

**DEVELOPMENTAL SERVICES:  
THE LEARNING CORNERSTONE,  
STUDENT WRITING CENTER,  
LEARNING ASSISTANCE**

**INSTRUCTIONAL  
PROGRAM REVIEW**

June 2003

**NORTHLAND PIONEER COLLEGE**

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## Part I: Program/Prefix Data

Name of Program or Prefix: Developmental Services (TLC)

Division Director/Program Director: Heidi Fulcher, Director

Academic Year Review Completed for: 2000 – 2001

### A. Program /Prefix Characteristics

- A. List the programs for which this prefix (or cluster of prefixes) provides 15 or more hours:

Not Applicable.

- B. Employment projections of three years in service/regional area in programs for which this prefix provides more than 15 credit hours.

Not Applicable.

- 3a. Where are similar programs/prefixes available in the state? (Check all that apply)

<input checked="" type="checkbox"/>	Community Colleges	<input type="checkbox"/>	Proprietary
<input checked="" type="checkbox"/>	4 Year	<input type="checkbox"/>	High School
		<input checked="" type="checkbox"/>	Other-- Adult Basic Education programs, literacy councils

- 3b. Check each type of institutions with which you have an articulation agreement:

Other—Arizona Department of Education, Division of Adult Education

\*(Attach articulation agreement/documentation for each marked in 3b.)

- 4a. If an occupational program, provide the number of students with a degree plan, waiting for this program's next admission point.

Not Applicable.

- 4b. If an occupational program, provide the number of students having both a) registration in the most recent fall semester and b) a degree contract on record with the registration office.

Total number of students meeting both 4a & 4b:

Not Applicable

5. How many years has this program/prefix been in existence at this college?

Over 10 years.

6. List additional certificates or degrees, outside this program/prefix, for which courses from this program/prefix are required, or satisfy restricted electives for:

Degrees:

Not Applicable.

Certificates:

Not Applicable.

Restricted Electives for:

Not Applicable.

Degrees:

Not Applicable.

Certificates:

Not Applicable.

7. List requirements for admission to program (if applicable):

- Satisfactory placement
- Ability to benefit

## **B. Program Goals and Assessments**

### **1. Program Goals**

What are the overall goals of your program/prefix? Attach copies of any adopted ones by advisory councils, etc.

#### **Mission and Objectives**

Developmental Services provides a centralized, comprehensive, quality, developmental education program, offering learning services and resources for Northland students. Developmental Services works directly with community agencies and offers open access for all who have the desire and ability to learn. To meet local needs, the curriculum spans many levels. The curriculum is designed to promote student personal growth, to develop individual skills, and to prepare students for continuing educational and employment opportunities.

Developmental Services helps fulfill the following institutional purposes:

- Developmental Education – to facilitate student success through development of skills essential for effective learning.
- Personal Enrichment – to encourage an awareness and appreciation of social, cultural, intellectual, and artistic endeavors, as well as individual development and cultural diversity.
- Support Services -- to enhance student success through accessible and comprehensive student services.
- Employability – to promote the development of occupational skills.

- Economic Development – to contribute to economic development through community programs and activities.

Developmental Services consists of three distinct, but integrated components:

- I. *The Learning Cornerstone (TLC,)* developmental instruction
- II. Student Writing Center
- III. Learning Assistance

**I. *The Learning Cornerstone*** currently offers fifty-two courses in reading, writing, math, English as a second language, and study skills. Content levels range from literacy to college preparatory. TLC courses are clustered in the following instructional branches:

- New Reader's Program provides individualized one-on-one instruction for adult new readers (literacy levels below the 6<sup>th</sup> grade). The program provides instruction by college tutors under the supervision of the TLC faculty.
- English as a Second Language (ESL) classes provide instruction in the basic language skills necessary to function in an English-speaking society. A Citizenship class is offered for individuals aspiring to become United States Citizens.
- Basic Education classes offer basic literacy and math instruction for students with limited educational backgrounds.
- Developmental Literacy continues literacy and math instruction for students who have completed Basic Education and provides review and practice for students who wish to enter the College Success or GED Preparation programs
- General Educational Development (GED) Preparation provides predictor tests and coursework to prepare students to pass the GED.
- Skills Enrichment courses review and develop skills prerequisite to college course work. They provide a refresher for mature students reentering the educational system and additional practice for recent high school and/or GED graduates who wish to strengthen their academic skills.
- College Success courses enable students to develop and refine prerequisite skills for college-level courses. Contents include pre-algebra, pre-college writing, pre-college reading, critical reading, and study skills. Critical reading and study skill courses are especially recommended for students beginning long-term degree programs; they may be used as elective credit toward some AAS, AGS and certificate programs.

**II. *The Student Writing Centers*** provide all NPC students the facility, equipment, and technical assistance for completing college writing assignments and resumes. Student writing services are offered at all campuses and centers. Campus writing centers are housed in the dedicated TLC classroom complexes; center writing centers are housed in the library or the computer lab. Campus writing centers are each staffed by a writing center aide and a learning assistant; whereas, center writing centers are staffed by a learning assistant only. Campus Student Writing Centers provide 36 hours of service weekly; center Student Writing Centers provide 7-10 hours per week.

**III. The Learning Assistance staff** provides and coordinates tutoring for TLC students, assists with TLC and college course placement (especially during registration periods) and assists instructors with program record keeping and report. Learning Assistants proctor TLC placement throughout the year and offer students advice on TLC courses. They are an integral liaison between academic advisors and TLC instructors, and between full time instructors and associate faculty. They provide a strand of communication between day and night shifts and consistency between fall/spring semesters and summer school.

## **2. Assessment of Student Academic Achievement**

Describe the assessment of Student Academic Achievement program for each learning related program goal and attach the most recent annual learning assessment reports completed for the program (up to 3 years as available). [appendices: Assessment of Student Academic Achievement Reports 97-98, 98-99, 00-01]

The instructional component of the division, TLC, has selected five outcomes for assessment. Those outcomes and the assessment process are summarized below:

**Outcome A:** 100% of TLC students will be placed at course entry into courses which are appropriate for their basic skill levels in reading, writing, and mathematics.

Process: A portfolio system has been implemented program wide. Portfolio documentation includes diagnostic test scores (Skills Summary), interview notes (CEP), and course placement notes (TLC Study Plan/Transcript). Each site is monitored biannually to verify that a portfolio is kept for each student. Each full-time instructor mentors several sites. Mentors randomly select 5 students from the site rosters provided by Records and Registration. The mentor examines the corresponding student portfolios for completeness and accurate placement. Results are recorded on a summary sheet and shared at the biannual assessment meeting.

**Outcome B:** 75% of students who master (grade A or B) TLC courses will be successful (C or better grade) in the next higher ABE level subsequent-related coursework.

Process: A sequential pair of courses is chosen for each content area: reading, writing, math, and ESOL. The Registrar provides final grades for all students enrolled fall, spring, and summer semesters sorted by student. The TLC assessment team scans the reports and tallies the results.

**Outcome C:** 75% of students who complete the GED Preparation Block will pass the GED test.

Process: The Director gathers final grade information for students enrolled in GED preparation courses. These names are cross-checked with the GED Examiner to verify which students have taken and passed the GED test.

Students who have completed two or more GED level courses are included in the data pool.

**Outcome D:** 75% of students who master (grade A, B, or C) a College Success level writing course will successfully complete (grade A, B, or C) a subsequent first-level English course.

Process: Students who enrolled in and completed a pre-college writing course fall semester are tracked the following semester for their performance in a college-level English course. TLC 090 Writing Skills III completers are tracked in ENL 100 or 101.

**Outcome E:** 75% of students who master (grade A, B, or C) a College Success level math course will successfully complete (grade A, B, or C) subsequent first-level mathematics course.

Process: Students who enrolled in and completed a pre-college math course fall semester are tracked the following semester for their performance in a college-level math course. TLC 092 Beginning Algebra completers are tracked in MAT 101, 103, 105, or 109.

Overall TLC's assessment activities have evidenced student success. The program faculty believe that success with outcomes A and B has been established, and they have decided to focus on outcomes C, D, and E in the next assessment cycle. Of these three outcomes, C completion of a GED, is the most difficult to track. Faculty are hoping to utilize the State's NRS database to more effectively track GED seekers.

### 3. Other Department-Related Surveys/Assessments/Reviews

For the previous 3 years, list related surveys completed by the institution or at the division/department level and attach copies of the survey report data.

<u>Survey Title</u>	<u>Date of Survey</u>
NCA Institutional Self Study, Chpt. 13	August, 1999
ABE FY '99 Annual Report	August 1999
ABE FY '00 Annual Report	August 2000
ABE FY '01 Annual Report	August 2001
Writing Center Survey [see appendices]	July 10, 2002

### C. Program Enhancement Efforts:

**What, as a department or program area, are you doing to enhance student learning?**

1. Courses have been aligned with the Arizona standards for adult education.
2. TLC is meeting the State recommendation of optimal class size 18 students per class period.

3. Most TLC courses are independently paced. TLC instructors continuously monitor student progress and provide on-going support, and guidance.
4. Division has implemented a standard for all TLC instructors in order to maintain program consistency. This standard is communicated through protégé/mentoring relationships and the TLC Faculty Manual. By clarifying departmental expectations to the instructors, the program has seen improved instructional consistency throughout the district.
5. The TLC environment offers comfort, support, and nurturing conducive to learning. Priorities include good lighting, comfortable seating, climate control, and workspaces for individual and group learning.
6. Accessibility to library, restrooms, and academic advising has been improved at center and campus locations.
7. The TLC has established *comprehensive learning environments*. All centers and campuses have established the 3 integrated components of Developmental Instruction, Student Writing Services, and Learning Assistance. At campuses this includes dedicated facilities for classroom, tutor room, private conference room, and Student Writing Center.
8. As physical facilities are upgraded, new equipment is provided at campus and center locations.
9. An anti-obsolescence plan has been established for instructional technology.

**What, as a department or program area, are you doing to enhance student recruitment?**

1. Two 3-fold brochures have been developed. One for the overall TLC program and another targeting GED seekers. [appendix]
2. The following flyers are developed and distributed each term: [appendix]
  - a. A flyer for each special sites community
  - b. A composite flyer listing all Hopi and Navajo Nation classes.
  - c. Flyer for all ESL classes
  - d. Flyer for Student Writing Center schedule, college wide
3. Special Sites Coordinators distribute flyers and the College schedule to Navajo and Hopi reservation communities 2-6 weeks prior to fall, spring and summer terms.
4. Classes are promoted at TLC Community Advisory Committee meetings. Members represent referring agencies. They take schedules and brochures back to their staff members and to their communities at large.
5. Since fall 1991, the program has offered ABE Scholarships to qualified potential students. These scholarships are made possible by the ABE grant from the



Arizona Department of Education. Students are attracted by the tuition scholarships.

6. The Learning Cornerstone Program is included in all Arizona Department of Education directories. This is an excellent referral network.
7. TLC staff work closely with NPC Student Services to promote referrals to the program. Regular contact with Academic Advisors and with the Coordinator of Disability Resources and Access is maintained by Learning Assistants, full time faculty, and the division director.

**What, as a department or program area, are you doing to enhance student advisement?**

1. The TLC faculty and staff work closely with Academic Advisors at each campus /center location.
2. The TLC strives for 100% correct course placement. Assessment of Student Academic Achievement shows that accurate placement has improved from 71% (1997-98) to 86.9% (1998-99), to 90.7% (fall 2001).
3. Each student is individually assessed and placed according to their learning goals and needs.
4. During registration Learning Assistance Aides proctor, score, and maintain records of student scores on college and TLC placement assessments.
5. During the regular semester and summer school, the Learning Assistance Aides continue to proctor, score, and maintain records for the TLC including offering the practice GED exam.
6. Portfolios are developed and maintained for each student to aid in tracking progress and achievement of goals.

**What, as a department or program area, are you doing to enhance student success/retention?**

1. *The Learning Cornerstone* provides flexibility to meet individual student needs. TLC's student portfolios help instructors facilitate student success. Portfolios provide written documentation of student skills, goals, objectives, academic progress, and attendance. This is a valuable tool in motivating students to move forward with their educational plans. Students moving from one campus to another, or just from one time slot to another are supported in that they can continue their course from where they left off. The student's portfolio and work is easily transferred from one location to another. At campuses (or wherever TLC staffing is continuous), TLC's portfolio system allows students who have unpredictable work schedules to attend the TLC at various times during the day or week without difficulty.
2. It is standard TLC practice for faculty to attempt to contact students who have been absent from class.

3. The TLC Faculty Manual was developed by TLC full time faculty and the director to improve associate faculty knowledge of the processes and strategies full time faculty find useful to enhance student success and retention.
4. Developmental Services full time faculty has developed and delivered staff development activities for associate faculty and program aides. These activities include techniques for student success and retention. Activities include workshops and presentations at all-faculty convocations, one-to-one mentor/protégé relationships and inclusion in State conferences.
5. TLC staff bridge services across the institution. Learning Assistance Aides work closely with Academic Advisors during registration periods. TLC faculty members collaborate regularly with the Disabilities Resource and Access Coordinator. TLC full time faculty members and the director serve on the College Placement Committee.
6. Many of the items cited above in the *enhancement of student learning* are also basic to the success and retention of the student.

#### D. Faculty/Support Staff Data

(Complete for all data available years listed)

Note: AFTTE means Annual Full-Time Teacher Equivalents (see handbook for definitions)

		1997-98	1998-99	1999-2000	2000-01
		3-Years Ago	2-Years Ago	1-Year Ago	Current-Annual Cycle
1.	Number of Full Time Faculty (AFTTE)	4	4	4.45	4.9
2.	Number of Part-Time Faculty (AFTTE)	11.35	11.25	21.37	19.26
<b>3.</b>	<b>Total AFTTE Faculty</b>	<b>15.35</b>	<b>15.25</b>	<b>26.12</b>	<b>24.16</b>
<b>Annual Program Full-Time Other Staff Equivalents</b>					
4.	Secretarial	.7 (.75 x 11 months)	.9 (1 x 11 months)	1.0	1.0
5.	Work-study	1.53	1.53	1.53	1.53
6.	Institutional Work-study	0	0	0	0
7.	Lab Technicians	3.3	3.9	3.9	4.9
	• LAA Campus	(799 hrs x 4)	(799 hrs x 4)	(810 hrs x 4)	(810 hrs x 4)
	• LAA Center	(100 hrs x 6)	(384 hrs x 5)	(384 hrs x 5)	(650 hrs x 6)
	• SWC	(684 hrs x 4)	(684 hrs x 4)	(684 hrs x 4)	(684 hrs x 4)
8.	Other (describe): Administrative	.8	.8	1.5	2.0
	• Division Director	(.9 x 11 months)	(.9 x 11 months)	(1.0 x 12 months)	(1.0 x 12 months)
	• Special Sites Coordinator(s)	0	0	(.55 x 11 months)	(.55 x 11 months x 2)
<b>9.</b>	<b>Total FTTE Support Staff</b>	<b>6.33</b>	<b>7.13</b>	<b>7.93</b>	<b>9.43</b>

## Appropriate Faculty Credentials

100 % of the TLC faculty “has earned from accredited institutions the degree(s) appropriate to the level of instruction offered by the program” as required by Northland’s accrediting agency. According to North Central Association General Institutional Requirement (GIR) # 9 for the associates level this means a bachelor’s or graduate degree earned from an accredited institution. With few exceptions TLC course are pre-associates level; therefore, an associates degree could satisfy the requirement. However, The Learning Cornerstone has established a higher standard for TLC instructors. (appendix: *Criteria for Associate Faculty*). TLC seeks instructors with a bachelors or masters degree in education, mathematics, English, reading, or counseling. All TLC instructors who teach ABE Scholarship students must also be certified by the Arizona Department of Education in the area of adult education.

**10 a. What non-teaching responsibilities are assigned to full-time faculty?** Include projects requiring reassigned time, administrative duties, etc. Use the most recent annual cycle.

Name	Activity 2000 - 2001
<b>Sandra Haggard--</b> Full-time faculty	<ul style="list-style-type: none"> <li>• Arizona Adult Education Standards Project: served on the Performance Standards Committee.</li> <li>• Aligned literacy level reading, general reading, and GED preparation course curriculum to the new standards.</li> <li>• Presented the changes in this curriculum to TLC faculty in a video meeting.</li> <li>• Led development, implementation, and refinement for TLC’s reading and GED curricula.</li> </ul>
<b>Janice Kraai --</b> Full-time faculty	<ul style="list-style-type: none"> <li>• Arizona Adult Education Standards Project: served on the Citizenship Content Standards Committee.</li> <li>• Aligned English as a Second Language course curriculum to the new standards—also added a vocabulary component to the program.</li> <li>• Led development, implementation, and refinement for TLC’s ESOL and spelling and vocabulary curricula.</li> <li>• Presented the changes in this curriculum to TLC faculty in a video meeting.</li> </ul>
<b>Shannon Newman--</b> Full-time faculty	<ul style="list-style-type: none"> <li>• Aligned mathematics curriculum to the new standards.</li> <li>• Led development, implementation, and refinement for TLC’s mathematics curricula.</li> <li>• Presented the changes in this curriculum to TLC faculty in a video meeting.</li> <li>• Coordinated with NPC athletic program.</li> <li>• Coordinated with Triumph School Program. Registered Triumph School students each semester.</li> <li>• Demonstrated a curriculum alignment with Holbrook High School to satisfy their review for the Triumph Alternative School.</li> </ul>

<p><b>Joan Valichnac--</b> Full-time faculty</p>	<ul style="list-style-type: none"> <li>• Aligned writing curriculum to the new standards.</li> <li>• Led development, implementation, and refinement for TLC's writing and study skills curricula.</li> <li>• Demonstrated a curriculum alignment with Holbrook High School to satisfy their review for the Triumph Alternative School.</li> <li>• Presented the changes in this curriculum to TLC faculty in a video meeting.</li> <li>• Board member of Arizona Association for Life Long Learning</li> <li>• Member Arizona Department of Adult Education Educational Technology Task Force.</li> </ul>
<p><b>Sandra Haggard Jan Kraai Shannon Newman Joan Valichnac</b> each performed the following:</p>	<ul style="list-style-type: none"> <li>• Assisted the Director with the development of class schedules.</li> <li>• Ensured all department faculty had appropriate instructional and course materials and supplies in sufficient quantity.</li> <li>• Assisted Director to orient and mentor associate faculty.</li> <li>• Led periodic department meetings.</li> <li>• Reviewed curricula: added, deleted, or changed as needed.</li> <li>• Ensured that course outlines were updated for all courses within the program area.</li> <li>• Reviewed current textbooks and supplements annually and changed as needed.</li> <li>• Coordinated the activities related to the improvement of academic effectiveness, including: assessment of student academic achievement and department meetings.</li> <li>• Assisted Director with the development of proposed department budget.</li> <li>• Initiated department requisitions and forwarded to the Director.</li> <li>• Maintained a campus inventory of department equipment and supplies.</li> </ul>
<p><b>Willie Begay and Angie James --</b> Special Sites Coordinators/ Instructors</p>	<ul style="list-style-type: none"> <li>• Worked with the Directors of Developmental Services and Extended Learning Services to set up non-campus classes as requested by local service and education agencies.</li> <li>• Facilitated support services for classes at special sites.</li> <li>• Assisted with associate faculty and student recruitment at special sites.</li> <li>• Provided pre-service and in-service training for TLC associate faculty.</li> <li>• Mentored associate faculty.</li> <li>• Worked closely with TLC curriculum specialists to support special sites associate faculty.</li> <li>• Assisted with assessment of student academic achievement and faculty evaluation.</li> <li>• Acted as liaison between agency representatives and NPC, especially to facilitate prompt registration and text delivery.</li> <li>• GED 2002: Mentored faculty on changes in the GED test, in NPC curriculum and in testing students with the new practice GED tests.</li> <li>• ABE grant: Managed the funds and collected the data, working with a new computerized data collection system.</li> <li>• Arizona Adult Education Standards Project: Participated in regional focus group meetings for updates on the Standards Project.</li> <li>• Provided course placement for students in TLC classes and occasional ASSET testing for College placement.</li> <li>• Maintained inventories of department equipment and supplies at special sites.</li> </ul>

**10b. What committee/task force meetings do full-time faculty and staff participate in voluntarily to enhance program and institutional quality? Use the most recent annual cycle.**

The TLC faculty at the four campuses gained full-time, regular faculty status in fall 1997; accordingly, they now serve on committees for the College. The two special sites coordinators are “special status” faculty. Their work schedules – approximately 33% teaching and 67% coordination -- do not include time to serve on standing College committees.

<b>Name</b>	<b>Activity 2000-2001</b>
Willie Begay, Special Sites Coordinator/Instructor	Screening/Interview Committee for Special Sites Coordinator II, July 2000.
Heidi Fulcher, Division Director	Member, Navajo Nation Workforce Investment Board; Arizona Adult Education Standards Project, Assessment Committee; NPC Committee for the Assessment of Student Academic Achievement; NPC Placement Committee; NPC Task Force on Testing Services; NPC Instructional Leaders Group; NPC NCA Self-Study Committees: Steering Committee member, Chapter Committee chair; Arizona Dept. of Education 1999 Arizona ABE Conference Steering Committee member; Whiteriver GED Coalition member; Navajo TANF meetings, 1999-2002.
Sandy Haggard	NPC Committee for the Assessment of Student Academic Achievement, Arizona Adult Education Standards Project Curricula Alignment Specialist
Jan Kraai	NPC Academic Standards and Curriculum Committee, Arizona Adult Education Standards Project Curricula Alignment Specialist
Shannon Newman	NPC Placement Committee, Painted Desert Campus Council Coordinator
Joan Valichnac	NPC Professional Development Committee, NPC Enrollment Management Committee, NPC Instructional Technology Action Group, Arizona Department of Education Educational Technology Task Force, Arizona Association for Life-long Learning Board Member

**11. What is the percentage of all credit hours taught by full-time and part time faculty? Use most recent annual cycle.**

<b>Semester</b>	<b># of FTSE taught by F/T</b>	<b># of FTSE taught by P/T</b>	<b>Total # of FTSE</b>	<b>Percent taught by F/T</b>	<b>Percent taught by P/T</b>
<b>Fall 2000</b>	55.04	118.89	173.93	32	68
<b>Spring 2001</b>	58.89	145.45	204.34	29	72
<b>Summer I 2001</b>	11.63	70.86	82.49	14	86
<b>Summer II 2001</b>	0	21.93	21.93	0	100

**12. Faculty Strengths (Beyond minimal credential previously attached).**

The program is remarkably stable in its full time staff. The director joined the program in 1986 as full time faculty/reading specialist and now serves as a division director. Three full-time faculty members have taught in the program for more than 10 years.

The full time faculty members of **The Learning Cornerstone** are diverse in their backgrounds, education and abilities. Since the last program review, the four campus faculty positions have become “regular” full time faculty positions. Each of these positions is filled by an instructor who holds a master’s degree, plus additional hours of specialization. Two new special status positions have been added to better serve the Navajo and Hopi reservation communities. The instructors who fill these positions hold bachelors degrees and have rich experiential backgrounds in their work communities. All TLC instructors are diverse and flexible.

**Willie Begay** began teaching TLC courses in 1995. When the program added its first Special Sites Coordinator for the Navajo Nation communities in 1999, Willie was selected. He speaks Navajo and English and he has extensive experience with Navajo tribal programs. He has worked for the Social Security Administration, Workforce Development, Indian Health Services, Division of Social Welfare, and reservation schools -- including Dine College. Willie earned his B.A. in Secondary Business Education from Prescott College and his A.A. in Business Administration from Eastern Arizona College. He has completed additional coursework in social work from Northland Pioneer College, Arizona State University and Northern Arizona University.

**Heidi Fulcher** has been involved with the TLC program since its inception. Heidi first joined the College in August 1986 as reading faculty. She has served as program chair, and is the division director. Heidi is a graduate of Scottsdale Community College and Arizona State University. Her B.A. and M.A. are in Elementary Education with specialization in reading, Indian education and adult education. Heidi taught as adjunct faculty at several colleges in the Maricopa system and co-founded a non-profit organization serving low literacy adults in the Phoenix metro area. She worked at numerous Arizona Department of Education ABE/GED class sites 1978-1986. She completed the 1995 Kellogg Institute for Developmental Education; as part of her practicum project, she redeveloped the structure of NPC’s developmental program.

**Sandy Haggard** began her association with TLC in 1991 when she coordinated the Student Literacy Corps. This grant project recruited and trained college students to tutor adults with low literacy skills. In the course of that project, Sandy initiated the EDU courses that the College still uses to train literacy tutors; Sandy and other TLC faculty teach these courses as overload assignments. The Student Literacy Corps experience motivated Sandy to earn an M.A. in Adult Education (Prescott College). Sandy holds a B.A. in Elementary Education (Northwest Missouri State University). She began teaching TLC as associate faculty January 1997 and was hired as a full-time TLC instructor August 1997. She completed Kellogg Institute 2000, at Appalachian State University earning a Developmental Education Specialist certificate.

**Angie James** has a bicultural Native American background. She is fluent in the Hopi, Navajo and English languages. Her BA degree is in social work from New Mexico Highlands University. Angie’s primary work focus since joining the TLC team as our second Special Sites Coordinator has been to develop classes in the Hopi community. She understands Hopi and Navajo tribal governments and is familiar with reservation programs. In addition to TLC, Angie can teach Human Development courses. Prior to joining NPC, she worked for Dine College, Polacca Day School, and the Hopi Guidance Center.

**Jan Kraai** came to NPC with two years of VISTA experience, one year of teaching reading at the junior high level and three years of teaching reading at the high school level on the Navajo Reservation. She has a B.A. from the University of Michigan in American Studies and an MA in Teaching English as a Second Language from the University of Arizona. She began the ESOL program at NPC in 1993. There are now 10 courses offered in this area. She has 14 years of experience with TLC.

**Shannon Newman** joined TLC August 2000. Her experience includes 9 years as a high school math teacher (Winslow High, Holbrook High) and 5 years teaching college math as an NPC associate faculty. Shannon holds a BA in math (Chatham College) and an MA in Secondary Education (Northern Arizona University). Shannon's high school teaching experience helps her relate effectively to Northland's athletes who are housed at her campus. Her high school background also makes Shannon a natural when TLC needs to align its curriculum with local high school curricula. Spring 2001, Shannon aligned Holbrook 9-12 curriculum to TLC curriculum and to the Arizona standards for adult education. Shannon continues to teach a few college math courses; accordingly, she is TLC's liaison to the Math Department.

**Joan Valichnac** earned her BA from Arizona State University in English /Spanish education. Her MA in English is from Northern Arizona University. Joan has 15 years experience with the TLC. She completed Kellogg Institute 2000 to earn certification as a Developmental Education Specialist. Joan is TLC's liaison to the English department; she teaches ENL 100, 101, and 102 when her schedule permits.

### **13. What needed areas of expertise in your departmental or program area are not currently represented (if any)?**

The Learning Cornerstone would benefit from an instructor or instructors with academic expertise in the areas of natural science and social science. This is a relatively new need brought about by the Arizona Department of Education's adoption of curriculum standards in the areas of social science and natural science. Previously adult basic education in these areas was limited to reading comprehension; the new Arizona standards now require a more comprehensive approach in these content areas.

A reading specialist is another area of need. Sandy Haggard currently serves as the curriculum specialist for both reading and ABE/GED. Each of these areas deserves a curriculum specialist.

If the Learning Assistance component of the program is ever to be fully developed, a learning specialist should be added. This position would train and supervise tutors and learning assistants. The learning specialist would offer professional development activities to all TLC instructors and aides and would assist them in developing strategies for students with special learning needs.

Finally, there is a need for someone with specialized skills in teaching writing to supervise and support the Student Writing Center staff. Two TLC faculty members have expertise in this area, but their work assignments are devoted to other activities.

### **E. Unique Characteristics of the program/prefix**

Explain (e.g. only one in the state)

*The Learning Cornerstone* program is designed to take a student from zero literacy to college level in reading, writing, math, science and social studies. This comprehensive approach surrounds students with possibilities, and students enter the program at various skills levels and with a variety of goals. Assessments are provided, history and goals are discussed, a plan is developed, and appropriate classes are recommended individually with each student. Lower level students are nurtured into the next level; pre-college level students are supported as they step into college level work. All NPC students at campuses and centers are supported throughout their coursework with the Student Writing Center and Learning Assistance.

*The Learning Cornerstone* program is offered throughout the College's 21,000 square mile service area. While many of the College's programs are offered in multiple locations, few offer classes in as many sites as the TLC. This program strives to provide services in these outlying areas because this is where the students need our literacy services the most. These students are poor, have limited transportation, and are kept in a state of poverty by their lack of education and remote location. The TLC program takes education to these students and helps to eliminate their lack of education, hopefully improving the lives of these students.

#### **F. Program Advisory Council (if applicable)**

- a. Number of Members: 22 [appendix: TLC Community Advisory Committee Members]
- b. Number of Meetings Held Last Full Annual Cycle: 4
- c. Attach copies of meeting minutes from last full annual cycle to present

2000-2001 meeting dates: August 10, 2000  
November 30, 2000  
February 2, 2001  
May 2, 2001

2001-2002 meeting dates: August 16, 2001  
November 8, 2001  
February 7, 2002  
April 25, 2002

- [appendix: TLC Community Advisory Committee minutes]
- d. Extent of Advisory Council involvement in the program:  
The Learning Cornerstone Community Advisory Committee is largely made up of representatives of agencies whose clients are served by the TLC program. Members share information about the agencies and clients' needs. The TLC and other College programs use this information to develop programs that meet community needs. The advisory committee members are informed of TLC program developments and upcoming grant opportunities. They recommend program developments and budget expenditures.

#### **G. Other Entity Arrangements**

Are there other arrangements with business, industry and the community which enhance the program?



Explain:

Numerous community linkages have contributed to ***The Learning Cornerstone's*** growth.

- Since 1997, Holbrook High School's Triumph students have enrolled in TLC classes. This alternative school is located on the Painted Desert Campus.
- A similar relationship was established fall 2000 with Ganado public schools. At Ganado, NPC is housed at the public school's campus. The relationship allows NPC to serve Ganado area adult students too.
- The College has been a major provider of ABE/GED for the Navajo Nation Department of Workforce Development (NDWD). That relationship has been growing since 1993. TLC classes have been offered at Chinle, Dennehotso, Ganado, Ft. Defiance, Inscription House, Kayenta, Many Farms, Nazlini, Pinon, Red Mesa, Rock Point, and Rough Rock to serve NDWD clients. Six of these sites consistently sustain enrollment. NDWD is the WIA contact for the Navajo Nation. Developmental Services Director, Heidi Fulcher is a member of the Navajo Nation WIB. Other College personnel serve on the Apache County and Navajo County WIBs.
- Developmental Services has provided instruction for the White Mountain Apache JTPA, WIA and TANF programs. During the 1996-97 academic year an extensive in-house program was offered for JTPA. The program was not renewed again until academic year 2000-01. November 2000 a "summer youth" program for WIA was finally offered at Cibecue and Whiteriver. June-July 2001 similar classes were offered at Whiteriver and Cibecue for adult WIA clients.
- Developmental Services has provided instruction for the Hopi Tribe JTPA, WIA and TANF programs. Programs at Hopi have usually referred clients to existing classes at Hopi Center.

## H. Professional Development

### 1. External Professional Development

Instructors:	Activities: 1998-2001
Willie Begay	<ul style="list-style-type: none"> <li>• Arizona Association for Life-Long Learning, Mini-Conference, Winslow, AZ, June 1999.</li> <li>• Adult Education Conference, Phoenix, AZ, Sept.-Oct/1999.</li> <li>• ABE Director's Institute, September 2000.</li> <li>• Arizona Association for Life-Long Learning, Mini-Conference, Prescott, AZ, March 2000. .</li> <li>• Mountain Plains Adult Education Association conference, Albuquerque, NM, April 2001.</li> <li>• Presented College/TLC/GED information to Ganado Alternative High School Staff/Students.</li> <li>• Presented GED information to Fort Defiance Head Start staff and parents.</li> </ul>
Heidi Fulcher	<ul style="list-style-type: none"> <li>• ABE Standards Hearing, Ganado, November 1999</li> <li>• Technology Seminar, U of A, January 1999.</li> <li>• ACT conference, Prescott, February 1999.</li> <li>• Arizona Association for Lifelong Learning conference, Winslow, June 1999.</li> <li>• American Association for Higher Education conference,</li> </ul>

	<ul style="list-style-type: none"> <li>Denver, June 1999.</li> <li>Arizona ABE Directors' Institute, Phoenix, Sept. 1999.</li> <li>Arizona Adult Education Conference, Phoenix, Sept. 1999.</li> <li>FIPSE Technical Assistance Training, Washington D.C., October 1999.</li> <li>ACT conference, Las Vegas, May 2000.</li> <li>National Reporting System training, Phoenix, May 2000.</li> <li>Assessment project, National Center for Developmental Education, Boone, North Carolina, July 2000.</li> <li>Arizona ABE Directors' Institute, September 2000.</li> <li>Arizona ABE Directors' Institute, January 2001.</li> </ul>
Sandy Haggard	<ul style="list-style-type: none"> <li>Instructional Skills Workshop, Jan. 99</li> <li>Arizona Association for Life-Long Learning, mini-conference, Winslow, hosted and coordinated, June 99</li> <li>Arizona Adult Education conference Sept. 1999</li> <li>"Becoming a Critically Reflective Adult Educator" session with Stephen Brookfield, Sept. 1999</li> <li>College Reading &amp; Learning Association conference 1999</li> <li>Arizona Association for Life-Long Learning mini-conference, Prescott, March 2000</li> <li>WIDS workshop, NPC, April 2000</li> <li>Arizona Department of Education Summer Institute 2000: Standards Project</li> <li>48 hours of curricula alignment sessions in spring and summer 2000</li> <li>Education Specialist diploma, Kellogg Institute for Developmental Educators, Appalachian State University, June/July 2000</li> <li>CASO Retreat on "Customer Service" Oct. 2000</li> <li>Arizona Association for Life-Long Learning mini-conference, Casa Grande, June 2001</li> <li>Arizona Department of Education Summer Institute 2001: GED 2002 Aug. 2001</li> </ul>
Angie James	<ul style="list-style-type: none"> <li>ABE Director's Institute, September 2000.</li> <li>Arizona Association for Lifelong Learning conference, Casa Grande, June 2001</li> </ul>
Jan Kraai	<ul style="list-style-type: none"> <li>Arizona Adult Education Conference, Sept 1999</li> <li>Co-presented the citizenship standards to citizenship instructors October, 1999</li> <li>Regional Focus Groups Nov.1999, March 2000</li> <li>Arizona Adult Education Standards Project Curricula Alignment Workshop, April/May 2000</li> <li>Arizona Adult Education Standards Project (ESL)</li> </ul>
Shannon Newman	<ul style="list-style-type: none"> <li>Aligned the Winslow High School Mathematics Curriculum with the Arizona Math Standards for 9-12<sup>th</sup> Grades</li> <li>National Council of Teachers of Mathematics Convention in San Francisco</li> <li>Winter AATM Workshops, Flagstaff</li> <li>Member of National Council of Teachers of Mathematics</li> </ul>

	<ul style="list-style-type: none"> <li>• Member of Arizona Association of Teachers of Mathematics</li> <li>• Member of Delta Kappa Gamma</li> <li>• Revised SIMS Math Tests for Winslow High School to align with current curriculum.</li> <li>• NCTM national convention in Chicago</li> <li>• Earned 9 graduate mathematics credits</li> <li>• Arizona Association for Life-Long Learning, mini-conference, Winslow, presented, June '99</li> <li>• Worked with Joan Valichnac and representatives from Holbrook School District to correlate NPC TLC Reading, Writing, and Math curriculum and AZ High School Standards. Holbrook School Board accepted our recommendations for Triumph School Students and HHS students needing to repeat failed courses.</li> <li>• GED 2002: Making the Transition Workshop Series.</li> <li>• Arranged for and presented GED information to interested Holbrook Head Start parents</li> <li>• Mountain Plains Adult Education Association conference April, 2001 Albuquerque, NM</li> <li>• Arizona Association for Life-long Learning conference June, 2001 Casa Grande</li> <li>• Trained as an Instructional Skills Workshop Facilitator</li> <li>• Taught MAT courses for NPC</li> </ul>
Joan Valichnac	<ul style="list-style-type: none"> <li>• AZ Association of Life Long Learning. Board member June 1999 - June 2002.</li> <li>• Technology Seminar, U of A, January 1999.</li> <li>• Arizona Association for Life-Long Learning, mini-conference, Winslow, hosted and coordinated, June '99</li> <li>• Completed Northern Arizona University's ECI 551 Reading Practicum course as an elective toward a reading specialist endorsement. Summer, 1999</li> <li>• Attended AZ Association of Lifelong Learning Summer School Grants Magic Seminar. August, 1999</li> <li>• Attended Arizona Adult Education Conference. (September – October, 1999.)</li> <li>• Completed Northern Arizona University's ESE 510 Gifted and Creative course as an elective toward a reading specialist endorsement. Fall, 1999</li> <li>• Attended College Reading and Learning Association Conference in New Orleans, LA. 1999.</li> <li>• Attended the Distance Learning Workshop, Albuquerque, NM.</li> <li>• Worked with Shannon Newman and representatives from Holbrook School District to correlate NPC TLC Reading, Writing, and Math curriculum and AZ High School Standards. Holbrook School Board accepted our recommendations for Triumph School Students and HHS students needing to repeat failed courses.</li> <li>• Attended GED 2002: Making the Transition Workshop Series</li> <li>• Member AZ State Department of Education, Educational Technology Task Force. September 2000-present.</li> </ul>

	<ul style="list-style-type: none"> <li>• Attended AALL conference June, 2001 Casa Grande</li> <li>• Attended Kellogg Institute June/July 2000.</li> <li>• Completed Kellogg practicum, July 2001.</li> <li>• Attended Prescott Mini-conference and AALL board meeting.</li> <li>• Attended AZPAC Conference in Phoenix, AZ with Betsy Ann Wilson</li> </ul>
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## 2. Internal to NPC Professional Development

(organized group program-oriented staff in-service activities within the institution)

### 2000-2001

August 2000	LA and Advisor Training -- TLC placement
August 2000	All-Faculty Assessment Training, Division Meetings
August 2000	Arizona Department of Education <i>State Technical Assistance Review</i>
Sept. 2000	All-College Convocation
Sept.'00-May'01	Student Services Coordinators Meetings (Heidi Fulcher)
Sept.'00-June'01	Individual Protégé/Mentor seminars for TLC faculty
October 2000	LA/SWC Training --portfolio systems and organization
October 2000	PLATO Training, Painted Desert Campus TLC
October 2000	NPC All-Faculty Convocation. All TLC full time faculty attended. Sandy Leach and Sandy Haggard presented two workshops to at least 10 participants each time regarding the AZ Adult Education Standards. 17 TLC associate faculty attended convocation and the TLC department meeting that followed.
November 2000	hosted GED Teleconference
December 2000	Advisor Registration Training (Shannon Newman, Heidi Fulcher)
Spring 2001	Shannon Newman trained as an Instructional Skills Workshop facilitator, and then co-facilitated an NPC Instructional Skills Workshop.
Spring 2001	Joan Valichnac created a GED/ASSET/TLC flow chart for staff to direct newer staff members in testing students appropriately.
Spring 2001	Work sessions with HUSD curriculum alignment (Joan Valichnac, Shannon Newman, Heidi Fulcher)
February 2001	Outrageous Customer Service Workshop
March - May '01	ACCESS Workshop (Heidi Fulcher, Tomie Zamora)
March 2001	Conflict Management Workshop
April 2001	Service Culture Workshop
April 2001	Arbinger Training (Heidi)
Spring 2001	GED 2002 video training.

### 1999-2000

August 1999	Registration/Placement Training
August 1999	All-College Convocation
Sept.'99-May'00	Student Services Coordinators Meetings (Heidi Fulcher)
Sept.'99-June'00	Individual Protégé/Mentor seminars for TLC faculty
October 1999	Learning Assistance Training
October 1999	ABE Standards Focus Group, Holbrook presentation

November 1999	NPC All-Faculty Convocation
November 1999	Registration/Placement Training
December 1999	CARS Training
January 2000	All-Faculty Meeting
January 2000	ABE Standards Focus Group, Holbrook presentation
February 2000	ACCESS training
February 2000	Civil Rights Team
March 2000	Faculty Retreat
March 2000	ABE Standards Focus Group, Holbrook presentation
April 2000	E-mail class (Jan Kraai)
April 2000	CASO Retreat
May 2000	Two-day video workshop: new TLC curricula aligned to Adult Education Standards
May 2000	Registration/Placement Training

### **1998-1999**

August 1998	Registration/Placement Training
August 1998	Associate Faculty Orientation
Sept. '98-May'99	Individual Protégé/Mentor seminars for TLC faculty
September 1998	Assessment of Student Academic Achievement Workshop
October 1998	Customer Service Workshop
November 1998	Registration/Placement Training
May 1999	ELLIS In-service
May 1999	Administrators Training (Heidi Fulcher)

## **I. Program development or revisions in the last 3 years.**

<b>1. TLC 010-092 course outcomes</b>	<b>2000-2001</b>
(Specific Program)	(Year Revised or Developed)

What was changed? The outcomes were revised to integrate the Arizona Adult Education Standards into 50 TLC courses. In some cases, the outcomes were merely rewritten. In other cases, outcomes were added and additional materials were found to address the outcomes. TLC 081, 090, 091, and 092 were added to the list of courses for which the Adult Basic Education Grant could pay the tuition.

Rationale for Change: TLC curricula was aligned to the Arizona Adult Education Standards to ensure continued funding and to provide consistency with other programs in the state.

Comments: The program's compliance with this state requirement has been crucial to maintaining our program's status as an ADE adult education project. Not only is NPC's final alignment important, equally important has been the high level of participation by NPC TLC instructors in the statewide process.

<b>2. TLC course prerequisites/restrictions</b>	<b>2000-2001</b>
(Specific Program)	(Year Revised or Developed)

What was changed? The prerequisite for all TLC courses was changed from “diagnostic testing” to “satisfactory placement”. The following statement was added to precede all TLC class listings in the college schedule:

“Students must attend one lab session (3-4 hours a week) for **each** TLC course they take. More frequent attendance is strongly recommended. The recommended maximum student load at any one time in TLC courses is 6 credits. Most courses are self-paced and individualized. Students completing initial courses may add courses later in the term. Initial TLC course placement will be made at registration; the TLC instructor will confirm or adjust course placement.”

Rationale for Change: The “satisfactory placement” modification simplified and standardized the catalog language, communicated that there is a placement requirement, and maintained flexibility to modify the placement process. The schedule statement helps clarify program expectations to academic advisors and students and allows instructors to adjust course placement. It further helped resolve problems experienced with students who self-selected courses of inappropriate challenge and/or enrolled in too many developmental courses concurrently.

Comments: The course placement process for developmental students needs further improvement. Placement standards are not evenly applied at various class locations. This is especially true at locations where there is no full time TLC instructor and during the summer when full time faculty are off contract. A standardized diagnostic instrument that can be equitably administered and/or 12-month consistent staffing are possible solutions.

<b>3. TLC vocabulary series</b>	<b>2000-2001</b>
(Specific Program)	(Year Revised or Developed)

What was changed? TLC 093 became a new course. Deleted TLC 097. Renamed all vocabulary courses.

Rationale for Change: A need was addressed for a higher-level vocabulary course.

Comments: Now that the course is in place and the vocabulary sequence is complete, we need to encourage more students to enroll in these courses. This is especially true in communities with high levels of *limited English proficiency (LEP)*.

<b>4. TLC Learning Assistance, Student Writing Center</b>	<b>2000-2001</b>
(Specific Program)	(Year Revised or Developed)

What was changed? A combined position of Learning Assistance Aide/Writing Aide was developed for Northland’s centers. Cross training continued for the campus Learning Assistance Aide and Student Writing Center Aides.

Rationale for Change: Increased data collection requirements were overwhelming the Division Secretary and campus faculty. NPC centers had no student writing center. Learning Assistance Aides at centers worked only a few hours -- primarily tutoring students and assisting instructors with placement. Since these duties easily tie in to data collection and student writing, ABE grant dollars were used to extend the work hours and additional job duties were assigned.

Comments: This change has provided better record keeping and more hours of service to students. In order to meet the increasing demand for data collection/entry, we anticipate that beginning with the 2001-02 academic year, the campus aides (now called Learning Assistants and paid a higher hourly rate) will be assigned the task of collecting and data entering records for the ABE students for their respective campuses and mentor sites (centers). Campus aides will mentor center aides. If this approach is successful, Learning Assistants workloads will increase commensurate to the ABE grant and its data requirements. As the Student Writing Center and Learning Assistance components grow, we will need to provide more training and supervision to assure consistent, quality service at all locations.

<b>5. TLC/Writing Center Technology Upgrades</b>	<b>1997-98</b>
(Specific Program)	(Year Revised or Developed)

What was changed? Computer equipment at all 4 campuses was upgraded substantially. The program has implemented an anti-obsolescence plan (as required of all Adult Education projects funded by the Arizona Department of Education). Per this plan, approximately 25% of the program's computer hardware is replaced each year.

Rationale for Change: Before the bond election and subsequent facilities upgrade, the program had no resources for technology upgrades. Developmental instruction and the writing center were using computers purchased in 1988. This outdated equipment was not attractive to students, nor would it support the software upgrades we were entitled to per our PLATO contract.

Comments: The program is now able to install PLATO upgrades and run ELLIS, a multi-media software for English as a second language. Additional system upgrades and adjustments are needed to deliver these programs to more TLC class sites. Citrix, Internet and the WAN may allow us offer computer assisted learning at more sites.

<b>6. Programs for WIA and TANF</b>	<b>1999-2001</b>
(Specific Program)	(Year Revised or Developed)

What was changed? Courses have been marketed/retooled to meet the demands of the Workforce Investment Act (WIA) and Temporary Assistance to Needy Families (TANF) programs.

Rationale for Change: WIA and TANF have created vast demands for adult basic education, GED and remediation programs. This is especially true in the White Mountain Apache, Navajo and Hopi reservation communities.

Comments: Increased enrollment at Whiteriver and Kayenta Centers may justify full time instructors and increased Learning Assistance in those communities. Consistent program quality goes hand-in-hand with staff who are fully invested in their work.

<b>7. TLC curriculum specialists</b>	<b>1999-2000</b>
(Specific Program)	(Year Revised or Developed)

What was changed? The TLC curriculum was divided among the four full time campus faculty. Each instructor assumed responsibility for courses in her area of specialization: 1) ESL/vocabulary/spelling; 2) basic literacy/developmental reading/GED; 3) writing/pre-college reading; 4) mathematics.

Rationale for Change: The number of TLC courses had grown to 50+. Previously instructors had been assigned curriculum revisions/updates as the need arose. With the impending alignment project in sight, and as the program reached more and more special sites, it became clear we needed to clearly delegate responsibility for each course.

Comments: The change has allowed instructors to more fully develop courses in their areas of specialization. It gives all TLC staff an “authority” to go to when questions arise. The addition of adult education curriculum in the areas of social science and natural science has created two new curriculum areas for which we have no “specialist” available.

<b>8. TLC faculty mentors</b>	<b>1997-1998</b>
(Specific Program)	(Year Revised or Developed)

What was changed? The four TLC full time faculty were designated as mentors to associate faculty. Full time instructors were assigned the responsibility of mentoring associate faculty at their campus and the closest centers.

Rationale for Change: On campus TLC instruction increased from 15 hours per week to an average of 28 hours per week; many associate faculty were hired to teach these extra hours. The number of communities offering TLC classes grew from the ten campuses/centers to include an additional 15-20 special sites. The number of new instructors, the widespread geographic disbursement, and the volume of TLC courses made it impossible for one person (the department chair/division director) to train new instructors.

Comments: The wide geographic range of our district strained the four instructors. In 1999 the program hired a Special Sites Coordinator/Instructor for Navajo sites. The following year a second Coordinator/Instructor for Hopi sites was added. A third Coordinator/Instructor for Apache sites and/or additional full



time instructors would help meet the demand for associate faculty mentoring – and would also provide more instruction by full time faculty.

## **J. Comments regarding “outside of program” services to this selected Instructional Program**

The following services outside of the TLC program have been especially essential to continued success for the TLC program and the college. There has been consistent cooperation and teamwork between these services and the TLC program.

Information Services provides technical assistance for TLC and SWC computers, which number around 20 at each campus, and much fewer at each center. The technicians also complete periodical virus updates at each of the stations. They are always courteous and helpful and aware that the writing centers must be accessible to students as many hours as possible.

TLC faculty and staff work very closely with Academic Advising in student placement. The open lines of communication help new TLC students begin in the college and ease the transition for these students into college level coursework. Wherever there is full time staff (Advising or TLC) who have been employed for an extended period, the relationship seems to be strong.

TLC faculty and staff work very closely with the Disability Resource and Access Coordinator to provide accommodations for students requiring additional assistance. The DRA office also provides tutor money for TLC students who qualify. DRA services are not typically available at special sites.

Printing and Duplicating is instrumental in providing materials needed for instruction. These are sent district-wide for consistent curricula. Service is prompt and of consistently good quality. TLC mentors encourage associate faculty and support staff to utilize PAD services.

Financial Aid provides financial assistance for many TLC students. Several TLC labs have work-study students as clerical aides and tutors.

The Career Services Coordinator has spoken to several TLC classes about job placement and career assistance opportunities through NPC.

The library has demonstrated a willingness to work with the Student Writing Centers and improve these services college-wide. The library staff also provides orientations to the Library for TLC 090 and 100 students. There is a need for Library and Student Writing Center to distinguish whose staff provides which service to students.

Mail/shuttle services are instrumental in getting materials to and from our numerous remote sites. Since the mail service has been contracted out, the quality of service has diminished. Items are frequently lost or delayed. Service is no longer available to our most remote class sites. Even at Campuses the service often refuses to shuttle large packages (books, file folders, etc.)

The TLC program has held several in-service meetings via the video system. Copies of handouts were made and distributed to remote sites for viewing. The Library has these events on tape for checkout. Though we miss getting together in person, the reduction in travel fatigue makes this a very valuable resource for some meetings.

Marketing and Public Relations provides flyers and news releases to promote our program. They have been a great asset in communicating information and changes regarding the new GED 2002 test.

## K. Projections

### 1. Goals/Objectives/Strategies 2001-2004:

**Mission:** *Developmental Services* provides a centralized, comprehensive, quality, developmental education program, offering learning services and resources for Northland students. Developmental Services works directly with community agencies and offers open access for all who have the desire and ability to learn. To meet local needs, the curriculum spans many levels. The curriculum is designed to promote student personal growth, to develop individual skills, and to prepare students for continuing educational and employment opportunities.

#### **Division of Developmental Services:**

Goal: The Division integrates instruction and essential support services for college developmental and adult basic education students.

##### Objectives/Strategies:

1. Fully integrate TLC instruction, student writing center, and learning assistance services.
  - 1.1. Fully cross-train program aides.
  - 1.2. Clarify job duties for aides and instructors.
2. Improve program consistency district-wide (among centers, campuses and special sites).
  - 2.1. Offer excellent computer equipment for instruction and writing.
  - 2.2. Offer classes in adequate facilities.
  - 2.3. Increase participation in pre-service and in-service staff development.

#### **Developmental Instruction (Component I):**

Goal: Provide developmental and adult basic education instruction.

##### Objectives/Strategies:

1. Develop and maintain curriculum excellence.
  - 1.1. Ensure on-going curriculum quality in reading, writing, math and ESOL.
  - 1.2. Develop and implement social science adult basic education curriculum.
  - 1.3. Develop and implement natural science adult basic education curriculum.
2. Provide consistent quality instruction at all sites.
  - 2.1. Provide excellent curriculum and materials in all contents.
  - 2.2. Establish expectations for instructional delivery.

- 2.3. Follow standard department practice.
- 2.4. Employ instructors who are fully qualified in all TLC contents and “invested” in the program.
- 3. More fully meet content and student needs as required by ABE grant.
  - 3.1. Integrate Arizona adult basic education standards into TLC curriculum.
  - 3.2. Improve ability to serve special needs students.
  - 3.3. Provide social science and natural science curricula.
  - 3.4. Implement annual student surveys to gather employment data.
- 4. Develop more meaningful tools for evaluating program effectiveness.
  - 4.1. Include maximum number of students in State ABE database.
  - 4.2. Fully implement student tracking which includes employment data.

### **Student Writing Services (Component II):**

Goal: Provide students the facility, equipment and technical assistance for completing college writing assignments and resumes.

#### Objectives/Strategies:

- 1. Improve quality of service.
  - 1.1. Provide excellent word processing assistance.
  - 1.2. Provide consistent/sound technical advice for student writers especially in format, citations, grammar, and development.
  - 1.3. Refer students to appropriate research sources to improve information literacy.
  - 1.4. Develop standardized pre- and in-service training for aides.
- 2. Serve more students.
  - 2.1. Fully circulate flyers and schedules.
  - 2.2. Communicate with college faculty and Career Services regularly.
  - 2.3. Increase student access (hours).
- 3. Improve coordination with other college service providers.
  - 3.1. Work closely with library staff.
  - 3.2. Communicate regularly with TLC instructors.
  - 3.3. Fully cross-train with Learning Assistants.

### **Learning Assistance Services (Component III):**

Goal: Provide support to TLC students, instructors, and program, including: tutoring, course placement, open lab, data collection, and record keeping.

#### Objectives/Strategies:

- 1. Collect and input data (ABE grant & program) more accurately, more consistently, and in a timelier manner.
  - 1.1. Increase staff awareness regarding data needs/collection.
  - 1.2. Identify and train key individuals.
  - 1.3. Increase data collection staff commensurate with need.
- 2. Improve quality and consistency of services to students district wide including: college and TLC placement testing, other diagnostic testing, student writing center services, and tutoring.
  - 2.1. Develop standardized pre- and in-service training.
  - 2.2. Fully cross-train Learning Assistants with Student Writing Aides.
  - 2.3. Work closely with TLC faculty to increase/improve support skills.
  - 2.4. Develop/adopt standard instruments and processes for course placement.
- 3. Increase hours of service where needed to more fully meet student/staff demands.

**2. Projected enrollment and costs for the program for the next 3 years.**

	Year 1 2001- 2002	Year 2 2002- 2003	Year 3 2003- 2004
a. Enrollment:(FTSE)	192	230	253
b. Faculty (FTTE) Full time: Associate:	4.9 18.65	5.4 18.36	6.4 18.36
c. Staff: (FTTE)	10.8	11.05	11.68
d. Equipment:	\$34,359	\$28,000	\$32,000
e. Supplies:	\$24,093	\$21,500	\$23,650
Other. Travel and Staff Development	\$49,620	\$44,795	\$52,000

**3. Are the human, financial, and physical resources organized to accomplish the program's objectives?**

State the reasons and/or evidence for your conclusions.

With the current mix of grant and institutional support, the program is able to assemble the resources to sustain the program. Program growth will require additional resources.

**Human resources:**

- a ABE grant and Carl Perkins funds provide the salaries for the Learning Assistance staff. As the aides take on more data collection responsibilities associated with the ABE grant, we are able to cover more of those wages with the ABE grant.
- b The College has consistently provided the wages for Student Writing Center aides. This is a good arrangement because it *balances out* the heavy reliance on grant dollars for the Learning Assistance aides. We are able to increase Writing Center hours available to students by cross training Learning Assistance aides and Writing Center aides. Accordingly, we do not need to budget additional hours, but we do need to budget to pay Writing aides the same rate as Learning Assistants.
- c Grant funding does not provide teacher salaries. For the program to increase the percentage of classes taught by full time faculty, more college funds will need to be allocated for full time instructors. Additional full time faculty are needed to stabilize the program and to add curriculum expertise in the areas of reading, science and social studies.

**Financial resources:**

- a Additional aides salaries are needed (see b above).
- b Additional full time faculty salaries are needed (see c above)
- c The Division Secretary and faculty rely heavily on work study help for clerical support. Because work studies cannot work when classes are not in session this leaves the division office in need just before semesters begin and during the summer session. There is a need for temp help during these periods. Because work studies are often willing to work if funds were available, this is a financial need, rather than a human resource need.
- d The program's anti-obsolescence plan for computer hardware depends on College funds. Continued support is estimated at about \$30,000 per year.

**Physical resources:**

- a Better facilities are needed for "special sites" classes. The program will probably continue to rely on community resources to fill this need, but occasionally the College needs to provide furniture or lease support.
- b The Painted Desert Campus TLC is scheduled to move into a dedicated classroom at the new facility. This will bring the Holbrook TLC up to a standard similar to or above the other campus TLC's.
- c Dedicated classrooms are needed for TLC at NPC centers. The need is especially great at Kayenta and Whiteriver Centers. Whiteriver seems to be fulfilling this need, but Kayenta is a real challenge; teachers there use their own classrooms at the middle school and high school. This results in scattered program records, supplies, and student portfolios.

## Part II: Historical Quantitative Data (from Level I data)

Paste report from Institutional Research here.

## Part III A: Fiscal Contribution Analysis: Detail

Paste report from Institutional Research here.

## Part III B: Fiscal Contribution Analysis: Summary

Paste report from Institutional Research here.



## Part IV: All College Program's Rating (CPR) Comparison Charts

See Level I data book. Charts not available.

## Part V. Summary/Recommendations

### Summary

The effectiveness and results from the Division's 1995 program review absolutely gave Developmental Services staff enthusiasm to proceed with the new program review. Finding the time and human resources to actually do the review was a challenge; Developmental Services is a busy division! This review, like the first, has been helpful in defining the program status and identifying areas for improvement. In Northland's district, adult basic education and developmental instruction are enormous needs, so the program has grown tremendously. The end of the community needs are nowhere in sight; accordingly, the Developmental Services anticipates continued growth. Fortunately, the level I and level II data analysis indicates that the program is cost effective. With continued collaborations and utilization of grant resources, program growth should be sustained. The needed resources are:

Human resources: 12-month staffing for program continuity.  
Quality paraprofessional staff.  
Qualified faculty at a 1:3 or better full time:part time ratio

Physical resources: Technology support.  
Adequate classrooms: new PDC TLC, dedicated TLC classrooms at centers, and memorandums of agreement for community sites.  
Adequate division office space

Financial resources: Continued participation in ABE and other appropriate grants.  
New/continued collaborations with appropriate community projects.

### Specific Recommendations

It is strongly recommended that The Learning Cornerstone, Student Writing Center and Learning Assistance be continued and enhanced at Northland Pioneer College.

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In conjunction with The Learning Cornerstone Community Advisory Board and the TLC faculty, the following actions are rank ordered and strongly recommended:

1. Current program structure including three integrated components: developmental instruction (TLC), Student Writing Center, and Learning Assistance will be maintained.
2. Existing full time faculty positions will be enhanced to improve program consistency district wide.
  - a. Maintain Special Sites Coordinators for Hopi and Navajo communities. Coordinators will continue to split their workload between coordination and teaching.

- b. Each full time campus TLC instructor will: provide program leadership for his/her campus, mentor faculty at his/her campus and other sites, and provide curriculum expertise in one area of the TLC program. Additional compensation, commensurate to his/her program duties will be paid.
  - c. All TLC full time faculty members will assist, as needed, with the College and TLC placement processes.
- 3. Human resources will be enhanced to provide adequate program support 12 months per year
  - a. Maintain Division Director (1.0) and Division Secretary (1.0) positions as full time, 12 months.
  - b. Maintain Learning Assistant positions at each campus and center and increase work hours to meet demands.
  - c. Shift responsibilities for data collection and coordination/training of Learning Assistants from an informal collaboration of part-time staff to a new 1.0 support position.
  - d. Budget for temporary help for Division office.
- 4. Human resources will be enhanced to provide consistent quality instruction at NPC centers.
  - a. One full time instructor will be hired for each Kayenta, Hopi, and Whiteriver Center.
  - b. Each new instructor will provide curriculum expertise in one area of the TLC program: social science, natural science, and GED or reading.
  - c. Instructor assignments will be based on current local needs.
- 5. Human resources will be streamlined and enhanced to improve support to students and instructors 12 months per year.
  - a. Upgrade Student Writing Center Aide positions to Learning Assistants.
  - b. Total Learning Assistant hours will be increased to the equivalent of 1.5 positions at each campus. (Includes renamed Student Writing Aides)
  - c. Learning Assistants will be increased to the equivalent of 1.0 position each at Kayenta, Hopi, and Whiteriver Centers.
  - d. Learning Assistants at other centers will remain part-time positions, unless there is an increase in enrollment.
- 6. Technology will be utilized to maximize student learning opportunities.
  - a. Citrix or other networking software will be installed to allow students at all web accessible sites to use the program's PLATO, Ellis and/or other software licenses.
  - b. Software licenses will be maintained and updated to include the latest curriculum developments.
  - c. Computerized diagnostics for placement will be reviewed and implemented if it is determined to be mutually advantageous for students, TLC and the College.
  - d. Appropriate Internet materials will be identified and integrated into TLC curriculum.
- 7. Up-to-date computer equipment will be available at most class sites.
  - a. All campus and center TLC's will have up-to-date computer stations.

- b. An anti-obsolescence plan which replaces/upgrades 20-25% of all campus and center computers annually will be followed.
  - c. Recycled equipment will be reassigned to special sites when available/appropriate.
8. Continue to provide and improve pre-service and in-service staff development activities.
- a. Full time instructors will take increased responsibility for training and mentoring associate faculty and writing center staff. (see recommendation 2b)
  - b. One or more full time instructors will take leadership for coordinating on-going writing center training activities.
  - c. The Data Collector/Learning Assistance Coordinator will develop/provide a regular schedule of training to Learning Assistants. (see recommendation 3c)
  - d. The Director will continue to seek/utilize grant money to support professional development activities.
9. The TLC placement process will be revised and improved. The program will:
- a. Meet Arizona Department of Education requirements for adult education programs related to placement, interim, and post testing.
  - b. Collaborate with the NPC Placement Committee and Academic Advisors to streamline the process for diagnosis and placement into TLC courses, the foremost purpose being to make placement more customer friendly and relevant for students.
10. The Division will strive to maintain and expand 3<sup>rd</sup>-party relationships and grant funding to sustain and expand the program. The program will:
- a. Continue to participate in the Arizona Department of Education ABE grant.
  - b. Develop strengthened relationships with WIA and TANF programs where appropriate.
  - c. Explore and develop collaborations with Community Learning Centers, Community Technology Centers, and other community projects.

## Appendices

Assessment of Student Academic Achievement Report 1997-89

Assessment of Student Academic Achievement Report 1998-99

Assessment of Student Academic Achievement Report 2000-01

NCA Institutional Self Study 1999, Chapter 13 Developmental Services

ABE FY '99 Final Report

ABE FY '00 Final Report

ABE FY '01 Final Report

Writing Center Survey

TLC Brochure

GED Brochure

Community Flyer

Special Sites Flyer

ESL Flyer

Student Writing Center Flyer

Criteria for Associate Faculty

TLC Community Advisory Committee Members

TLC Community Advisory Committee Minutes

August 10, 2000

November 30, 2000

February 2, 2001

May 2, 2001

August 16, 2001

November 8, 2001

February 7, 2002

April 25, 2002