

2011-2012 Comprehensive Program Review – Student Services

Program: DISC

Date: 10/19/11

Contact Person: Dan Sanidad

Part 1: Current Program Description

1.1 What is the program staffing?

1	Number of full time faculty	3	Number of classified staff (do not include the SOC, which will be reported under the Office of Instruction Program Review)
5	Number of part-time faculty	1	Paid student workers
	Number of Supervisors/Managers/Confidential		Hourly or part-time employees

The full time faculty currently is on banked leave and will be retiring in Sept. 2012. No full time faculty in DISC who are available at this time for students with disabilities.

1.2 Is there an Advisory Committee for the program? _Yes ___No If yes, number of members, their names and affiliations:

- Gwen Ford – Project Hired
- Kathy Lane – Santa Clara Unified School District
- Neena Mand – Fremont Union High School District
- Cindy Marota – SJSU Disability Resource Center
- Hellie Mateo – Fremont Union High School District
- Rick Mauck – Kiwanis (retired City of Santa Clara)
- Monique Migdol – TransAccess

Nahid Rabieh – Department of Rehabilitation
 Brenda Reyes – NOVA Youth Program
 Eliza Riley – Youth Coordinator, Silicon Valley Independent Living Center
 Mary Taylor – Santa Clara Adult Education
 Maureen Young - – Department of Rehabilitation

1.3 Is there a student club associated/sponsored by the program? ___Yes _X_No If yes, name of club:

1.4 What significant factors currently influence the program? Check all that apply and explain further in Part 2: Program Overview.

	Accreditation requirements	X	Advisory boards
	Articulation	X	Changes in technology
X	College or district mandates	X	Government regulation
	Labor market demand		Transfer institution
X	State mandates	X	Other external factors (describe): Increase in the number of students applying to DISC for services

1.5 If you have the following data, please provide it or use your best estimate. Provide the number of students:

Check if you estimated	Number	
	435	Unduplicated students (service population)
X	3153	Student visits (general contacts such as drop-ins, email, telephone, in-person visits, etc.)
	950	Student appointments (scheduled visits)
	51	Other (describe): Learning Disability Assessment

1.6 Does your program provide any tangible services to students such as the following? If so, please indicate the number available:

X	Computers in office/space	X	Makes Copies or provide a copier for their use
	Money for textbooks	X	Other (describe): Alternate format of textbooks
	Textbook loans	X	Notetaker NCR paper

The following are supplemental questions for 2011-12 Program Review, please read and complete:

Given a continued difficult economic climate, we are anticipating additional state-mandated budget reductions in the future. Being proactive to identify additional revenue, reduce costs, and identify new opportunities to attract students is the best thing way to control our destiny in a difficult climate. Given this, please answer the following supplemental questions.

1.7 Has your area identified new potential supplemental revenue streams from outside grants, private sources, or strategic partnerships? If yes, please describe. If not, are you interested in working with your dean to develop private/public revenue streams for your program? *As applicable: Have you participated with your advisory in procuring funding, new program leads/potential or other resources that would assist your program in moving forward?*

At our last Advisory Board Meeting, there was a discussion about fund raisers, grants, etc. to bring in new resources. Unfortunately, most of the individuals who participate on our Board are also from agencies who have had their budgets cut. Raffles, candy sales, etc. were suggested, with limited staffing the suggestions are not workable. Grant writing would be a possibility but again, with no full time faculty

available and limited staffing, it is not workable. Our Advisory Committee expressed the view that limited staff time may be better spent advocating for appropriate levels of state funding.

1.8 Has your area identified any supplies, activities or functions which could be reduced, streamlined, or utilize technology to reduce costs? Please describe.

During a time management meeting with staff, it was decided to cut DISC test taking hours by 20%. This allows staff to complete their work in a timely manner.

An Oracle database was created so that whenever a staff member saw a student, they would have the database available to write notes and update information on the student. Unfortunately, this database is not as sufficient as hoped. A working database would facilitate this process.

Because of the disjointed physical arrangement and the interruptions these cause, this arrangement hinders time management, efficiency, and productivity. DISC requires one place to meet students, discuss disabilities in a confidential area, proctor tests, and all other activities related to the department. This has been an ongoing plea.

Accessible forms were created for the students to complete online for a more efficient use of appointment times.

Because of limited staff, generally K3000 scan and read software is a more efficient accommodation for reading tests aloud, than tape recording tests.

1.9 Are there untapped possibilities to create new transfer pathways, new certificates which could be stackable to degrees, or new contract education offerings? Please describe:

PART 2: Program Overview

2.1 Below is the college's Mission Statement, briefly describe how the program supports the College's Mission Statement.

Mission College's first priorities are students, their learning and their success.

Our College serves the diverse educational, economic and cultural needs of the student population of Santa Clara, the Silicon Valley and our global community by providing associate degrees, transferable, career and basic-skills courses and programs, as well as opportunities for life-long learning.

Through participatory governance in support of our first priorities, Mission College systematically commits to evaluating and improving educational programs, technological resources and student support services by making informed decisions, allocating resources and establishing institutional policies and procedures.

Briefly describe how the program supports the college mission:

DISC enables the college to serve a more diverse student population by providing services and classes which make education accessible for students with disabilities.

DISC offers skills and strategies classes which support students and enhance their ability to succeed in basic skills and other coursework.

DISC participates in shared governance committees (Distance Learning, Facilities and Safety, Technology, Mental Health and Wellness, etc.) to advise the college on accessibility and legal compliance.

DISC provides the Learning Disability Assessment for Mission College students who are experiencing learning difficulties.

DISC participated on community organizations: TransAccess, Fremont Union High School District Community Collaboration Team, Santa Clara ADA Committee, and other high school outreach functions.

DISC provided outreach presentations to incoming students. As an example, March 2, 2011, 51 students with disabilities from Santa Clara Unified participated in that outreach event.

2.2 Overview: Please provide an overview of activities and accomplishments since the last Academic Year. Quantify your accomplishments whenever possible (for example if you placed interns, Advisory Board meetings, etc.). If you checked any of the significant factors currently influence the program above in Part 1, please explain here.

DISC participates in shared governance committees (Distance Learning, Facilities and Safety, Technology, Mental Health and Wellness, etc.) to advise the college on accessibility and legal compliance.

With the assistance of BSI Grant monies, DISC was able to provide the Learning Disability Assessment for Mission College students who are experiencing learning difficulties.

DISC participated on community organizations: TransAccess, Fremont Union High School District Community Collaboration Team, Santa Clara ADA Committee, and other high school functions. DISC outreach included: March 2, 2011, 51 students with disabilities from Santa Clara Unified participated in that outreach event, a representative from DISC participated in FUHSD Parent Night, and three Orientation to DISC services were given during the academic school year.

The web site was updated to include “Am I on Course” information. Accessible forms were created to place on the DISC web site for students to complete before coming in for their visit.

DISC presented a joint West Valley Disability Educational Support Program (DESP) and Mission DISC Advisory Board meeting. The evaluations that the participants completed agreed that this joint meeting was a success.

Changes in any Federal Accessibility Requirements, State of California Accessibility Requirements, and District Board Policies and Administrative Procedures influence the procedures to DISC. The amended Americans with Disability Act Title III Regulations, Part 36, subpart A, 36.104 clarifies and adds definitions to what is a disability. This has impact on DISC student enrollment because it allows more students to

request accommodations.

Adapted technology is a dynamic resource. New and better versions of software are being offered yearly and at times, the current hardware does not have the capacity to run the new software. Because this influences the services to students, this cost must be met about every three (3) years. In June 2011, DISC purchased 48 computers and new versions of current software. This will accommodate students with disabilities in the DISC lab, DISC office, ADA workstations in the library, tech center, transfer center, welcome center, valor center, and in specific classrooms. The budget normally does not allow for these purchases. Due to prudent budgeting and expenditures, the needed technology was purchased.

2.3 Student Demand: Consider changes in FTES and Headcount, CSU/UC transfer, articulation, workforce and labor market demand, etc.; what changes/improvements does the department need to make to meet changing demands?

The department needs more faculty and staff to meet the students' needs. More faculty will enable the articulation with Math, Reading, English departments to have more fluency in course progression.

More workshops on self-advocacy, career development, and skill building are a benefit to the students with disabilities. Again, more staffing is required to provide the workshops.

2.4 Student Usage Trends: Describe the trends in overall student usage patterns (times of day, weekend use, yearly usage cycles, etc.) and face-to-face usage versus online (MyWebServices, Web-based forms, etc). Are there changes in student usage and if so, what are the implications for your department?

With the increase in students with disabilities requesting accommodations, there has been an increase in workload for staff and faculty. The program specialist who handles the procurement of the accommodations after faculty approval, has seen her workload multiply. She had an estimate of over 2580 contacts with students (including new student inquiries), 340 interactions with instructors for student services, 887 requests for accommodations and services sent to instructors, and other duties related to

accommodations (faxing, scanning, copying, enlarging, furniture placement, adapted equipment classroom placement, collaboration with IT, etc.). In addition, there were an estimated 497 students for test taking, 281 student contacts for assistance related to test taking, 250 student contacts for tutoring arrangements, 125 students for borrowing digital/tape recorders, and many other services. The alternate media instructional lab assistant fills in during the hours that the program specialist is not available. This takes away from his duties. DISC was open from 10-6:30 M-Th, 10-2 on Fridays. The increase of students made it necessary to cut test taking hours by 20% so the other services would be met in an appropriate manner of time.

There were 102 requests for electronic versions of textbooks for students with print disabilities. Twenty one videos were closed captioned for instructional use. The alternate media instructional lab assistant performs all of these technology functions and assists in the office as needed. Another staff member would allow for a more efficient use of time, the lab assistant wouldn't have to stop what he is doing and move from his office to the DISC office.

2.5 Student Demographics: What are the trends with respect to student demographics and underrepresented students? Are there changes and if so, how will your department address any challenges or needs?

For quite awhile there has been a trend for Mission College to have more daytime students taking general education courses. This has impacted the middle of the weekday for DISC . DISC has more test taking accommodations concentrated at times (e.g. lunch time) when DISC also has the most number of students walking in for other kinds of assistance. If we had more space and more functional space, the student flow could be managed more professionally, and students could speak privately about their issues rather than in a busy office.

Recent studies from the Centers for Disease Control <http://www.cdc.gov/ncbddd/autism/data.html> show that as many as 1 in 110 children born today are on the autism spectrum. More students on the Autism Spectrum are enrolling with DISC. The syndrome hampers communication and social skills, so along with difficulties staying on top of their studies, these students may struggle with making friends and being independent. They also may be more reluctant to ask for help. This trend requires staff and faculty to

attend conferences and workshops to better understand and serve this population of students. Hiring more staff and faculty with this specialty would benefit the college and the department. DISC will be posting material for classroom support on the portal, this enables faculty to better teach to the diverse population of students.

2.6 Academic Characteristics: Describe the trends in academic characteristics of the students served such as basic skills need or transfer goals. Are there changes in access of use of the service provided and if so, what are the implications for the department?

There is a continuing trend for our program to serve more students, and more of these daytime students are taking basic skills and general education courses. Our space is problematic for busy times, problematic specifically for confidential discussions and test taking accommodations. Because of test taking requiring more and sometimes unpredictable space, and because of space needs/encroachment of the adjacent department, DISC lost space in which to offer tutoring in an effective and efficient manner. During the Fall 2011 semester, DISC suspended its tutoring service to students with disabilities.

2.7 Other Data: provide any additional data relevant to your program and indicate the source of the data.

State Chancellor's Office Datamart
(<http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx>)
State Employment Development Division (<http://www.labormarketinfo.edd.ca.gov/>)
Other <http://www.cdc.gov/ncbddd/autism/data.html>

2.8 Are you seeing trends that are not reflected above? If yes, please explain.

More faculty and staff are seeking advice from DISC staff about their work accommodations. A more District wide visual resource should be available to these individuals. This is a district accommodation and responsibility.

PART 3: Learning or Service Outcomes

3.1 Summarize any key student learning or service outcomes (SLOs) since the last review.

Students meet with an advisor twice a semester for continued services with DISC. With 1533 visits from students for accommodations (this does not include the program specialist, office coordinator, nor alternate media instructional lab assistant student visits), the urgent necessity for additional faculty and staff is apparent and better facilities.

3.2 Identify how you have used the assessment of student learning or service outcomes to update or make changes to the delivery of content/services, or the development of new goals.

During a California Community College State Audit of DISC services, it was noted that the Student Service Contract had a 69% discussion and signature rate. This rate should be approximately 98% completed. Some students may be floundering and DISC would not be aware. This issue was discussed at a staff meeting and reminders were placed where faculty meet with students with disabilities. The importance of the student education contract has been noted.

Insert a copy of your SLO Assessment & Report form. I (Helen Ostrander) placed the 2010-11 SLO plan.

Part III: Student Learning Outcomes Overview

Assessment Plan and Report Template

Program: DISC Division (if applicable): Student Services
 Year: 2010-2011 Author: Helen Ostrander

Program Outcomes	Plan		Report		
	Assessment Measures and Criteria	Schedule for Assessment	Assessment Results	Use of Results	Effect on the program
Students will be able to articulate the nature of their disability, convey how their disability impacts their learning, and adhere to DISC policies and procedures.	<p>Survey rating DISC accommodations and students success.</p> <p>Two meetings per semester with DISC.</p>	<ol style="list-style-type: none"> Once a semester students with disabilities will complete a survey rating DISC services and if these services impact their learning. During two mandatory 	<ol style="list-style-type: none"> Twenty-six students completed the survey. Twenty four students agreed that DISC services are important to their success. During the 2009-2010 semester, 1,168 students were seen by DISC advisors. 	<ol style="list-style-type: none"> The majority of students (22) either strongly agreed or somewhat agreed that his/her accommodations are assisting success in the classroom. 	<ol style="list-style-type: none"> Accommodations are an important part of the students' educational success and the need for more staff is necessary facilitate the accommodations. Need a permanent classified member to facilitate the increased demand of services mandated.

		meetings with a DISC advisor, the students will discuss his/her accommodations and how the accommodations are improving his/her test scores and class participation.	These students discussed his/her individual needs and obstacles. Accommodations were made.	2. Students registered in appropriate classes for continued success and talked about how his/her disability impacted learning.	3. Need a permanent faculty member to meet with the increase of students.
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PART 4: Strategic Planning Goals

College Goals:

- Culture of the Institution: Create a student-centered institutional culture of professionalism, discovery, inclusion and success.
- Teaching and Learning: Shape the academic program to meet community needs, emphasize student learning, and foster instructional excellence.
- Comprehensive Student: Promote academic success and create dynamic, innovative student services programs that address the richness of Mission College's student population and community.
- Community Connections: Strengthen Mission College's function as a community resource to preschool through 12th grade institutions, businesses and industry, and community based organizations.
- High Performance Educational Institutions: Raise institutional standards by developing the potential of the Mission College community and providing the tools necessary to foster innovation, responsiveness, and excellence.
- Diversity: Create an institutional climate of full enfranchisement and participation for all students, faculty, and staff.
- Planning and Institutional Effectiveness: Integrate planning, budgeting and institutional effectiveness measures to evaluate overall progress in meeting the goals of Mission College.

College: Create high quality, welcoming facilities that promote the programs of Mission College and enhance its ability to be the cultural and technological heart of the Silicon Valley.

College Goal:	
Create a student centered institutional culture of professionalism, discovery, inclusion, and success.	
Program Goal 1	Coordinate outreach activities to connect diverse groups of student with each other as well as faculty.
	Is this a new goal, revised goal, one in progress, or one that you need to cancel? Please provide a brief update if applicable. In progress
	The survey is completed and results are gathered. Identification of the two areas of concern is not complete. Work will continue after the new director is hired.
Expected outcome, how will your goal improve student learning or service to students?	
By surveying the parties concerned, DISC will develop new strategies, procedures, requests to advance its student services.	
Action Plan, 2011-12	Survey faculty/staff/students on advocacy, accommodations, communication, and other collaborative issues related to DISC. Identify two areas of concern and develop a plan and implement the activities to increase those two specific concerns by 10%.
Action Plan, 2012-13	Survey faculty/staff/students on advocacy, accommodations, communication, and other collaborative issues related to DISC. Identify two areas of concern and develop a plan and implement the activities to increase those two specific concerns by 10%.
Action Plan, 2013-14	Survey faculty/staff/students on advocacy, accommodations, communication, and other collaborative issues related to DISC. Identify two areas of concern and develop a plan and implement the activities to increase those two specific concerns by 10%.

College Goal:	
Raise institutional standards by developing the potential of the Mission College community and providing the tools necessary to foster innovation	
Program Goal 2	Collaborate with EOPS, ACCESS, tutoring center to better serve students with disabilities.
	Is this a new goal, revised goal, one in progress, or one that you need to cancel? Please provide a brief update if applicable. The “Math Made Easy” software selection was turned down by the Math Department. Work to discover an alternate solution for DSPS/DISC students’ success in math is continuing through AANAPISI grant efforts.
Expected outcome, how will your goal improve student learning or service to students?	
Students with disabilities will be able to review specific math concepts until they understand them fluently, review lessons with Math Made Easy Programs, practice real life examples and relate math to daily experiences, and have access to unlimited online math practice tests. Math Made Easy will be available to all students using the math lab and will provide a comprehensive learning method for those who have math anxiety.	
Action Plan, 2011-12	Awaiting results of current decisions.
Action Plan, 2012-13	Awaiting results of current decisions.
Action Plan, 2013-14	Awaiting results of current decisions.

College Goal: Create a student centered institutional culture of professionalism, discovery, inclusion and success.	
Program Goal 3	Manage outreach and support activities for addressing diverse groups of students, efficiently, and provide equitable levels of service.
	Is this a new goal, revised goal, one in progress, or one that you need to cancel? Please provide a brief update if applicable. This in progress goal has been broadened in scope
Expected outcome, how will your goal improve student learning or service to students?	
Students will be broadly served, equitably. Students will receive intake and accommodation services that promote a learning pace similar to that for their non-disabled peers; they will achieve course requirement completion rates at an equal or higher level of success.	
Action Plan, 2011-12	Develop a comprehensive outreach and service plan, reliant on an efficiency strategy. Revise the Screening/Guidance Process and development a new, more efficient process which is compliant for DISC student success.
Action Plan, 2012-13	Implement the comprehensive plan's components, and measure outcomes for continuous improvement. Develop the service infrastructure, via technology, that supports online-service delivery and self-service success.
Action Plan, 2013-14	Implement pilot activity, related to the technology-support plan, and revise services through assessing outcome results.

College Goal: Create a student centered institutional culture of professionalism, discovery, inclusion and success.	
Program Goal 4	Provide input and advocacy through the avenues that follow: facilities planning and construction, distance education, software systems, courses, etc. related to accommodation and legal compliance.
	Is this a new goal, revised goal, one in progress, or one that you need to cancel? Please provide a brief update if applicable. This in progress goal has been broadened in scope.
Expected outcome, how will your goal improve student learning or service to students?	
This activity is related to student accommodation, complaints, facility changes, etc. It is an on-going service expectation, and it is difficult to define a specified goal-outcome relationship. DISC staff serves on the committees that follow: DL, Tech., Facilities and Safety, Student Services Council, Health and Wellness, Crisis Intervention, Student Health Advisory, Classified Senate, etc. DISC staff participation reduces liability issues, while supporting student success.	
Action Plan, 2011-12	Develop and train faculty and staff, college wide, on basic accommodation-barrier issues and the legal requirements of such. Present training through the Staff Development Training calendar. Evaluate the level of barrier reports.
Action Plan, 2012-13	Increase the level of student self-advocacy through planning and implementation of peer support and faculty training. Evaluate service implementation, and revise practices.
Action Plan, 2013-14	Continue previous activity plans, and revise practices. Establish presence in the accreditation self-study activity.

PART 5: Operational Planning

5.1 Now that strategic goals have been identified and documented, this section provides space for the program to discuss significant needs or plans that are related to daily operations. These items are separate from the specific strategic goal(s) identified above. This is not intended as a place to list specific budget requests (that is the next section) but to allow space for the program to discuss any outstanding issue or plans they have made in order to continue their normal operations.

Communication with students online etc. is essential. The MyMissionPortal increases ability for communicating with individual students, groups of students, or all program students, simultaneously. Additional staff support is necessary for managing this activity within a virtual-community environment.

The greater number of students and the increased number of their accommodation requirements create the need for additional faculty and service- support staff. The fragmentation of service components across the campus reduces the ability to cross-train and share staff resources. Staffing for operational management is essential, especially due to the funding reductions.

Location of the DISC program from several component areas to one site, especially given the future construction of a new building, provides opportunity for the program to move onto the first floor, main building, N1-405 and N1-604 areas; this location provides easy access to students who enroll into courses in the new building.

The need for a full-time faculty member to address issues of student-service re-evaluation and part-time faculty evaluation is essential. The program provides a unique set of services, and the full-time faculty presence is necessary on a regular, continual basis.

PART 6: Program and Area Resource Requests

This section will be used to identify required resources needed to support items identified in *Part 4: Strategic Planning Goals* or *Part 5: Operational Planning*.

6.1 This section will be used to identify resource requests that are facilities, equipment, supplies, hourly help/student workers and other non-permanent personnel requests.

Category Codes: F=Facilities E=Equipment S=Supplies D=Duplicating
 H=Hourly/Student Workers O=Other Non-Personnel

Please include in your justification: How the resource will be used to support strategic planning goals or is necessary for operations. Be sure to identify significant impacts to program or college if request is not funded, including: health and safety considerations; regulatory and legal requirements; adverse impact to program health/viability.

Category (use codes above)	Description of Resource Needed	Related Goal or Program Review Section (please specify)	Justification	Estimated Cost (if known)	Object Code (if known)
F	1 comprehensive service suite	Goal 1 and Part 5	Efficiency of staffing resources and student travel will improve service delivery and student success. Start and stop practices are developed to address location fragmentation, presently.		
H	2 part-time hourly students	Goal 1 and Part 5	.Support for alternate service delivery methods requires technology savvy staff. Student hourly staff is sufficient for achieving quality rich service.		

6.2 This section will be used to identify resource requests that are for permanent personnel: faculty, **classified, or administration**. **Please list all requested positions in the summary table and complete a separate Detail Form for each position.**

Category Codes: F=Faculty C=Classified Staff A=Administration

Please include in your justification: How the resource will be used to support strategic planning goals or is necessary for operations. Be sure to identify significant impacts to program or college if request is not funded, including: health and safety considerations; regulatory and legal requirements; adverse impact to program health/viability.

SUMMARY TABLE FOR ALL POSITION REQUESTS

Category (use codes above)	Description of Position	Related Goal or Program Review Section (please specify)	Justification	Estimated Cost
F	Lab Faculty specialist	Goals 1 and 2	Service intake, delivery and related training require a special education, credentialed faculty. The college does not have that resource, presently.	

PART 7: College-wide Needs

7.1 This section will be used to identify needs that have been observed at the college level which may require resources. These are not program-specific, and do not impact the budget or resources for individual programs.

Category Codes: F=Facilities E=Equipment CS=Campus Safety O=Other Non-Personnel

Please include in the explanation: Be sure to identify significant impacts to college if need is not addressed, including: health and safety considerations; regulatory and legal requirements; adverse impact to college health/viability.

Category (use codes above)	Description of Need	Explanation
F	Bring together program components into one center.	The program services are divided across several physical locations. With the construction of a new building, there is an opportunity to bring component services together into a single location and on the first floor of the main building, where accessibility barriers are reduced, supports student success. The ideal location is the N1-405 and N1-604 areas, near the new instructional building.
F	Sorensen Hall Automatic Door	Sorensen Hall does not meet the accessibility needs of disabled students. Its inside entry ways require climbing up stairways. An outside automatic door entry system would provide compliance.



Program Review Evaluation Criteria 2011 - 2012

Program: DISC

Date: 11/18/11

Criteria	1	2	3	4	Comments
Department/program reaction to external or internal forces such as: (Part 2)					
a) Academic Programs: Enrollment and efficiency trends					N/A
b) Academic Programs: Success measures (success; retention; progression through program; degrees/certificates/licensures)					N/A
c) Student Services: Services provided and students served trend data		X			
d) Administrative Offices: Services provided data					N/A
Program currency (curriculum current; Title V compliance; advisory committee) (Part 3, 1)		X			
Learning/Service Outcomes & Assessments Included (Part 3)		X			
Goals are in relation to College or District goals and are specific, measurable, time-constrained, achievable (Part 4)		X			<p>Did not bring over all of last year's goals</p> <p>In the 2010-11 Program Review the department had goals which are missing from this document. Please bring over those goals into this document and update</p>

					<p>the activities appropriately (you can cancel, revise, or continue to work on last year's goals). Please edit and return to Pat Hernas – Revisions completed 12/9/11</p>
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1= exceeds expectations; 2= meets expectations; 3= needs improvement; 4=needs clarification (explain data in narrative)

Final Recommendation:

- Based on above this program meets planning expectations**
- Based on above this program exceeds planning expectations
- Based on above this program needs further evaluation by GAP

General Comments:

DISC did an excellent job in providing the information needed for the Program Review.