARNING OUTCOME
Students will be able to apply career, job search skills and work experience in pursuing employment.

A. VOCATIONAL ASSESSMENT SERVICES SLO

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

METHODS USED TO ASSESS WHETHER THE STUDENTS ACHIEVED SLO’S
WAIII checked to see how closely the students’ career goals matched the results of their interest, skills and values assessments as well as earnings requirement and whether the occupations had a positive job outlook.

SUCCESS RATE
Based on the WAIII Statistics Report (July 1, 2005 through June 30, 2006) WAIII served 92% of our contract goal (50 students) or a total of 46 students received vocational assessment services.

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?

INTerventions used to support students who did not achieve SLO’S outcome
The following interventions were used to support students who did not achieve the learning outcome: individualizing the assessment process, additional assessment components, informational interviews and additional labor market research on the computer.

SUGGESTED PROGRAMMATIC CHANGES TO ENSURE FUTURE SLO’S ACHIEVEMENT
Suggested programmatic changes to ensure future SLO achievement include: refining the assessment process and better communication and coordination of services with the Department of Rehabilitation counselors.
B. VOCATIONAL-EDUCATIONAL TRAINING SERVICES SLO

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

**METHODS USED TO ASSESS WHETHER THE STUDENTS ACHIEVED SLO’S**

WAIII monitored the students’ progress by reviewing their educational plans, transcripts, and evaluations received from instructors to ensure that they are successfully completing the required courses.

**SUCCESS RATE**

Based on the WAIII Statistics Report (July 1, 2005 through June 30, 2006) WAIII served 143% of our contract goal (70 students) or a total of 100 students received vocational-educational training services.

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?

**INTERVENTIONS USED TO SUPPORT STUDENTS WHO DID NOT ACHIEVE SLO’S OUTCOME**

One-on-one counseling, tutoring, encouraging use of accommodations, training in assistive technology, enrollment in basic skills and prerequisite classes, workshops in learning & testing strategies and time management, referrals to other student service programs as well as community services, helping students communicate with their instructors and coordination of services with the Department of Rehabilitation counselor.

**SUGGESTED PROGRAMMATIC CHANGES TO ENSURE FUTURE SLO’S ACHIEVEMENT**

Improvement of tracking of student progress; better coordination of services between WAIII, the Department of Rehabilitation and Napa Valley College Student Services; developing a student orientation tailored to the needs of students with disabilities; and incorporating a vocational plan to pair with the educational plan for each of our students to ensure that they successfully achieve their vocational goal.

C. EMPLOYMENT SERVICES STUDENT LEARNING OUTCOME

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

**METHODS USED TO ASSESS WHETHER THE STUDENTS ACHIEVED THE SLO’S**

At the beginning of the intake process, the Workability staff counselor establishes from the outset a collaborative partnership with students interested in pursuing an academic degree, vocational certificate or transfer to a 4 year college or university. Methods to assess student progress towards completing their intended learning outcomes include: development of education plans, enrollment into career planning and work experience courses, scheduling training sessions to enhance job seeking skills (resume development
interview skills and accessing employment resources), along with participating in student internship opportunities. Ongoing dialogue continues with students to assess their academic progress by reviewing transcripts and revising educational and vocational planning when necessary to meet student needs. The outcome is measured by student possession of a resume and cover letter, an academic degree or certificate and renewed confidence and motivation to pursue employment opportunities.

When students complete their vocational-educational plan at NVC, job placement is provided by Department of Rehabilitation Job Developer.

SUCCESS RATE
Based upon the Workability III statistics report July 1 2005 to June 30 2006, WA III staff contracted to assist 48 students to develop job readiness skills. At the close of fiscal year 2006, 18 students or 38 percent had acquired the necessary job readiness skills for employment opportunities. In terms of successful job placements, this report shows that we exceeded the contract goal of 13 by successfully employing 15 students, which was 115 percent of the goal met.

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?

The following interventions were used to support students who did not achieve the learning outcome:

› Career and vocational counseling
› Consultation with DOR counseling staff
› Refer to other student services programs
› Promote esteem building through workshops and counseling
› Refer students to community agencies when appropriate

Suggested program changes to ensure learning achievement include:

› Establishment of a work experience assessment program on campus to evaluate student interest and confidence as they consider career and employment options
› Utilize job seeking skills assessment instruments to identify student attitudes, outlook and behavioral characteristics to increase job retention
› Implement modern technology (CSO Interface software) that will afford students with disabilities the ability to access and take advantage of employment opportunities by showcasing there resumes and cover letters online.
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
x Brochure
x Website
x Other: Bulletin Board

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

› Clients-students are trained to use assistive technology specific to their disability in order to prepare for success in the work environment.
› Client-students acquire work experience during their academic career in the form of internships and volunteer job placement
› Client-students are coached through the job search process
› Client-students gain an understanding of the Americans with Disabilities Act, an awareness of their rights, and an enhanced sense of self esteem.
E. What future trends are likely to impact the program/service?

California’s Fiscal Outlook for the next five years will have an impact on the ability of the State Department of Rehabilitation to adequately fund the Workability III program.

CALIFORNIA’S FISCAL OUTLOOK – LEGISLATIVE ANALYST’S OFFICE

Operating Shortfalls to Persist but Shrink Over Time: The figure shows (chart below) that the state would continue to face significant operating shortfalls over the forecast period, peaking at $4.3 billion in 2007-08, before declining to $3 billion in 2008-09, $1.7 billion by 2009-10, and $600 million in 2010-11. The operating shortfalls in 2007-08 and 2008-09 each include well over $1 billion in scheduled repayments of loans from transportation and other special funds. Thus, by the end of the forecast period the state would have just about grown its way out of its structural shortfalls. In the meantime, however, the state would have to take corrective actions to address its yearly shortfalls.
The *U.S. Employment Outlook* for the next eight years report provides insight into the availability of jobs for students who complete the Workability III program.

**U.S. DEPARTMENT OF LABOR – OCCUPATIONAL OUTLOOK 2006-07**

*Job openings stem from both employment growth and replacement needs (chart below). Replacement needs arise as workers leave occupations. Some transfer to other occupations while others retire, return to school, or quit to assume household responsibilities. Replacement needs are projected to account for more than 60 percent of the approximately 55 million job openings between 2004 and 2014. Thus, even occupations projected to experience slower than average growth or to decline in employment still may offer many job openings.*

**FUTURE STATE AND FEDERAL OUTLOOK ON IMPACT WORKABILITY III**

Federal law and State regulations require that when a State vocational rehabilitation agency does not have sufficient funds to serve all eligible individuals who apply for services, an *Order of Selection* must be used to determine the order in which individuals with disabilities will be provided services. Individuals with the more severe disabilities are served first. Over the past nine years, *Order of Selection* has been required twice due to funding shortfalls. California’s projected yearly shortfall over the next 5 years suggests that another *Order of Selection* will be needed within the next 2-3 fiscal years. The impact this will have on program services is more front line work due to the fact
that individuals with the more severe disabilities require more staff time, resulting in fewer “Status 26” (successful closures) for a given fiscal year. However, in the long-term, the federal employment outlook for the next eight years looks good for Status 26 closures.

F. Are services being offered on-line? No

G. Reflect on your response 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).

WAIII does not collect data on ethnicity/race, gender, or age. The breakdown of current students by disability is as follows:

<table>
<thead>
<tr>
<th>Disability</th>
<th>Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquired Brain Injuries</td>
<td>4</td>
<td>3%</td>
</tr>
<tr>
<td>Hearing Impairments</td>
<td>2</td>
<td>1.5%</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>20</td>
<td>16%</td>
</tr>
<tr>
<td>Mobility Impairments</td>
<td>23</td>
<td>18%</td>
</tr>
<tr>
<td>Other Disabilities</td>
<td>38</td>
<td>30%</td>
</tr>
<tr>
<td>Psychological Disabilities</td>
<td>37</td>
<td>29%</td>
</tr>
<tr>
<td>Speech Language Impairment</td>
<td>2</td>
<td>1.5%</td>
</tr>
<tr>
<td>Visual Impairments</td>
<td>2</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

WAIII contract services function independently from college wide trends. Contract language Scope of Work requires “there should be a total of 100 unduplicated DOR clients/students who shall receive services to this cooperative program.

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

WAIII clients-students at risk are individuals who have been observed having poor follow through. Some strategies used to identify and assist students at risk have been outlined in Section 2 B. In many cases, students are referred to NVC student services programs such as financial aid, DSPS, tutoring and others.

Our philosophy is that we work with clients-students. WAIII does a lot of outreach services in an effort to get clients-students involved; however, given the stigma of having a disability and wanting to be independent, has affected clients-students being more involved...
with program services. Just the same, individuals who take advantage of program services, meet their goal as identified in the IPE.

NVC Financial Aid/EOPS Office Direct Loan application process is in opposition with \textit{SECTION 504 OF THE REHABILITATION ACT OF 1973}, federal law. Section 504, which is applicable to all postsecondary educational programs and activities which receive federal financial assistance, states that colleges and universities, must be free from discrimination in their recruitment, admissions, and treatment of students. NVC’s Financial Aid/EOPS Office Direct Loan application process requires DOR clients-students to submit a copy of their IPE. If the client-student refuses to provide the IPE, they are not granted the loan. The Student Educational Plan (SEP) which is developed using the IPE by the student and the WAIII NVC counselor is not accepted. However, those students who are not registered with DOR are required to submit a \textit{Student Educational Plan (SEP)} signed by NVC counselor.

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

In conjunction with the Title III Project on the Napa Valley College campus, the WAIII Program counselor developed a college discovery class for high school seniors wanting to transition to Napa Valley College. Counseling 101 was offered during the spring semester of 2006. Approximately 12 students registered for the class who were attending 2 different high schools in the Vallejo area. The idea behind scheduling this class was to provide a specialized curriculum for students in special education programs who were considering moving on to the post secondary level. By having these targeted students register for a college success class prior to their high school graduation would allow them to experience an orientation to what college is all about and to also introduce them to the many student service programs that are offered at the post secondary level. The course turned out to be a success in that some of the student participants have registered for fall classes here at Napa Valley College. This college success course was instrumental in assisting students to adjust to college and offered as well many diverse experiences for them to interact with faculty and staff to address their concerns and to remove potential barriers to college success.

D. How does the program/service enhance student development and success? Describe formal links with other student services.

WAIII supports other NVC students services via funds, materials and personnel. Working collaboratively with all NVC Student Services, WAIII has a natural link with the following services:

\textit{Special Services:} both programs are linked by a driven philosophy that promotes students independence and integration. Our goal is to prepare students to become self-advocates and to take every opportunity to teach them new skills.
**Student Health Center:** both programs are linked by a driven philosophy that good health is essential to student success. Given WAIII student with disabilities population, the Student Health Center and WAIII creates a collaboration that brings about student well-being and educational success.

**ASB:** both programs are linked by a driven philosophy that students’ benefit getting involved in the decision-making process is rewarding and offers avenues of expression students may not find in other aspects of the campus, skills WAIII clients-students need for job search.

**Admissions & Records:** the office provides a variety of services related to the admissions process and maintains student’s academic records while they are at NVC. Given this service, WAIII works closely with Admissions & Records to insure students’ progress.

**Career Center:** the center offers resources to help students in making career decisions, planning for work and job opening. Given these services, WAIII works jointly with the Center availing to our students’ employment information for part-time, full-time and/or summer jobs.

**Transfer Center:** both programs share a commitment in seeing our students possess “communication and social skills to successfully” transition into the CSU and/or UC systems.

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

As outlined in Section 2 B. Services, WAIII provides services that enhance client-student development and success. Services were created to meet the unique needs of clients- students with disabilities. WAIII services provide clients-students with the proper tools where they can meet life challenges and make transitions necessary to succeed.

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

Diversity is linked to every aspect of WAIII practices, and services. Because cultural and personal diversity is a hallmark for WAIII, program supports the belief that clients-students must learn to function in and benefit from communicating with people of varying backgrounds. WAIII support for diversity education is as follows:

› Student Organizations
› Campus Cultural Events
› Program Awareness Activities
› Diversity Education Implemented by Staff
› Client-Student Advising
G. What methods are being used by faculty and staff to address the differences in learning styles among students served?

Methods-practices used by WAI III to address clients-students differences and learning styles are as follows:

› Formal Assessment
› Disability Management
› Reasonable Accommodation Services
› General Computer Access
› Staff Training – CCC Hi Tech Center for Disabled Students
› Formal Link with DLS
› Educational Support – Tutoring.

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 1997, WAI III has served 100+ clients-students each academic year. The number of students served by the program is spelled out in the contract for services between NVC and DOR. In September 2006, 128 students were being served by the program. Due to a management change at the local DOR branch that occurred in 2005-2006, the number of clients-students referrals has decreased. This occurred when the new branch supervisor made the decision to not serve individuals from neighboring counties.

Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?
As stated in Section 2E, DOR is referring an increasing number of clients-students who have severe disabilities.
In order to address the needs of our students, WAI III is modifying the student retention service. Our focus is on clarifying the DOR to NVC referral process, modifying our intake procedure, and coordinating more with the other student services programs at NVC.

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

Since 1997, the WA III program has enrolled 100+ clients/students each academic year who are disabled and may be first generation and/or low income. If it were not for the WAI III program, these students would not be likely to enroll at NVC.
The project is designed to provide a range of services that help with student retention. WAIII contract objectives are as follows:

› Upon receipt of written referral, Vocational Assessment Services will be provided to DOR clients/students to determine their current educational/vocational levels, transferable work skills, abilities and interests.
› Upon receipt of written referral, Vocational-Educational Training Services will be provided to DOR clients/students based on his/her needs for educational support at NVC.
› Upon receipt of a written referral and as outlined in the DOR client/student’s Individual Plan for Employment, Employment Services will be provided to DOR client/students based on his/her identified strengths, resources, priorities, concerns, abilities, capabilities, interest, and informed choice in assisting him/her to become employed.

These objectives are measured each year by the number of students served. Each year the program exceeds the objectives outcomes. Does this have an impact on student enrollment and retention? Yes!

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.

WAIII services are available Monday – Friday, 8:00 a.m. through 5:00 p.m. On Tuesdays counseling services are available until 6:30 p.m.

According to the results of the WAIII Client-Student Survey, twenty out of twenty three responses rated the hours of operation satisfactory. Two respondents suggested later hours of operation. (SEE ATTACHED WAIII CLIENT-STUDENT SURVEY RESULTS)

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

Overall, WAIII students appear to be satisfied with the services they receive.

According to the results of the 2005-2006 WAIII Client-Student Survey, 88% of the respondents rated the program as good/very good/excellent. 12% of the respondents (three students) rated the program poor. However, there were no negative comments to indicate the problem(s) they encountered.

In the areas of Information Assistance, Vocational-Educational Counseling, and Educational Support Services, the program received similar positive ratings and comments.
E. Review student/staff ratios and financial data and describe recent trends.

**September 2006 Active Student Report shows 128 students being served by WAIII.**

The program staff works a total of 175 hours per week and represents 4.5FTE.

<table>
<thead>
<tr>
<th>Title</th>
<th>Hrs./Week</th>
<th>FTE</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Director</td>
<td>40 hrs/week</td>
<td>1.0</td>
<td>WAIII</td>
</tr>
<tr>
<td>Secretary III</td>
<td>20 hrs/week</td>
<td>.5</td>
<td>WAIII</td>
</tr>
<tr>
<td></td>
<td>20 hrs/week</td>
<td>.5</td>
<td>DSPS</td>
</tr>
<tr>
<td>Counselor</td>
<td>35 hrs/week</td>
<td>1.0</td>
<td>WAIII</td>
</tr>
<tr>
<td>Student Services Specialist</td>
<td>30 hrs/week</td>
<td>.75</td>
<td>WAIII</td>
</tr>
<tr>
<td></td>
<td>10 hrs/week</td>
<td>.25</td>
<td>DSPS</td>
</tr>
<tr>
<td>Secretary II</td>
<td>20 hrs/week</td>
<td>.5</td>
<td>DSPS</td>
</tr>
</tbody>
</table>

Student/staff ratio is 28 students to 1 FTE.

The DOR has not increased program personnel and operating expenses since 2000. The increases that have occurred have been supported by NVC’s DSP&S program funding.

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?

Most WAIII students are referred to the program by the Department of Rehabilitation. WAIII program staff members have made a concerted effort to interact with local employers for the purpose of placing students with disabilities into internships or competitive employment positions. During the previous 2 and half years, approximately 100 employers have been contacted by phone or in person. The priority has been to orient employers to the many diverse services that we provide to students. We also emphasize the support that WAIII can offer in the pre-employment phase to place qualified students in the work environment. This community collaboration has extended to various enterprises including wineries, private and public agencies and large corporations including Target, Wal-Mart and Dey Laboratories. Finally, the Workability III Program is consistently a proactive partner in the community by having a regular presence on the Mayor’s committee for the Employment of People with Disabilities and by participating in local job fairs and Napa Chamber of Commerce events.
B. What has the program/service done to establish relationships with secondary schools and/or four-year institutions?

**WAIII staff has established ongoing professional relationships with local high school special education programs.** Job developers from both Transitional Partnership and Workability programs at the secondary level meet and confer on a regular basis to share information and to facilitate the transition of students moving on to the community college system. This collaboration is further manifested when both high school and Napa Valley College Workability III staff come together on a monthly basis as part of the job developer’s network to discuss available job openings and placement strategies to accommodate student placements in the employment sector.

In terms of 4 year institutions, a positive relationship has been formulated with representatives of transfer institutions to support needs of WAIII students who want to transfer to the 4 year institutions.

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

**As part of community outreach activities, Workability III Program staff continuously strives to establish an excellent relationship with the local business community.** Once every semester the Napa Valley College Career Center sponsors a job fair where over 100 employers attend. The Workability III Program designates staff time and resources to ensure targeted students take advantage of establishing reliable employer contacts. In addition, current and future planning will direct Workability III staff efforts to create additional viable relationships with local chamber groups, health organizations and human services professional associations.

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?

**WAIII peer advisory committee helped in providing an insight to clients-students needs.** However, the committee fluctuates from academic year. Currently, WAIII does not have an active committee. Program plans to survey clients-students with regards to starting up the committee.

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.  
No recommendations were discussed relevant to the program/service.

B. Indicate the sources of information used in question 6.A.  
☐ Accreditation self study planning agenda  
☐ Accreditation final report  
☐ Previous program evaluation recommendations  
N/A

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.

DEPARTMENT OF REHABILITATION  
COLLABORATIVE SERVICES SECTION  
PROGRAM REVIEW REPORT  
FOR  
NAPA VALLEY COLLEGE  
WORKABILITY III COOPERATIVE PROGRAM  
Report Date: March 24, 2004  
Review Dates: February 18-20, 2004

Issue  
The DOR monthly “Client Listing” does not match the WorkAbilty III “in-house” client listing. For example, the January 2004 DOR “Client Listing” contained 182 individuals coded to project code G06 while the WorkAbility III “in-house” client listing contained 271 individuals currently being served through WorkAbility III and; therefore, should be coded to project code G06. It is important to note that these 271 individuals are current DOR clients but not all have been appropriately coded to project code G06.

Recommendations  
1) Both Contract Administrators shall take the necessary steps to reconcile the two “client listings”. SVRCs shall ensure that the consumer has been coded “G06” once a referral is made and the consumer is deemed eligible and appropriate for WorkAbility III services.

2) The NVC WorkAbility III staff may obtain technical assistance to remedy this issue from appropriate individuals. For example, the Vocational and Educational
Services (VES) consultant has agreed to provide technical assistance in this area, as required.

Program Response
WAIII will develop a system to reconcile the two “client listings” as follows:

› Inform the Rehabilitation Counselor (RC) once a referral is received.
› E-mail RC referral non-response.
› Identify clients-students who have not responded for a year program outreach efforts; telephone calls and mailers.
› Create an inactive database report for those identified clients-students
› E-mail RC the inactive report.
› Remove client-student from program active report and place file inactive.

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. N/A

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)

   **Not applicable**: WAIII staffing needs is defined via its contract agreement. 
   District Budget Manual: “Grants should cover all cost.”

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)

   **At the present time, WAIII has no program specific equipment needs request.**

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)

   Facility strengths are neat, bright, welcoming and safe. As one of the managers in building 3300, I view clients-students as our daily paying guest and staff serving our
guest. Therefore, the environment should provide an atmosphere where clients-students are welcome and readily to work with staff. I believe this has been accomplished at 3300.

Facility weakness, building 3300 is on the south end of the main campus. Clients-students with disabilities have cited the building location being an inconvenience.

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)

With the exception of assistive technology software programs’ versions upgrades: WAIII has no specific request 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 G 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. Not applicable: WAIII Professional Development needs is defined via its contract agreement. District Budget Manual: “Grants should cover all cost.”

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

Not applicable: WAIII Learning Resources needs is defined via its contract agreement. District Budget Manual: “Grants should cover all cost.”

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

Not applicable: WAIII Operational Budget is defined via its contract agreement. District Budget Manual: “Grants should cover all cost.”

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.

Refer to DOR Exhibit A
2. Since the last review, what percentage increase or decrease has occurred in the budget?

None

3. Are the funds adequate?

Contract funds meet program immediate needs.

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

None

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


WORKABILITY III
## STUDENT LEARNING OUTCOME (SLO) MATRIX

**Accreditation Reference:** The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Complete the grid by:
1. listing the program-level SLOs across the column headings,
2. listing the services provided down the rows, and
3. indicating which program-level SLOs are addressed in each service, by inserting an X in the appropriate cell(s) (i.e., where the service and the relevant SLO(s) intersect).

If a program-level SLO is not covered by any services in the program or a service does not contribute to any program-level SLOs, outline your plan to review the particular student service or expand the program-level SLOs in Section 2B of the Program Evaluation document. An example is provided at the bottom of the page.

Once completed, the grid will outline the linkage between the program-level SLOs and the course-level SLOs.

<table>
<thead>
<tr>
<th>Program</th>
<th>SLO #1</th>
<th>SLO #2</th>
<th>SLO #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WAI III Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Goal Assessment</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Labor Market Research</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Community Resources Links</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Orientation</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Academic-Career Counseling</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Student Services Assessment</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Tutoring</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Interviewing Techniques</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Resume Development</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Application Preparation</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Grooming &amp; Hygiene</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Knowledge of Work Practices &amp; Benefits</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
**PROGRAM GOALS & OBJECTIVES ARE DEFINE UNDER CONTRACT STANDARD AGREEMENT, WHICH SUPPORT NVC STRATEGIC GOALS.**

**SCHEDULE A**

**PROGRAM/DISCIPLINE PLAN**

<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Vocational Assessment</td>
<td>1. (A)</td>
<td>1. Ascertain NVC Departments for clients-students work adjustment service.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Vocational –Educational Training</td>
<td>2. (B)</td>
<td>2. Work with NVC Financial Aid to resolve WAIII students concerns in requesting a loan.</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Employment Services</td>
<td>3. (C)</td>
<td>3. Create a list of employers for clients-students informational interviews.</td>
<td>3.</td>
</tr>
</tbody>
</table>

*New requests should be defined on resource forms and included in the unit budget.*

**Program Evaluation Section**

- A. Curriculum and Instruction
- B. Student Success and Equity
- C. Enrollment Trends and Student Satisfaction
- D. Community Outreach
- E. Accreditation and External Reviews
**Program Staffing is Defined under Contract Standard Agreement, DOR Exhibit C.**

**Schedule B**

**Request for New Permanent Faculty and Staff**

*Accreditation reference:* Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. **List in priority order.** Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title and Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
</table>

*N=New, R=Replacement

Submitted By: ____________________________  Approved By: ____________________________

___________________________   __________________________

Budget Center Manager     President/Vice President

April 2006 25
PROGRAM BUDGET EXPENSES ARE DEFINE UNDER CONTRACT STANDARD AGREEMENT, REFER TO ATTACHED CONTRACT, DOR EXHIBIT D.

SCHEDULE C
REQUEST FOR OPERATING BUDGET AUGMENTATION

Budget Center: _________________________ Activity __________________________

Accreditation Reference: Financial planning is integrated with and supports all institutional planning.

Operating Budget
This section is used to request and justify non-capital outlay additions to your department’s budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX. List in priority order.

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
</table>

Submitted By:      Approved By:
___________________________   __________________________
Budget Center Manager     President/Vice President
**SCHEDULE D**

**PROGRAM SPECIFIC EQUIPMENT REQUEST**

*Accreditation rationale:* Equipment supports student learning programs and services and improves institutional effectiveness.

Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E. **List in priority order.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Non-instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Submitted By: ___________________________   Approved By: ___________________________

Budget Center Manager     President/Vice President
WITH THE EXCEPTION OF ASSISTITIVE TECHNOLOGY SOFTWARE PROGRAM’S VERSIONS UPDATES, WAIII HAS NO SPECIFICE REQUEST FOR TECHNOLOGY.

SCHEDULE E

TECHNOLOGY REQUEST

Accreditation reference: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

List in priority order.
Provide a general description of the project that includes:

1. The equipment needed, students and/or staff who will be served, and how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (i.e. network, power, connectivity, security, etc.)
5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
6. Is additional furniture necessary?
7. Useful life of equipment – when will the equipment need to be replaced?

Cost estimates will be provided for priority projects only.

Submitted By: ___________________________  Approved By: ___________________________

Budget Center Manager  President/Vice President
AT THE PRESENT TIME, WAIII HAS NO FACILITY IMPROVEMENT/RENOVATION REQUEST NEEDS.

SCHEDULE F

Facilities Improvement/Renovations Request

Accreditation reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

This request is for small capital construction projects such as remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $5,000. Larger scale projects will be considered in bond construction and renovation plans.

In order to make sure that your idea meets legal requirements or is even feasible to do, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

List in priority order.

Provide a description of the project that includes:

- How the project supports the mission and objectives of your program
- Project description
- Location of the proposed project
- Health and safety impacts of the project
- On-going maintenance that will be necessary

Cost estimates will be provided for priority projects only.

Submitted By:                          Approved By:

___________________________   __________________________

Budget Center Manager              President/Vice President

April 2006 29
PROFESSIONAL DEVELOPMENT NEEDS

Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. What training needs have been identified from your program review?
   The training needs identified via staff are as follows: Career Development Certificate, Datatel, Career Center Interfase, Campus Platform, ASSIST, advance personal counseling skills working with psychological disabilities, attend job development workshops, participate in various campus staff development actives, and advance assistive technology trainings.

2. What pedagogical training needs have been identified in your program review?
   **Director**
   Advance study in computer spreadsheets

   **Counselor**
   Advance study in counseling adult with psychological disabilities

   **Specialist**
   Attain Global Career Development Facilitator Certificate

   **Secretary**
   Advanced MS Office and working with adults with disabilities trainings.

3. What types of technology does your program use? What technology training needs have you identified?
   The main type of technology the program uses is assistive technology. Advance trainings in this area is the program staffing needs.

4. What are the leading publications specific to your discipline and/or program?
   The leading publications specific to WAIII discipline are as follows:
   - Northbay Biz
   - JIST Publications
   - Occupational Outlook Quarterly
   - Cam Report
   - Opportunity Outlook
   - Accommodating Adults with Disabilities in Adult Education programs
   - Motivational Manager

Submitted By: ___________________________   Approved By: ___________________________

Budget Center Manager     President/Vice President
# SCHEDULE H
## LEARNING RESOURCES/MEDIA MATERIALS REQUEST

### Books including Reference:

Number of titles to add: ____

Areas to consider for maintaining and developing a collection that supports this course and corresponding assignments:

- Titles that provide: a multi-cultural perspective to the topics covered in the course; gender perspectives on subjects; a literary, dramatic, or fictional perspectives for students to explore; or titles that provide biographical information on innovators, leaders, or historic figures in the discipline.

Recommendations/comments:

Estimated cost for new materials:

### Periodical Titles: (Newspapers, Journals, Magazines)

Number of titles to add: ____

Recommendations/comments:

Estimated cost for new materials:

### Electronic Databases and Indexes:

Number of databases to add: _____

Recommendations/comments:

Estimated cost for new materials:

### Media Collection (closed captioned or DVD):

Number of titles to add: ______

Recommendations/comments:

Estimated cost for new materials:

Are library/ learning resource service hours adequate for this course/ program?  Yes X  No__

Is the quantity of materials sufficient for students within needed time frame?  Yes__  No __N/A

Will library/learning resources assignments be used in your course?  Yes__  No__ N/A

Will this course/program require the assistance of library faculty for orientations or other information competency instruction?  Yes X  No__

X I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center.  
X To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered.