Verification Team Report

Program/Unit: Developmental Studies/Learning Services a.k.a. DLS
Date: 11-18-08

A. Identification of Program, Program Evaluation & Planning Team members, and Verification Team Members:

Program Evaluation Team:
Emily Cosby; Barbara Kraig; Gwenn Pacheco; Rebecca Scott (currently reassigned to other duties)

Verification Team Members:
Alex Guerrero; Carolyn Sanchez; Margaret Craig

B. Status of Curriculum Revision

According to the Curriculum Action Plan, as of March 12th, 2008, 3 courses were reviewed without substantive revisions;
One course required substantive revisions (Psych 10)
Three courses were archived.

They currently offer seven courses in addition to their mandated testing requirements:
English 12 - revised 6/96
English 17 - revised Spring ’08 has two modules
English 18 - New course approved Fall ‘07
English 19 - New course approved Fall ‘07
English 60 - revised 1/94
Math 10 - revised 10/03
Psych 10 - revised 11/99

English 18 and 19 were offered for the first time in fall 2008 and data is not yet available. The new courses were developed with the new SLO’s that were developed in 12/07 and are viewed as highly successful by the faculty.

C. Statement of Completion

The report addresses all of the PEP self-study questions, however there are some problems with the data. (These problems are related to DataTel Synchronization with the program.)

The Verification team met with the authors on 11-7-08 to clarify areas of concern. They helped clarify the unusual organizational structure of the “Learning Services a.k.a. DLS with an Organizational Chart. (See attached). Learning Services is mostly funded through DSPS (Disabled Students Services and Programs) which is a
part of Student Services and reports to the VP for Student Services. Nevertheless the Learning Services is in the LADS (Language & Developmental Studies) Division of the Office of Instruction.

D. Strengths of the Program

There are two full-time qualified Learning Specialists plus one who was hired as the coordinator of the program in 2000 (who has been reassigned to other duties in recent years). A highly qualified interim coordinator has come back from retirement to fill-in in recent years, but only on a very part-time basis (10 hours/week this semester), and she fully intends to RETIRE during the next academic year. The two learning specialists also teach many of the courses offered by the program.

There are also two adjunct instructors, three, 30hr/week IA’s and a Secretary III, on the staff of the team.

The Developmental Studies Team has developed ambitious Student Learning Outcomes (SLO’s) for their students.

The Developmental Studies team has recently revised several courses to address the new SLO’s and to help their students meet these goals.

The Developmental Studies group works closely with their part-time faculty to assure that they teach congruently with the course Outlines of Record and the syllabi. There are plans to have all of the full-timers and part-timers submit their syllabi to the DLS Coordinator in addition to the LADS Division Chair.

There are plans for the Developmental Studies group to move to the new Library site where they will be fully integrated with other special services groups.

E. Areas for Program Improvement

The Developmental Studies team has suffered from the lack of a full time third qualified team member/coordinator (while she has been reassigned) during recent years. This leadership vacuum is of great concern to the team.

The team does not feel that they are meeting the needs of all eligible students with timely testing or enough sections of their courses. They would like to do “outreach”, but cannot meet the demand that they have. The demand has increased with the establishment of learning communities and ESL expansion.

The Developmental Studies staff has been satisfied with their Travel budget but they are concerned about the future because of the current budget constraints. Since it is critical that they stay updated in the tests and the testing processes, they
hope that funding will stay at a level that will permit attendance at required meetings and attendance at training for new testing instruments.

They want to be able to hire additional part-timers who could offer some of their courses in the evenings or on-line.

F. Summary of Verification Team Recommendations

This program is required by the California Community College’s Chancellors Office and we are mandated to provide testing and appropriate classes to this most needy student population, in a timely manner.

The Learning Services team has prioritized the replacement of a Full-time Learning Services Specialists to function full time in the Coordinator role. Since the interim part-time coordinator is only available 10 hours a week and is definitely going to retire at the end of the year this is an urgent need.

Arrange to cross-list LRNS courses with English and Math courses in the Class Schedule.
INSTRUCTIONAL PROGRAM EVALUATION SELF-STUDY

PART 1

PROGRAM: Developmental Studies

DATE: April 17, 2008

1. MISSION

A. Program Mission Statement
   The Diagnostic Learning Service identifies students who qualify for academic support under the
   California Community Colleges Learning Disability model. Assistance is offered to ensure that
   students with learning disabilities have equal access to all educational offerings at Napa Valley
   College.

   Additional goals are:
   ▪ To facilitate student success in academic classes by offering relevant instruction in basic
     skills classes and by providing course-specific tutoring support.
   ▪ To build students’ knowledge of available college and community resources.
   ▪ To educate the college community about learning styles and learning differences.

B. The program falls within one or more of the following categories (check all that apply):
   ❑ Transfer/Degree
   ❑ Vocational
   ✓ Remediation
   ❑ Non-Credit/Community Services

2. ACCREDITATION AND EXTERNAL REVIEWS

A. Review the Accreditation Planning Summary and results of previous program
   evaluations. Discuss the recommendations of the review teams relevant to the program
   and how the program responded.
   Not applicable.

B. Indicate the sources of information used in Question 2A.
   ❑ Accreditation Self-Study Planning Agenda
   ❑ Accreditation Final Report
   ❑ Previous program evaluation recommendations
   Not applicable.

C. Review the recommendations from any other licensing or accreditation bodies. Discuss
   the recommendations of the review teams relevant to the program and how the program
   responded.
   Not applicable.
D. Reflect on your responses in Section 2, Accreditation and External Reviews, and write objectives for improvement on Schedule A, Program/Discipline Plan.

3. CURRICULUM AND INSTRUCTION

A. Prepare/revise the Student Learning Outcomes Matrix.
   Completed and attached.

B. Review the course outlines of record:
   - Assess the appropriateness of the degree and certificate requirements.
     Not applicable
   - Evaluate the appropriateness of courses to the program.
     Faculty have approved courses and found them appropriate.
   - Assess the appropriateness of current pre- and co-requisites and recommended preparation. Have pre- and co-requisites been validated through the NVC curriculum process?
     Faculty have reviewed the recommended co-enrollments.
   - Determine which course outlines have not been updated since the last program evaluation or within the past five years.
     See attached Curriculum Action Plan.
   - Write SLOs for the program and for each course.
     Both program SLOs (see matrix) and course SLOs are completed. Course SLOs have been added into WebCMS for all courses.

C. If you have not developed or revised program SLOs and course outlines for every course in your program, complete the Curriculum Action Plan. Follow the directions provided by the Curriculum Committee.
   Curriculum Action Plan is attached.

D. Describe how your program ensures that the syllabi for each instructor are congruent with the course outline. Describe what measures are taken if any syllabi are incongruent with the course outline.
   Currently, each semester all instructors give their syllabi to the LADS Division Chair. However, we are planning during the 2008-2009 school year to begin to have the DLS Coordinator check full-time faculty members’ syllabi for consistency with the course outlines, and full-time faculty will also check the syllabi of part-time instructors for consistency.

E. Assess Student Learning Outcomes
   - Explain the methods used to assess student learning outcomes. Describe which student performances were assessed and where the assessment occurred (please be specific).
     In each class, student learning outcomes are assessed by periodic written exams, written assignments (both in-class and out-of-class), journals, rubrics, point systems, projects and completion of laboratory assignments(in lecture/lab courses). In most of our courses, students work at their own rate, complete self-test assignments, and then are given a mastery test. Students must demonstrate mastery of a specific skill at 70% (80% math) before continuing
on to the next skill. Additionally, because our classes have a small instructor-student ratio, staff observations also contribute to assessment of student learning outcomes.

Barbara Kraig and Emily Cosby worked with Jerry Somerville to create SLO evaluation methods for English 17, 18, and 19, which will be implemented in Fall 2008 when these revised courses begin.

- **Summarize your findings from the data.**
  Data have not yet been collected. We will collect and analyze data during the 2008-2009 school year.

  However, we are concerned that the Progress Report of the Strategic Plan for 2006-2007 dated February, 2008 reported that there was a drop of 4.4% in the percentage of students completing coursework at least one level above their basic skills enrollment in English and math. However, the Basic Skills faculty is working closely with the next-level course instructors to better articulate the exit skills in Basic Skills courses with those in the next level of instruction.

- **Describe how you used the data and the results to improve teaching and student learning.**
  In the past, we added lab hours throughout the week to provide students with additional opportunities to complete assignments and to review the needed skills to demonstrate mastery. We have requested the hiring of a replacement full-time IA 3 in order to provide additional learning opportunities for students in our basic skills classes. (See also above.)

- **An accreditation standard requires that the institution makes public expected learning outcomes for its degree and certificate programs. In what ways are the program's expected learning outcomes made public? Check all that apply:**
  Not applicable.
  - Syllabi
  - Catalog
  - Brochure
  - Articulation/Transfer agreements
  - Website
  - Other ________________________________

F. **Instructional Methods**

- **Discuss the methods used by the program to ensure that similar standards of academic rigor of the course outline of record are followed by all instructors in the discipline.**

  All part-time and full-time instructors receive copies of the course outline of record for assigned classes. When a new, adjunct instructor begins, she receives instruction and mentoring from a full-time faculty member who has taught that particular course. Contract faculty work closely to share and evaluate course content, confirming that our courses build foundation skills in a sequential manner. With the implementation of our new writing course sequence this fall, frequent meetings will be necessary to determine if course content aligns with the sequencing of skills, and that the new class co-enrollment recommendations are working in a positive manner. Placement of students into this sequence will also have to be evaluated.
Discuss the instructional methods used by program faculty to address the diverse student population and to encourage retention and persistence.

The population of our classes includes students with various disabilities, second language learners, re-entry students, students referred by the court system, county mental health or Department of Rehabilitation, and those who scored in the lowest category in NVC placement testing. Instructors gather students’ phone numbers and email addresses the first week of classes in order to stay in communication with each student. Instructors regularly communicate with counselors in an attempt to aid students who may be having difficulty. When appropriate, we refer students to campus or community organizations like Financial Aid, EOPS, WIII, Special Services, Student Health Center and Psychological Counseling, Department of Rehabilitation, and other student support services. We provide an evening class and a lab which is available every day for students who wish assistance in our DLS classes. In addition, the Math 10 is taught online.

Discuss the instructional methods used by program faculty to address the differences in learning styles and to encourage retention and persistence.

Students in most DLS classes take a Learning Styles Inventory accompanied by class explanation and discussion. A wide variety of teaching/learning techniques are used in classes and frequently students are given options for assigned work which address individual learning styles. Even our lecture classes include interactive lecturing, visual presentations, handouts, group work, use of computers, and other computer-assisted technology like a Smart Board. We teach using interactive and hands-on programs. As Learning Specialists, we meet individually with students and, when appropriate, refer them to assessment for possible support for a learning disability.

G. Review existing articulation agreements with high schools and other colleges. Are they adequate? Current? Effective? If not, what changes will be made?

Although Basic Skills courses are not involved in articulation agreements, our staff works with the special needs classes’ instructors in the high schools to assure a smooth transition for those students interested in attending NVC. If a student has an active IEP (Individualized Education Plan) from the high school when they first enroll at NVC, we provide accommodations until the student may be assessed with adult instruments, as required by the Chancellor’s Guidelines.

Since we must use follow the Chancellor’s guidelines for Identification of Students with Learning Disabilities, our assessment and identification procedures are identical to all California Community Colleges and students who have been identified as learning disabled at NVC may transfer seamlessly to any other California Community College. Most four-year colleges also accept our assessment and identification as well.

H. Reflect on your responses in Section 3, Curriculum and Instruction, and write objectives for improvement on Schedule A, Program/Discipline Plan.

4. COMMUNITY OUTREACH AND ARTICULATION

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

The Coordinator and staff meet with area high school resource/special education students to give them an overview of the services available for disabled students and to give them the process for enrollment in the college for those seniors interested in pursuing attendance at NVC.
Additionally, our coordinator usually attends the Counselors’ Breakfast, which is held each May by NVC Student Services and invites all the counselors from area high schools. If time does not permit speaking about the program, we distribute brochures about our program to the counselors.

We also provide high school seniors in special education programs who are interested in attending NVC with our office location and a contact name so that they may come directly to our program office for assistance. Students with active IEPs are also provided the accommodations prescribed until the students are able to complete the Chancellor’s Office’s requirements for Identification of Learning Disabled Students in California Community College protocol.

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

In addition to the relationships we establish as detailed in Section A, we have frequent contact with the LD specialists at the four-year institutions. When a learning disabled student is transferring and requests that his/her assessment and accommodation information be sent to the receiving institution, in most cases it is accepted by the receiving school as complete, and the student receives the same accommodations received at NVC. This is because we follow the transfer protocols that the four-year institutions have established.

Our LD specialists are members of the California Association of Secondary Educators of the Disabled (CAPED), where at least once a year (sometimes regionally as well) all LD specialists from all California Community Colleges and four-year institutions meet to discuss articulation and other issues regarding LD students in our institutions and to smooth the path of transfer for NVC’s learning-disabled students.

Additionally, our Coordinator has been involved in the Tech-Prep Initiative, which involves the smooth transfer of vocational students from high school to NVC.

C. What has the program done to establish relationships with the business community (if a vocational program)?

Not applicable.

D. How has the involvement of the advisory committee helped in improving and/or promoting the program? (vocational programs only)

Not applicable.

E. Reflect on your responses in Section 4, Community Outreach and Articulation, and write objectives for improvement on Schedule A, Program/Discipline Plan.

Unfortunately, time constraints of staff and faculty time limit our ability to do more outreach, unless a full-time coordinator is available. We have not had a full-time coordinator/LD Specialist for almost eight years.
REVIEWS AND SIGNATURES

Part I of the program evaluation report is to be reviewed by program faculty and staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Office of Research, Planning and Development by May 1.

Program Evaluation Chair Signature: ______________________________

Division Chair/Supervisor Signature: ______________________________

Date: ______________________________
PROGRAM EVALUATION AND PLANNING

STUDENT LEARNING OUTCOMES: PROGRAM LEVEL

DEVELOPMENTAL STUDIES

1. Write a grammatically correct document with a thesis and supportive details.
2. Think, read, and write critically.
3. Use technology effectively to function in college.
4. Write and edit grammatically correct sentences.
5. Identify support systems/resources for college success.
6. Attain math skills necessary for success in Math 55.
# PROGRAM EVALUATION AND PLANNING

## STUDENT LEARNING OUTCOME (SLO) MATRIX

### DEVELOPMENTAL STUDIES

<table>
<thead>
<tr>
<th>COURSE</th>
<th>#1 Write a grammatically correct document with a thesis and supportive details.</th>
<th>#2 Think, read, and write critically.</th>
<th>#3 Use technology effectively to function in college.</th>
<th>#4 Write and edit grammatically correct sentences.</th>
<th>#5 Identify support systems/resources for college success.</th>
<th>#6 Attain math skills necessary for success in Math 55.</th>
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<tbody>
<tr>
<td>LRNS 12</td>
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<td>LRNS 14</td>
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INSTRUCTIONAL PROGRAM EVALUATION SELF-STUDY  
CURRICULUM ACTION PLAN  

PROGRAM: Developmental Studies  
PROGRAM FACULTY: Rebecca Scott (currently assigned other to duties), Emily Cosby, Barbara Kraig  
DATE: March 12, 2008  

1. COURSE REVIEW LIST AND TIMELINE  
   A. COURSES REVIEWED WITHOUT SUBSTANTIVE REVISIONS  
   The following courses have been revised within the last five (5) years and/or do NOT require substantive changes to remain current.  

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 17 Spring 08</td>
<td>Revised course</td>
</tr>
<tr>
<td>English 18 Approved Fall 07</td>
<td>New course</td>
</tr>
<tr>
<td>English 19 Approved Fall 07</td>
<td>New course</td>
</tr>
<tr>
<td>Eng 12</td>
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<tr>
<td>Eng 60</td>
<td></td>
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<tr>
<td>Math 10</td>
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</tbody>
</table>

   COMMENTS  
   During Fall Semester 2007, we worked closely with the coordinator of the English department to revise and create new writing courses (English 17, English 18, and English 19) that will prepare students to be successful in English 85.  
   SLOs have been added to English 12, English 60, and Math 10. These courses will be reviewed and submitted to the Curriculum Committee during Fall Semester 2008.  

   B. COURSES THAT REQUIRE SUBSTANTIVE REVISIONS: DUE BY FALL 2008  
   The following courses need substantive revisions to course description, content, objectives, assessment methods, assignments, or conditions on enrollment.  

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>Psych 10</td>
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</table>

   COMMENTS  
   Psych 10 will be revised and submitted to the Curriculum Committee during Fall Semester 2008.
C. **COURSES TO BE MOVED TO OBSOLETE OR ARCHIVED STATUS**

The following courses or course numbers are no longer relevant to our program. Those listed as Obsolete are outdated course numbers that correspond to currently offered courses. Those listed as Archive are courses that are no longer offered and which will be moved to Archived status.

<table>
<thead>
<tr>
<th>COURSE NUMBER: OBSOLETE</th>
<th>COURSE NUMBER: ARCHIVE</th>
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<tbody>
<tr>
<td></td>
<td>English 14</td>
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<td></td>
<td>English 15</td>
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<td>English 16</td>
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**COMMENTS**

English 14 has not been offered for many years. English 15 and 16 are being archived because of the revisions of English 17 and creation of English 18 and 19.

2. **NEW COURSES**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>PROPOSED UNITS/HOURS</th>
</tr>
</thead>
</table>

**COMMENTS**

3. **COURSE-LEVEL STUDENT LEARNING OUTCOMES**

**English 12 – revised 6/96**
- Students will identify the main idea versus details of selected readings.
- Students will use the context clue strategy to determine the meaning of “unknown works” from selected readings.

**English 14 – revised 12/98**
This course is archived and will remain archived.

**English 17 - revised Spring 08**
Module 1
- Students will demonstrate a working knowledge of word processing by using a computer to compose sentences and journal entries.
- Students will write grammatically correct simple sentences.

Module 2
- Students will type assignments formatted using the Modern Language Association guideline.
- Students will identify fragments.

**English 18 – new course approved Fall 07**
- Students will use all the steps of the writing process for completing assignments, which include: pre-writing, first/rough draft, revising, and editing.
- Students will write a paragraph of 25-50 words in length; express ideas clearly enough to be understood although some errors in sentence structure and usage are present; use vocabulary sufficiently to express ideas clearly.
English 19 – new course approved Fall 07
- Students will read text of at least five pages in length, and respond to them in writing.
- Students will write an essay of at least 100-200 words in length; express ideas clearly enough to be understood although some errors in sentence structure and usage are present; use vocabulary sufficient to express ideas clearly.
  ESL students should possess the above and an understanding of verb formations, tenses, academic English syntax, and sentence boundaries although errors may be present.

English 60 – revised 1/94
- Students will know and use study skills that promote learning and success in the classroom.
- Students will learn of Napa Valley College support systems and the resources they provide.

Math 10 – revised 5/03
- Students will demonstrate a working knowledge of operations with whole numbers necessary for success in Math 55.
- Students will demonstrate a working knowledge of computers and the Internet necessary for completing math modules/units.

Psych 10 – revised 11/99
- Students who qualify under the CA Community College Learning Disability Eligibility Model will identify campus resources and support systems available to them.

4. **DEGREE OR CERTIFICATE REVISION TIMELINE**

   Not applicable.
PROGRAM EVALUATION AND PLANNING

PROFESSIONAL DEVELOPMENT INFORMATION

PROGRAM: Developmental Studies
FACULTY MEMBER: Emily Cosby

Please list the notable flex activities, workshops, and/or courses attended in the past 6 years in the following categories. Attach additional page if necessary.

- Completion of the Cerro Coso Online Teaching Certificate
- WebCT Training offered by NVC/Robert Chudnofsky
- One conference annually: either California Association of Post Secondary Educators of the Disabled or Technology, Reading, and Learning Differences
- WIAT and WAIS Interpretation Trainings -- tests used in the Learning Disabilities Eligibility Model
- Woodcock Johnson III Cognitive and Achievement tests updates
- Woodcock-Johnson-III Advanced Training
- Bi-annual Regional II Learning Disabilities Specialists meetings
- All NVC Instructional Excellence Days
- Workshops offered in the TLC such as PowerPoint, Excel, Safe Computing, Developing Your Webpage, and Wimba
- Coming up: Training in the revised WAIS IV

Please list the professional activities (grants, sabbaticals, scholarly projects, research, publications, presentations) completed in the past 6 years. Attach additional page if necessary.

- Presented an Inspiration Workshop in the TLC
- Opened the DLS computer lab and previewed the math program I used in my online class during NVC open house
- Received a Foundation grant that was used to supplement student classroom materials

Please list the campus committees and/or other activities you have been a member of in the past 6 years:

- DTAC (District)
- Technology (Senate) Committee
- Distance Education subcommittee
- Student Standards and Practices (Currently I am Chair of this committee.)
- I have chaired 5 evaluation teams in the past 6 years, as well as being team member on others.
- Academic Senate
- Academic Senate Executive Board

Please list any professional organizations and/or community organizations in which you are a member.

- Member of California Association of Post-secondary Education for the Disabled
- Member of CAPED Learning Disabilities Group
- Member of Learning Disabilities list serve

Identify professional development needs (use format from Schedule G, Professional Development Needs).

- As diagnostic tests and CA L D Model are revised, learning disabilities specialists must stay current with trainings.
- Training in assistive technology to stay current with hardware and software used for LD accommodations is necessary.
PROGRAM EVALUATION AND PLANNING

PROFESSIONAL DEVELOPMENT INFORMATION

**PROGRAM:** Developmental Studies
**FACULTY MEMBER:** Barbara Kraig

Please list the notable flex activities, workshops, and/or courses attended in the past 6 years in the following categories. Attach additional page if necessary.

- CAPED (California Post Secondary Education for Disabilities): Attended numerous workshops through this organization.
- TLRD (Technology, Reading and Learning Differences) attended conferences
- Woodcock Johnson (Cognitive and Achievement tests) training and interpretation
- WAIS (Cognitive Test) training and interpretation
- WIAT (Achievement test) training and interpretation
- SLO (Student Learning Outcomes) training in San Jose
- Regional ll Learning Disabilities Specialists meetings
- All NVC Instructional Excellence Activities
- TLC Workshops (Excel, developing your web page)

Please list the professional activities (grants, sabbaticals, scholarly projects, research, publications, presentations) completed in the past 6 years. Attach additional page if necessary.

- Step Advancement Project: Researched Community College Basic Reading Courses

Please list the campus committees and/or other activities you have been a member of in the past 6 years:

- Student Standards and Practices
- Academic Senate
- Negotiating Team
- Faculty Association Executive Board
- Chair of an evaluation committee

Please list any professional organizations and/or community organizations in which you are a member.

- Member of California Association of Post-secondary Education for the Disabled
- Member of CAPE Learning Disabilities Group
- Member of Learning Disabilities list serve

Identify professional development needs (use format from Schedule G, Professional Development Needs).

- Updates on changes in the CA LD Eligibility Model and assessment tools
- Training in assistive technology for LD accommodations and updated equipment
5. **Enrollment Trends and Student Satisfaction**

A. Review the enrollment trends data, and describe recent trends. Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

Enrollment in the program decreased .6% between 2005-06 and 2007-08 school year. Generally, our enrollment increases when the economy weakens because our students are often those who have been laid off; they are often skilled laborers and service staff who have chosen careers that need less reading and writing skills. They are often undiagnosed learning disabled but when they lose their jobs, they return to improve their reading and writing skills, and we see them. However, the data are contradictory to this notion.

One explanation might be that, during the 2005-06 school year, there were 3 full-time Learning Disabilities Specialists and during the 2007-2008 school year there were 2.5 LD Specialists. Thus, fewer students may have been able to be seen and assessed for a learning disability.

Additionally, because of limited LD specialist availability, recruitment efforts in the high schools’ learning disabilities programs were not as vigorous as during the 2005-2006 school year, which may also explain some of the decrease. In general, high school students who are receiving special education services as learning disabled do not like the “label.” If not actively contacted, so that the “high-schooler” can see that learning disabilities services at the post-secondary are very different and carry less stigma than in high school, they may not participate in the NVC program.

**Plan**

- We will attempt to have more active recruitment in high school LD programs. A staff member will meet with each resource classroom in the high schools in Napa, Vallejo, and Up-Valley, dependent upon LD Specialist time.

  For 5 years the Diagnostic Learning Service has been without the 3 Learning Disabilities Specialist that we had previously. The one LD Specialist was reassigned part-time to Title III, and a former LD Specialist who retired from NVC was called in the last 2 years of Title III. She was only part-time. Thus, 3 full-time faculty members have not been in the program now for six years. Three full-time LD Specialists would enable us to be more aggressive in our recruitment.

- Hire a full-time LD Specialist either as a temporary or permanent faculty member. Not only would this person be able to complete tasks that 2.5 faculty members were unable to complete (such as recruitment), the full-time person would be able to provide consistent instruction that is not always available with adjunct faculty.
We recommend that because there is a limited number of qualified LD Specialists available for recruitment, and many colleges are vying for these people, recruitment of a full-time LD Specialist should begin immediately in the Fall 2008 semester and should be aggressive.

ENROLLMENT

Not all classes demonstrated drops greater than 10% enrollment between 2005-06 and 2007-08. English 12 showed a drop of 32%, English 17 dropped 30%, and English 60 dropped 25%. These courses (except English 60) may reflect the fact that these are self-paced classes. Students may enroll and finish throughout the semester. Therefore, the statistics may not recognize that the student is still enrolled at census time because they have completed the work that they felt they needed. However, these losses between 2005-06 and 2007-08 are contrary to what we usually see: increased enrollment when the economy is weak.

We plan to revise the English 60 curriculum and will be looking at whether it represents the needs of today’s students. English 60 has not been revised recently.

Plan

- We will continue to work with students in light of their own personal goals. Some want to learn to read well enough to be able to read to their children; others may want to pass their GED or a vocational license. Others wish to continue on to a higher level of English or math.
- Revise English 60.

B. Review the load (WSCH/FTEF), productivity (FTES/FTEF), average class size, and financial data and describe recent trends.

Load and Productivity data were not available. The Vice-President of Instruction wrote in her email of 10-16-2008, “Because the data cannot be completed until the schedule is done, which past the PEP deadline, we will not require the load and productivity data to be reviewed for these programs. If any requests for additional faculty are included in these reports, I will be following up with the programs once the data is available.”

AVERAGE CLASS SIZE

Our goal in our classes in which we serve the most “needy” students on our campus, because of their weak academic skills, is to have low staff-student ratios. Thus, even though our class size exceeded the average class size in 2007-08 and reflected the college-wide class size in 2007-2008, we have a ratio of staff to student in most of our classes of 1-11 by using Instructional Assistants.

- **Note:** The Ed Code now requires that English and Math courses with these titles be taught by faculty with Master’s degrees in those fields. Previously, our courses were designated as English and Math (e.g., Math 10, English 12). However, with the new regulations our courses will be listed as LRNS (LRNS 12). Thus, if our courses designated as LRNS are listed separately from Math and English, we are concerned that it will negatively impact our enrollment and will make it difficult for students to find our lower-level courses. Therefore we recommend that LRNS reading and writing courses be listed in the semesters’ schedule under English and that LRNS math classes be listed under Math.

DEGREES & CERTIFICATES:

The Language and Developmental Studies Division, of which we are a part, represented 15% fewer degrees conferred in 2007-2008 when compared to those conferred in 2005-06. Our programs’ courses are the first building block for students in English and Math. Our courses must provide the instruction “bridge” to the next level in English and Math.
Math 10 instructors have conferred with the next-level instructors of Math 55 to be sure that the curricula in Math 10 prepares students to be successful in Math 55. English 15-16 (writing skills) courses have been deleted, and two new courses (English 18, 19) have been developed and taught in Fall 2008 to more clearly teach the skills for transition into English 85. English 17, (computer composition) has also been revised.

C. Review the program's schedule of classes and the student satisfaction survey results; discuss whether course offerings are scheduled appropriately to meet student need.

During the Fall 2008 Semester, all of our classes were filled, and a waiting list was established for some. Students indicated that they wanted more variety of classes offered at different times. However, with the constraints of classroom usage during the day, meeting these student requests would be difficult, if not impossible. We offer one night class, which is not as popular as the day classes but still has sufficient enrollment to “run.” We will consider offering English 17 (Computer Composition) at night and possibly English 12 (reading), and currently we offer an online section of Math 10. We will also, as a sabbatical project, consider revising English 60 (Study Skills) for online delivery. However, offering courses at the different times that students request is challenged by space and faculty limitations.

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

Students almost unanimously were very satisfied with the staff’s performance; the students mentioned specific staff with laudatory remarks. Staff will continue to provide this dedicated, professional service. Students were satisfied with the self-paced format of the courses and the clarity with which expectations were presented. Areas which students were less than satisfied and wanted changes were: courses offered at different times, more tutoring availability and a wider range of courses tutored.

Our classes as offered are full; the only way to offer a more varied schedule with classes offered at more times would be to hire more Learning Disabilities Specialists and more Instructional Assistants.

Plan: Hire more part-time LD specialists to offer more courses in the evening.

Tutoring is not a mandated accommodation for learning disabled students but is rather a service that we provide in English and math, since these are areas that are most problematic for LD students. Instructional Assistants provide this tutoring and additionally provide academic testing as part of the LD identification process and also assist the Learning Disability Specialists in the classroom to reduce the staff-student ratio.

We are mandated by the State to provide assessment services for NVC students for which Instructional Assistants are a part. Were we to increase tutoring services, it would be at the expense of other mandated services. We do not feel that this is a reasonable trade-off.

We in fact may have to begin a triage process. Many of our LD students are eligible for tutoring from other campus programs, and our tutoring is a duplication of services. We are at a point where we may have to determine which students have no other resource for tutoring, and offer tutoring only to those students who are not receiving tutoring from other campus venues.

We also feel that English and math are at the basis of barriers for success in other courses. Therefore, we do not feel that it is possible (or reasonable) to expand tutoring to other courses. We also offer a Study Skills course (English 60), and Counseling also offers courses in Study Skills which we believe will be more useful and provide more transferable and generalizable skills than attempting to expand specific courses for tutoring.
E. What documented labor market demand does this program address? Does the program offer unique training (and not represent unnecessary duplication of manpower training) in the area? (vocational programs only)

Not applicable

F. Reflect on your responses to Section 5, Enrollment Trends and Student Satisfaction, and write objectives for improvement on Schedule A, Program/Discipline Plan.

6. **STUDENT EQUITY AND SUCCESS**

A. Review the data on enrollment, retention, and successful course completion (and grade distribution, to be phased in). Discuss program trends relative to college-wide trends. Identify areas where disparity exists for any demographic group (ethnicity/race, gender, age, disability).

Relative to other NVC credit programs, Developmental Studies (DVST) courses demonstrated significantly **smaller proportion of enrollments** in the following demographic groups:

- In all 3 years examined (2005-06; 2006-07; 2007-08), males, Filipinos, students under 21 and non-disabled
- Additionally, in year 2005-06, students 21-29, and in year 2006-07, Asians/Pacific Islanders were represented in significantly fewer numbers in DVST than in the college-wide credit programs.

In general, **retention rates** among equity groups in the Developmental Studies programs tend to exceed retention rates among other groups at the college. However, in all 3 years for which data are reported (2005-08), the Developmental Studies program demonstrated lower retention rates than our counterparts across the college in “non-disabled students.” This would be expected, since the program is in general designed for disabled students. Non-disabled students if enrolled are more likely to find that the instructional curricula do not meet their needs.

Successful completion rates among equity groups in the Developmental Studies program tend to be lower than successful complete rates among those groups college-wide. The following equity groups demonstrated this trend:

- 2005-2006: females, males, Filipinos, students under 21, students 21-39, non-disabled students
- 2006-2007: females, males, Others, Whites, students 21-29, students 40-50+, non-disabled students
- 2007-2008: females, males, Hispanics, Whites, students 21-49, non-disabled students

**Discussion:** We are concerned that, without an LD Specialist whose time is fully assigned to the Learning Service, equal access to assessment, identification, and accommodations for learning disabled students will be compromised. There will not be sufficient LD Specialist time to offer these services, and this will deny access to students.

We hope to increase our successful completion rates. It is important to put our program in the context of the larger college population. Our students are the lowest scoring students on the English portion of the placement test. In fact, students may enroll in our courses without taking the placement test. They often come to us with years of educational failures behind them and so emotionally may not be prepared to succeed. Furthermore, because students may enroll in our classes without taking the placement test, they may not even have the “Ability to Benefit” from reading and writing instruction. Although this is a harsh reality, this fact may also partially explain the significantly lower success rate.
Many of these students are also enrolled in our classes for skill development with no expectation of additional, higher college coursework. They are in general less employable and, when an unskilled job is offered them, they choose the job over continuing their skill development.

Additionally, it should be noted that “successful completion” is required at an 80% mastery level in half of the Developmental Studies sections, which is significantly higher than the college-wide definition of successful completion.

B. Identify strategies used to identify and assist students at risk; discuss their effectiveness.

All of our students are “at risk,” since they are the lowest-skilled students or are learning disabled. Most instruction in our Developmental Studies program is self-paced and mastery-based. This means that students move through the curricula at the rate with which they feel comfortable and may not move on to the next level of instruction until mastery is demonstrated of the previous skill. Similarly, students are assigned learning tasks at the level at which they are operating. It is not curricula that assumes “one size fits all.”

All instructors call students who have not been attending. Sometimes this individual contact brings the student back. Other times the student is able to explain why they are not attending. One frequent reason given by students is the cost of the books. Whether it involves curricula concerns or personal issues, the instructor makes these adjustments or referral to appropriate resources.

For students who have met the criteria for Identification of Students with Learning Disabilities in California Community Colleges, we provide students with individualized tutoring in college-level English and math and access to assistive technology such as “Books on Tape” and Kurzweil (computer software which reads books), extended time for testing in a distraction-reduced environment, and access to our Learning Specialists if the student has additional questions after having completed the battery of assessment required by the State.

The use of computers and technology has been incorporated/integrated into SLOs in 6 of our 8 classes. Computer literacy as well as accessibility are major components in our program. This use of technology allows our students to compete on an equal footing with other students.

It is difficult to measure the effectiveness of each strategy but, by personal account of students and faculty, they appear to be effective in assisting students at risk who otherwise might not attempt college enrollment.

It is important to note that, without a person who is trained in the California Community Colleges’ Learning Disabilities Model supervising instructional assistants’ administration of testing instruments, we open NVC and the LS Department to possible litigation and compromise validity of the assessment administration.

Another responsibility of a full-time LD Specialist is providing training of staff in appropriate techniques for tutoring LD students. Without this full-time LD Specialist, these essential responsibilities will be compromised.

In the past, expanding access to our program and services via college faculty has been very successful in both increasing the numbers, as well as providing access to identified students with learning disabilities. Recently, there has been no time to educate college faculty on spotting students who may be appropriate for referral to our program. The permanent replacement of our lead LD Specialist/Coordinator would mean more time for personal contact with college faculty and staff.

Lastly, without a third, lead full-time, LD Specialist, program continuity and leadership will be significantly compromised or be non-existent.
C. What has the program done to formalize links with support services for students?

We have very strong links with support services. We, along with the Testing and Tutoring Center, have a referral note placed on the printout that students receive for the testing results for students placing in the lowest 1/3 to see the Learning Specialists in the Diagnostic Learning Service (now termed Learning Services).

We have a “check off” referral sheet which we give to students as appropriate for referral to other campus resources. One copy is given to the student, one is sent to the referred resources and one copy is retained in the student file. When a student is being referred, and if that student is with the Learning Specialists, the specialist assists the student in making an appointment before leaving the office.

We are closely linked to the Disabled Student Services (DSS) Department, with referrals made back-and-forth. Most of our budget comes from DSS.

D. Review the full-time/part-time instructor ratio. Discuss trends, and needs.

We have a ratio of 2.4 full-time faculty to .93 part-time faculty. We have an allocation for 3 full-time LD Specialists, but for 9 years we have had only 2 (and portions of a third) LD Specialists, due to reassignment of the third person.

Not only are students impacted because of limited availability of a third full-time LD Specialist, but funding is impacted as well. Since our funding is related to the number of learning-disabled students we identify, the fact that we do not have the 3 full-time LD Specialists available means that fewer LD students can be identified—which equates to less money.

It is a top priority of our program that a third full-time LD Specialist be available to serve students in our program, so that the Developmental Studies program will have the full complement of 3 LD Specialists that have not been available for at least 9 years.

E. Review the data on degree/certificate completion and any job placement data available. Assess the effectiveness of your program. (vocational programs only)

Not applicable.

F. Reflect on your responses in Section 6, Student Success and Equity, and write objectives for improvement on Schedule A, Program/Discipline Plan.

7. PLANNING & BUDGET REQUESTS

When answering the questions in this section, consider the staffing available and the existing budget, as well as the objectives that you included in Schedule A. Requests must be linked to the 2005-2011 NVC Strategic Plan Goals and Objectives. Schedule A will be your program plan and will be sent to your Division Chair/Dean to be included as part of the division plan. Complete Schedules B-F to justify requests for additional resources; please note “No request” on the appropriate schedule if you do not wish to request resources.

A. Program/Discipline Plan

Reflect on your responses to all of the questions above. If changes and/or improvements are needed, write objectives on Schedule A. Add other objectives that will further the mission of your program. The objectives must support the NVC Strategic Plan Goals and Objectives. In the right column of Schedule A, identify all additional resources that are needed to accomplish these objectives.

See Schedule A.
B. **Staffing**  
Summarize the staffing resource needs identified in Schedule A, the Program/Discipline plan. Discuss any changes needed. Complete Schedule B, Request for New Permanent Faculty and Staff.  
See Schedule B.

C. **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 C, Request for Operating Budget Augmentation.  
See Schedule C.

D. **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 D, Program-Specific Equipment Request.  
See Schedule D.

E. **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, Technology Request.  
See Schedule E.

F. **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 F, Facilities Improvement/Renovation Request.  
See Schedule F.

G. **Professional Development**  
1) Compile the individual faculty and staff Professional Development Information surveys to summarize professional development accomplishments of your program.  
2) Complete Schedule G, Professional Development Needs, to indicate the areas of focus identified for future faculty/staff development. Note: Budget requests for Travel & Conference should be addressed on Schedule C, Operating Budget Augmentation.  
See Schedule G.

H. **Learning Resources/Media Materials**  
Complete Schedule H, Learning Resources/Media Materials Request to identify learning resources (e.g., books, periodicals, DVDs) needed to enhance program success.  
See Schedule H.
# SCHEDULE A

## PROGRAM/DISCIPLINE PLAN

### DEVELOPMENTAL STUDIES

<table>
<thead>
<tr>
<th>NVC Strategic Goal(s) Addressed: 1–5</th>
<th>Program Evaluation Section and Page Number</th>
<th>Objectives</th>
<th>Priority in Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td>#3 (objectives 28-30)</td>
<td>Section 4E</td>
<td>Initiate additional contact with the community.</td>
<td>1a</td>
<td>Hire or replace a full-time Coordinator/LD Specialist. Develop and implement a plan for community outreach</td>
<td>Funding for full-time LD Specialist.</td>
</tr>
</tbody>
</table>
| #4                                  | Section 6B                                   | ▪ Expand and improve technological capacities in classrooms  
▪ Develop teaching practices responses to different learning styles | 1b                      | ▪ Update computers in 875 which will move to new facility  
▪ Update assistive technology as these become available  
▪ Offer students new & improved software | ▪ 25 computers @ $2000  
▪ Software updates @$5000 |
| #1                                  | Section 5                                   | Hire full-time LD Specialist: increase student contact times for assessment and follow-up; vigorous recruitment/outreach to increase enrollment | 3                      | District will firm-up reassigned time for current FT LD Specialist out of DLS and begin recruitment or reassign LD specialist back full-time to DLS | Funding for full-time LD Specialist, or funding to reassign another faculty member to tasks performed by the current reassigned LD Specialist. |
| #1                                  | Section 5                                   | Add additional sections to night schedule | 4                      | Hire additional adjunct faculty for additional evening classes | Funding to hire adjunct faculty |
| #1                                  | Section 5                                   | Offer English 60 in online format | 5                      | Revise English 60 for online format | Fund LD Specialist sabbatical leave |

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

### Program Evaluation Section

1. Accreditation & External Reviews
2. Curriculum & Instruction
3. Community Outreach & Articulation
4. Enrollment Trends & Student Satisfaction
5. Student Equity & Success
**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.

**List in priority order:** 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. 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>
<tbody>
<tr>
<td>Learning Disability Specialist/Coordinator</td>
<td>Replacement</td>
<td>1.0</td>
<td></td>
</tr>
</tbody>
</table>

**Justification:**

It is important to note that the 2 current LD Specialists spend the majority of their time with instruction in the classroom. For Fall semester 2009, these two Specialists will be in the classroom all but a total of 6 hours of their 18 hour face-to-face load, leaving 2 hours of testing for one and 4 hours of testing for the other. This semester, 4 part time persons are filling appointments totaling 26.38 hours a week. The impact on income from the State to NVC because of the inability to identify a significant number of LD students at NVC could be serious.

The LS (aka DLS) has been without a fully allocated Learning Disability Specialist’s time for about 9 years. The persons designated in this position have been performing other campus-wide responsibilities. Hence, the LS program has suffered from fragmentation and dispersed leadership. Additionally, with the loss of time from the LD Specialist to other responsibilities, we lose the opportunity to identify additional LD students, which means a loss of income to the DSPS program and to the college.

Without a LD Specialist whose time is fully assigned to the Learning Service, equal access to assessment, identification and accommodations for learning disabled will be compromised. There will not be sufficient LD Specialist time to offer these services and this will deny access to students and reduce income to NVC.

Also, without a person who is trained in the California Community Colleges’ Learning Disability Model, supervising instructional assistants’ administration of testing instruments, we open NVC and the LS Department to possible litigation and compromises validity of the assessment administration.

Another responsibility of a full-time LD Specialist is providing training of staff in appropriate techniques for tutoring LD students. Without this full-time LD Specialist, these essential responsibilities will be compromised. In addition, there will be a lack of consistency for supervision of staff (the coordinator supervises all classified staff in the LS).

*N=New, R=Replacement

Submitted By:                        Approved By:

______________________________     ______________________________
Budget Center Manager         President/Vice President
## REQUEST FOR OPERATING BUDGET AUGMENTATION

**Budget Center:** 6231  
**Activity:** 642000

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

**Operating Budget—List in priority order:** 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.

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-64200-3041-54510 Other Office Supplies</td>
<td>$1000</td>
<td>NVC Strategic Plan: Goal 1-5 Cost of testing protocols has increased, and number of students has increased.</td>
</tr>
<tr>
<td>12-493000-3041-54210-6231 Testing supplies</td>
<td>$1500.00</td>
<td>NVC Strategic Plan: Goal 1-5 To keep up with rising costs</td>
</tr>
<tr>
<td>12-64200-3041-55211-6231 Conferences and Seminars</td>
<td>$2000</td>
<td>NVC Strategic Plan: Goal 1-5 Faculty &amp; Staff require frequent travel to training and conferences to bring the newest technology and curricula to our students.</td>
</tr>
</tbody>
</table>

Submitted By: ______________________________  
Approved By: ______________________________

Budget Center Manager  
President/Vice President
PROGRAM SPECIFIC EQUIPMENT REQUEST

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

List in priority order: 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.

<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>
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<tr>
<td>Smart Board &amp; LCD Projector</td>
<td>$3000</td>
<td>$300/yr. for projector bulbs</td>
<td>4-F page 4</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>LS Instructional methods</td>
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<td></td>
<td></td>
<td>For learning-disabled</td>
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<td></td>
<td></td>
<td></td>
<td>students require this</td>
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<td></td>
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<td>equipment, to appeal to</td>
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<td></td>
<td></td>
<td></td>
<td>diverse learning styles.</td>
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<td></td>
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<td></td>
<td>Currently, there is a Smart</td>
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<td></td>
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<td></td>
<td>Board and projector in room</td>
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<td>875 which, if not moved to</td>
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<td>the new LS classroom, must</td>
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<td></td>
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<td>be replaced.</td>
</tr>
</tbody>
</table>

B. Non-instructional

No request.

Submitted By:                        Approved By:

Budget Center Manager               President/Vice President
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?

<table>
<thead>
<tr>
<th>Equipment Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 instructional computers for Room 865 @ $2000</td>
<td>$46000</td>
</tr>
<tr>
<td>0 annual maintenance cost for the five-year lifespan of the machines, as this is covered by the IT contract with the vendor</td>
<td></td>
</tr>
</tbody>
</table>

Justification:

Please note that the use of technology is incorporated into SLOs in 6 of our 8 classes. All of our classes use computers for instruction, and LS students require up-to-date computers to run general-use and adaptive software. The newer software requires computer resources and power beyond that of the LS machines. The LS computers are 5 years old. They do not run Windows Vista, like the current computers on campus and outside. Thus, our students are at a major disadvantage, since our computers’ operations are vastly different from those running Vista. Thus, when LS students use machines in classrooms and labs, they do not have experience with the software and are at a significant disadvantage. Our students need to compete on an equal footing with other students.

Installation and setup during the summer will be needed. IT has recommended that we replace all at once rather than having some old computers and new ones mixed in. This is very confusing for students, as well as instructors. These computers will move to the new LS facility when the new Library is completed.

Software license renewal $5000 annually

Justification:

Every year we need several licenses renewed, e.g., Reading, English, and Math course software.

Cost estimates will be provided for priority projects only.

Submitted By:            Approved By:
______________________________     ______________________________
Budget Center Manager         President/Vice President
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:
1. How the project supports the mission and objectives of your program
2. Project description
3. Location of the proposed project
4. Health and safety impacts of the project
5. On-going maintenance that will be necessary

No request since we are scheduled to move into a new building within the next two years.

Cost estimates will be provided for priority projects only.

Submitted By: 
Approved By:

______________________________     ______________________________
Budget Center Manager         President/Vice President
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?
   
   Our LD Specialists need to be updated on new regulations and trained on new instruments as required by the CCC Chancellor’s Office. Also, new successful teaching practices are presented at the California Association of Post-Secondary Educators of the Disabled (CAPED), and it is important that both faculty and staff in the LS(aka DLS) are able to attend. In addition, attendance at Regional LD Specialists meetings is essential to keep faculty current in changes and improvements to the Chancellor’s Office requirements for serving LD students.

2. What pedagogical training needs have been identified in your program review?
   
   As new technology and software emerge, faculty and staff need to be trained.

3. What types of technology does your program use? What technology training needs have you identified?
   
   All classes use computers in the instructional program. We also use a CCC Chancellor’s Office mandated computer program with our eligibility determination for services as learning disabled. We participate in the database maintained for DSPS so that we are able to share information and not duplicate services to students.

4. What are the leading publications specific to your discipline and/or program?
   
   Journal of Learning Disabilities
   
   Communiqué’ (published by CAPED)
   
   Journal of Educational Psychology

Submitted By: ______________________________

Budget Center Manager

Approved By: ______________________________

President/Vice President
### LEARNING RESOURCES/MEDIA MATERIALS REQUEST

**Books including Reference:**
- Number of titles to add: 0
- 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: 0
- Recommendations/comments:
- Estimated cost for new materials:

**Electronic Databases and Indexes:**
- Number of databases to add: 0
- Recommendations/comments:
- Estimated cost for new materials:

**Media Collection** (closed captioned or DVD):
- Number of titles to add: 0
- Recommendations/comments:
- Estimated cost for new materials:

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**Questions:**

- Yes X No__ 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 X No__ Will library/learning resources assignments be used in your course?
- Yes X No__ Will this course/program require the assistance of library faculty for orientations or other information competency instruction?

__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.
PROGRAM EVALUATION SUMMARY FOR
Developmental Studies

Complete the following sections based on the completed program evaluation. 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)

As presented in our program evaluation, the Developmental Studies department, although a small program with only 2 full-time Learning Disabilities Specialists, provides a wide range of courses which are taught by dedicated instructors for the most-needy, least-skilled students on campus. We are also the only program on campus where students may avail themselves of a comprehensive assessment process for identification of a learning disability; once qualified, the department provides a wide-range of supportive services to these students.

The courses in the Developmental Studies program provide instruction in reading, writing, computer literacy, and basic math. Learning Disabilities Specialists are uniquely trained to identify and teach to different learning styles. Additionally, instructional assistants provide tutoring in all college levels of English and math, through calculus, to our identified students with learning disabilities.

Our department has experienced many major achievements. The Developmental Studies Division has:

- Experienced enrollment growth and in response increased the number of class sections because of waiting lists.
- Updated curriculum and texts used in classes
  - Revised four courses and written two new courses to better articulate with the next level of courses in English and math. (revised: Eng 12, 17, Math 10, Psych/LRNS 10; new: Eng 18, 19)
- Written course-level student learning outcomes and created measurement criteria
- Worked with the English department and math department to assure students a smooth transition of skills with higher-level coursework.
- Linked LRNS courses to support students’ success (Eng 16 w/ Eng 17; Eng 17 w/ CISA 170a; Eng 15 w/ Eng 84; Eng 12 w/ counseling)
- Introduced computers and technology into additional classes (Math 10 [5 sections each semester]; English 12)
- Developed and implemented Online Math 10 course.
- Updated and stayed current in the learning disabilities field(faculty/staff)
  - Changed the name from Diagnostic Learning Service to Learning Services, to emphasize that faculty are trained in learning styles and theory which can provide support to the campus-wide faculty and students, and to eliminate the stigma that some students felt that Diagnostic connotes.

Strengths (unique characteristics, special capacities)

The Developmental Studies department has many strengths, the cornerstones of which are the small-in-number but dedicated, hard-working full-time faculty and Instructional Assistants. These faculty and staff are constantly updating their skills, attending regional and statewide meetings to stay current in the learning disabilities field and current with the requirements of the Chancellor’s office model for Identification of Learning Disabilities Students in California Community Colleges. This means that, when a new testing instrument is added to the model, LD Specialists must attend trainings on the new instrument.
Challenges (concerns, difficulties, areas for improvement)

- **Not having a LD Specialist/Coordinator assigned full-time to Learning Services**

  For about 6 years, we have been without a fully assigned third LD Specialist/Coordinator because of reassigned time, which has pulled the LD Specialist out of Learning Services to perform other responsibilities assigned by the District. Sometimes we have filled in the missing time, but often the LS is left without that position being back-filled.

  This means there is a lack of consistency for supervision of staff (the coordinator supervises all Classified staff in the LS). And important in itself is the fact that, without the hours available from the LD Specialist, fewer students are able to complete the assessment process which, in turn, means less income from the State for identified LD students. In the Fall 2009 Semester, the 2 LD Specialists together will be teaching for 30 hours per week, which makes available only 6 hours for assessment. The impact on income from the State to NVC because of the inability to identify a significant number of LD students at NVC could be serious.

  Additionally, with no fully-assigned LD Specialist, there has not been time to recruit and meet with high school special education teachers and students to possibly increase our enrollment, or to train college faculty and staff in recognizing students appropriate for LD referral. In turn, this means a possible loss of income from the state, as mentioned above.

- **The many life challenges that our students bring to the classroom**

  Our students are the lowest scoring students on the Placement Test and thus have the weakest skills in reading, writing and math. They often come with years of academic failure, are sometimes high school drop-outs, and many have been in special education classes in the K-12 system. They frequently (almost unanimously) demonstrate low self-esteem.

  Some are students who have never been identified as learning disabled but have been successful in a trade or manual skill because it didn’t require strong reading and writing or math skills. They come to us when they have lost their jobs or have suffered an injury and are trying to be retrained. For the first time since high school, they are forced to face the fact that their academic skills are weak, and for some the reality hits hard and their frustration becomes evidenced in the classroom and sometimes interferes with their classroom success. They often come with the expectation of failure in academic subjects, which interferes with their perseverance and our course retention. (It is easier to leave than to face the possibility of another failure).

  In addition (as in many NVC classes) our students come with a variety of home life crises, child care difficulties, mental health issues, and financial difficulties which keep the students from focusing on the academic tasks.

**Process:** Briefly describe the process used to complete the PEP Report.

The two full-time LD Specialists and the part-time temporary LD Specialist/Coordinator met every week to discuss and develop this PEP report. The collaboration between these three people produced a PEP document that represented a consensus. The lead writer for the Spring 2008 Semester was Emily Cosby, and the lead writer in the Fall 2008 Semester was Gwynne Pacheco. However, all three people contributed to every aspect in the completion of this PEP report.

However, with the departure of the part-time temporary LD Specialist/Coordinator at the end of Spring 2009 Semester, the need to have a fully-assigned LD Specialist/Coordinator becomes clearly apparent.
The program evaluation report is reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the VP (Instruction or Student Services) or President, with a copy to the Office of Research, Planning, and Development for the verification phase.

| Program Evaluation Chair Signature: ______________________________ |
| Division Chair/Supervisor Signature: ______________________________ |
| Date: ______________________________ |

**VERIFICATION PHASE**

The verification team will review the Program Evaluation Report for accuracy and completeness, and the process used to develop the report (see verification team duties). Once the report is verified and shared with the PEP team, will be forwarded to the appropriate Vice President or President (for administrative services).

| Verified on: ______________________________ |
| Verification Committee Signatures: ______________________________ |

**ACKNOWLEDGEMENT PHASE**

The Vice President (or President for administrative services) reads and acknowledges the program and planning document and sends a letter to the program team and discipline/program faculty or staff, with copies to the Academic Senate President, the Planning Committee, and the President of the college (who will forward them to the Board of Trustees). The vice presidents and/or President will use program evaluation results to 1) base discussions and decision making on data and evaluation provided by program evaluation; 2) inform program planning; and (3) advocate for program needs.

| Vice President/President ______________________________ |
| Date Letter Sent: ______________________________ |
| Recommend review in 2 years: Yes _____ No _____ |