

2011-12 SSPBT Annual Program Review Update

GENERAL INFORMATION

PROGRAM NAME: (Double-click in the green box to enter information)

Educational Diagnostic Center (EDC)

NAME: Name of person or persons that completed this APRU form.

Debbie Centanni

I. PROGRAM DESCRIPTION

A. What are the primary support purposes of this program? (Choose (x) all that apply)

<input checked="" type="checkbox"/> Basic Skills	<input checked="" type="checkbox"/> Access	<input checked="" type="checkbox"/> Learning Resources
<input checked="" type="checkbox"/> Degree	<input checked="" type="checkbox"/> Success	<input checked="" type="checkbox"/> Academic Services
<input checked="" type="checkbox"/> Transfer	<input checked="" type="checkbox"/> Retention	<input type="checkbox"/> Personal Enrichment
<input type="checkbox"/> Career/Technical	<input checked="" type="checkbox"/> Persistence aa	<input type="checkbox"/> Student Cohort
<input type="checkbox"/> Other	(Explain)	

B. What is the **Mission Statement** for this program?

The primary mission of EDC is to ensure that students with learning disabilities have an equal opportunity to reach their educational potential. The purpose of our program is to provide access to skill development courses, services, and accommodations for students with learning disabilities and other high-risk indicators. Core activities that are specifically designed to increase, access, growth, and retention include assessment of learning disabilities, special class instruction (Guidance courses), disability management advisement, accommodation determination, authorization, and management, campus and community liaison, and support of high school outreach programs.

C. How many students does this program serve? (Approx. annually unduplicated)

327

D. Identify and describe (briefly) this program's relationships and collaborations with other college programs:

Collaborative relationships have been developed and established with various student services programs, as well as instructional departments. These programs and departments include Admission and Records, Financial Aid, Counseling, Veterans, Assessment, Student Success and Retention, EOPS, Cal Works/OTI and the Language, Math, and Physical Education and Athletics departments. In 2012-12013, the EDC staff plans to expand collaboration efforts to include the Biological, Health, and Environmental Sciences, Physical Sciences and Engineering, and Social Sciences and Humanities departments.

IIA. PROGRAM SERVICES

Click on the "List of Services" tab at the bottom of this sheet.

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IIB. SERVICE DESIGNATIONS

Click on the "Service Designations" tab at the bottom of this sheet.

III. OUTCOMES ASSESSMENT - INSTRUCTION

(Skip Section III and go to **Section IV** if there is no curriculum offered in this program)

A. Which SLO statements did you assess in 2011-12?

As of April 30, 2012, no assessments for Guidance courses 202, 204, 207, 209, and 211 have been completed. Assessment for these courses was conducted in 2010. The assessment process for Guidance courses 200, 218, and 219 is currently in process.

B. What did you learn? Briefly summarize the results of the reflection and enhancement discussions.

Reflection and enhancement from 2010-2011 assessment process indicated that students enrolled in Guidance courses 207, 209, and 211 are more successful when they also participate in Guidance 218, a specialized class designed to support the curriculum presented in Guidance 207, 209, and 211. Guidance 218 provides group support rather than individualized tutoring. The group format appears to be more successful in helping students to comprehend, retain, and apply information.

C. What additional resources are needed to implement the enhancement/improvements plans?
(Please give a very brief overview - details will be asked for in Section VI)

None

D. What are your **SLOAC** plans for 2012-13?

SLOAC plans for Guidance courses for 2012-2013 is to complete another assessment, reflection, and enhancement cycle for all active Guidance courses.

IV. OUTCOMES ASSESSMENT - SERVICES

A. Which SSLO statements did you assess in 2011-12?

Currently, the SSLO that is being assessed is that an EDC student will be able to effectively self-monitor their academic progress on a quarterly basis.

B. What did you learn? Briefly summarize the results of the reflection and enhancement discussions.

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Although the assessment process has not yet been completed, initial findings suggest that EDC students would benefit from participating in workshops designed to prepare and teach students to be more proactive in monitoring their academic progress and to learn how to successfully advocate for themselves. The workshops would teach strategies that would reduce a student's anxiety about approaching an instructor and would include examples of scripts requesting a meeting, the types of questions to ask, examples of how to request additional help, and etc. Role-playing (acting out different situations) would also be introduced to encourage students to practice in order to reduce their anxiety about approaching an instructor.

C. What additional resources are needed to implement the enhancement/improvements plans?
(Please give a very brief overview - details will be asked for in Section VI)

Additional resources for developing and conducting ongoing workshops for EDC students were defined and requested in the DSP&S Measure C funding proposal.

D. What are your **SSLOAC** plans for 2012-13?

SLOAC plan for 2012-13 is to complete the assessment, reflection, and enhancement process for the SSLO stated in item A (2011-2012). Once this cycle is completed, the goal will be to begin another assessment process focused on the changes or modifications that were indicated from the prior reflection and enhancement process.

V. CURRENT TRENDS/CHALLENGES

A. What does the near future portend for this program?

The current budget crisis will require the EDC staff to continually monitor, evaluate, and modify, as needed, EDC's operational procedures, course offerings, and advisement methods and procedures. EDC's primary goal is to ensure that our students continue to receive appropriate services and accommodations. In addition, the EDC staff will continue to offer basic skills courses in Math and Writing, as well as skill building courses in study skills and spelling. EDC will also continue to support our students enrolled in college level English and math courses by providing specialized instructional support (tutoring).

B. What are the challenges for this program?

EDC has and will continue to be affected by several issues including reduction in staff, increase in the number of students with learning disabilities transitioning from high schools to De Anza, increase in students referrals from campus wide staff and faculty, and an increase in number of students requesting and/or needing assessment to determine eligibility for services and accommodations. In addition, as budget constraints and possible staff reductions affect other student services departments, such as counseling and financial aid, the EDC staff will need to take a more proactive role in learning and keeping up to date on changes and/or new policies and procedures that would effect EDC students. Another more recent concern is associated with staff/employee security. The physical configuration of EDC advisors' offices', specifically where the advisor's desk and chairs are located, makes it difficult to stay safely out of the reach of a student in order to reach and exit through the office door.

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C. What are the opportunities for this program?

Although budget reductions have presented unique challenges, the EDC staff has taken the initiative to evaluate and identify ways to increase overall operational efficiency and effectiveness while continuing to meet our students special needs. In addition, EDC has started to establish collaborative relationships with other student services and instructional departments in order to increase staff and faculty awareness of the needs of students with disabilities and our students' awareness of campus wide services.

D. Does this program anticipate rapid change, slow change, no change, or other?

Rapid change in modifying and improving operational procedures is expected and needed due to reduction in staff and increased work load.

E. Are there any amendments to this program's 2008-09 Comprehensive Program Review? (CPR)

No

F. Explain what changes or revisions you have made, if any, to your services based on results of last year's program review update (2010-11).

As stated in the APRU 2010-2011 update, EDC is continuing to promote and counsel EDC students to become more proactive in evaluating and determining their academic goals and to learn how to successfully advocate for themselves in all educational and/or academic situations.

G. Explain anything that should be known about this program that hasn't been asked.

VI. RESOURCE REQUESTS

A. Personnel Requests: Please submit the **top three** personnel requests in ranked order: (If there are more than three personnel requests, maintain a separate prioritized list using the same justification categories as in the APRU. If resources are available the SSPBT may ask for more items to be submitted.)

Program Position Priority #1:(Check (x) appropriate boxes)

Faculty

Staff

Administration

Full-Time

Part-Time

Est. Cost:

Priority #1 position name:

Brief description: (new or replacement from retirement or resignation)

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Rationale: How will this person enhance or maintain your program's plans to improve outcomes? What specific SLOAC/SSLOAC results support this program's need for this position?)

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important" , or "Nice to have". (Check only one)

Critical

Important

Nice to have

Program Position Priority #2:(Check (x) appropriate boxes)

Faculty

Staff

Administration

Full-Time

Part-Time

Est. Cost:

Priority #2 position name:

Brief description:(new or replacement from retirement or resignation)

Rationale: How will this person enhance or maintain your program's plans to improve outcomes? What specific SLOAC/SSLOAC results support this program's need for this position?)

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important" , or "Nice to have". (Check only one)

Critical

Important

Nice to have

Program Position Priority #3:(Check (x) appropriate boxes)

Faculty

Staff

Administration

Full-Time

Part-Time

Est. Cost:

Priority #3 position name:

Brief description:(new or replacement from retirement or resignation)

Rationale: How will this person enhance or maintain your program's plans to improve outcomes? What specific SLOAC/SSLOAC results support this program's need for this position?)

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important" , or "Nice to have". (Check only one)

Critical

Important

Nice to have

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B. Equipment Requests: Please submit the top three program equipment requests in ranked order: (If there are more than three equipment requests, maintain a separate prioritized list using the same justification categories as in the APRU. If resources are available the SSPBT may ask for more items to be submitted.)

Program Equipment Priority #1:

Est. Cost:

Priority #1 item name:

Brief description:(new, upgrade, or replacement)

Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important" , or "Nice to have". (Check only one)

Critical **Important** **Nice to have**

Program Equipment Priority #2:

Est. Cost:

Priority #2 item name:

Brief description:(new, upgrade, or replacement)

Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important" , or "Nice to have". (Check only one)

Critical **Important** **Nice to have**

Program Equipment Priority #3:

Est. Cost:

Priority #3 item name:

Brief description:(new, upgrade, or replacement)

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Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important", or "Nice to have". (Check only one)

Critical

Important

Nice to have

C. Facility Requests: Please submit the top three facilities resource requests in ranked order: (If there are more than three facilities requests, maintain a separate prioritized list using the same justification categories as in the APRU. If resources are available the SSPBT may ask for more items to be submitted.)

Program Facilities Priority #1:

Est. Cost:

Priority #1 project name:

Brief description: (new, remodel, relocation)

Provide an additional exit for EDC. Currently, EDC has two exits on the same side of the office that exits onto the LCW hallway. If this location is blocked, neither exit will be feasible in case of an emergency. Therefore, it is strongly recommended that EDC personnel and students be able to exit onto a different location, preferably on the opposite side from the current exit locations.

Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important", or "Nice to have". (Check only one)

Critical

Important

Nice to have

Program Facilities Priority #2:

Est. Cost:

Priority #2 project name:

Brief description: (new, remodel, relocation)

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Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important", or "Nice to have". (Check only one)

Critical

Important

Nice to have

Program Facilities Priority #3:

Est. Cost:

Priority #3 project name:

Brief description:(new, remodel, relocation)

Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important", or "Nice to have". (Check only one)

Critical

Important

Nice to have

D. Professional Growth Resource Requests: In the space below, identify any professional growth initiatives that need additional funding. Include whether the needs are related to technology (hardware/software), the discipline, legal matters, District/College operations, Research/Innovations in the classroom, office, operations, etc. (List in ranked order)

Legal issues related to American with Disabilities Act (ADA)

Est cost of #1

Est cost of #2

Est cost of #3

Rationale: How will each professional growth initiative resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for

A critical aspect associated with working with students with disabilities is ensuring that services and accommodations are determined and administered in accordance with the ADA. Therefore, keeping up to date with ADA changes is vital in order to avoid the legal ramifications of denying or providing inappropriate services and/or accommodations.

Based on the needs of this program, check (x) whether each of the **top three** requests are considered to be "Critical", "Important", or "Nice to have". (Check only one per request)

Professional Growth Initiative request #1:

Critical

Important

Nice to have

Professional Growth Initiative request #2:

