

2010-11 Annual Program Review Update

PROGRAM NAME:

Educational Diagnostic Center (EDC)

Name of person or persons that filled out this form:

Debbie Centanni

I. PROGRAM DESCRIPTION

A. What is the primary mission/purpose of your 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.

B. What is your Program Level Outcome (PLO) statement?:

The Educational Diagnostic Center (EDC) provides and promotes a motivate and supportive learning environment that encourages students with learning disabilities to be cognitively aware of their learning strengths and weaknesses, to identify and utilize the accommodations and services that are appropriate to their learning needs, and to effectively self monitor their academic achievement and progress.

1. Describe the processes by which your PLO is assessed:

	Analysis of SLOAC results (refer to Part III)
x	Analysis of SSLOAC results (refer to Part III)

Other:

EDC's PLO will be assessed through student surveys.

2. How does your PLO directly or indirectly support the: Mission, Institutional Core Competencies (ICC), and/or Strategic Initiatives

(Attach "PLO to Mission, ICC, and/ SI matching sheet(s)."

Comments:

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EDC's PLO statement support's DeAnza's mission by providing a supportive learning environment that is focused on developing and implementing instructional and tutoring methods designed to meet the cognitive and academic needs of student's with disabilities. In addition, EDC faculty and staff consistently strive to enhance and increase our understanding and knowledge of all types of disabilities in order to ensure that our teaching strategies, curriculum, services, and accommodations continue to enable DSP&S students to achieve their academic goals. EDC's primary focus is to increase student success and retention by promoting academic achievement, by teaching and modifying individualized learning strategies, and by encouraging and teaching students to self-advocate and to be independent.

C. Program Demographics

1. How many people does your program/department serve?

329	# Students	Source: Referrals made by student services departments/programs, faculty, other EDC students, high school special education departments, and SJSU/SFSU DSP&S departments.
	# Faculty	Source:
	# Staff	Source:
	# Community	Source:

Comments: Describe the typical characteristics of the people your program serves - i.e. What are their goals, majors, reasons for coming to your program, etc.

Students request EDC services and accommodations in order to compensate for their learning deficits and to enhance their ability to pass academic courses. Also, many students seek information about their specific learning strengths and weaknesses (assessment process), request individualized learning strategies to improve their academic performance, and may need to improve their basic skills in math, writing, and spelling before attempting college level course work.

2. Number of employees associated with the program?

6	# FT staff	215	Total hrs per wk combined
6	# PT staff	100	Total hrs per wk combined
	# FT Faculty		(FTEF)
	# PT faculty		(FTEF)
	# Students		Total hrs per wk combined

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II. SIGNIFICANT CHANGES and TRENDS

A. **If your program offers instruction**, attach your Program Review Data Sheet (from IR). Briefly, address any significant changes and how they have effected your **curriculum / instruction** relative to:

1. Growth or decline in historically underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)

One of EDC's primary program review goals was to increase program awareness among underrepresented student populations. Thereby, increasing the number of Latin, African American, Asian, Pacific Islander, and Filipino students who have access to and receive the appropriate special education accommodations and services as per their individual learning needs. The activities that were outlined in the initial program review to achieve this goal included participating in outreach activities both on and off campus and establishing working partnerships and relationships with various student services programs and departments including Financial Aid, EOPS, OTI, Outreach, Counseling, and Assessment. In addition, EDC sought to establish and maintain collaborative relationships with instructional programs and departments in order to increase student referrals from all ethnic groups. As a result, there has been a marked increase in Hispanic and Asian students seeking services. These students are primarily new high school transition students. The impact of these students on instruction involves the need for basic ski

development. Many of these students need remedial skill development, specifically in the areas of basic math and writing skills. Students transitioning from high school to college often lack the necessary skills to successfully manage and pass college level courses while attempting to compensate for individual learning deficits. Although EDC faculty is trained to work with adults with learning disabilities, our faculty is often required to adjust their teaching strategies and materials to accommodate students with limited basic skills knowledge. Thus, an EDC instructor often needs to adjust the speed of instruction and to modify their teaching methods and materials in order to meet the learning needs of their students.

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2. Trends related to closing the student equity gap relative to the college's stated goals.

With the expansion of DeAnza's outreach programs into high schools that are located in diverse ethnic communities, EDC's faculty and staff have noticed that there appears to be a wide range of academic skills levels for student transitioning to DeAnza from these various high schools. For example, Evergreen Valley High School's mission statement primarily focuses on preparing students for transitioning to college. In contrast, Mt. Pleasant High School offers students a wide range of courses geared towards vocational programs. The success or failure of a transitioning student often depends on if and when he or she is prepared to participate in college level courses. Students with learning disabilities who are unprepared to enroll in college level courses may need to spend at least two to three quarters building their academic skills. Learning that it may take three to four years to complete their lower division requirements for transfer may reduce an eager student's desire to achieve and increase the chances of being a retention risk.

that will enable students to improve their academic skills, to compensate for their learning deficits, and to guide students towards learning and achieving rather than completing community college in two years.

3. Overall enrollment growth or decline of all student populations

Throughout the 2010-2011 year, Guidance courses have experienced an increase in student enrollment. Historically, EDC Guidance courses have attempted to restrict enrollment to no more than 20 students per quarter. However, with budget restrictions and increase in enrollment, faculty has had to accommodate larger class sizes and a broader range of skills development. These issues often affect instructional delivery method, curriculum, and pace of instruction. In addition, students with learning disabilities and poor skill development often require extensive and individualized instructional and tutoring support. Many students transitioning from high school special education programs cannot verbalize their learning needs or describe their learning disabilities or deficits. Thus, these students require more advisement time, more individualized and group tutoring assistance, and individualized development of learning strategies and ongoing monitoring of academic performance and achievement.

B. Briefly, address any significant changes and how they have effected your program's **services** relative to:

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1. Growth or decline in historically underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)

Any increase in student enrollment increases the demand for services. However, for students from underrepresented populations, language barriers may require an EDC staff member to spend more time and effort in resolving both instructional and service issues. These students may also require more time with tutors, advisors, and more advocacy with instructors.

2. Trends related to closing the student equity gap relative to the college's stated goals.

As stated previously, the EDC staff will continue to participate in outreach activities and to promote partnerships with other student services and instructional departments in order to promote and build awareness of EDC's services among underrepresented ethnic student populations, especially Pacific Islander and Filipino students.

3. Overall enrollment growth or decline of all student populations

As previously stated, EDC has experienced an increase of Hispanic students seeking special education services and accommodations. This increase has increased Guidance courses student enrollment, need for advising, need for assessment to determine eligibility, need for tutoring and instructional support. Thus, each EDC staff member is now adjusting to increased work load.

C. Make any modifications, deletions, additions, edits, etc. to your 2008-09 Comprehensive Program Review (CPR). Use the spaces below to explain what changes you are making to your CPR and the reasons for those changes (i.e. College/District policies, state or federal laws and regulations, external agencies regulations or requirements, budget cuts, personnel decisions, etc.).

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Changes not included in the 2008-2009 plan include 50% reduction of assessment hours and non-instructional faculty for assessment administration and the elimination of part-time instructional hours. In September of 2009, the University of Georgia Education Policy & Evaluation Center (UGA) reviewed and evaluated a study of the California Community Colleges Learning Disabilities Eligibility Model. This study reported that 51% of the students surveyed had not been previously identified as eligible for receiving services or accommodations for their learning disabilities. Thus, students entering the California Community College system without prior documentation to establish special education services and accommodations eligibility would either need to seek outside assessment, which could cost anywhere from \$2500 to \$5000, or be assessed within the community college system. This study also revealed that California Community Colleges in 2008-09 served 24,528 students with learning disabilities. Considering UGA's findings, this would indicate that more than 12,000 students would not have been deemed as eligible for services

if community colleges did not provide eligibility assessment. Historically, the demand and need for assessment by DeAnza College students averages from 15 to 20 students per quarter. Prior to reducing assessment hours and non-instructional faculty by 50%, EDC was able to meet the assessment needs of these students without adding to the workload of full-time faculty/advisors. However, the reduction in assessment hours and in the number of qualified test administrators dictated the need for modifying student screening criteria and for establishing a priority student assessment process. Also, the number of students requiring eligibility assessment appears to be increasing each quarter rather than declining (due to outreach activities by EDC staff and DeAnza's outreach program). The impact of reduced assessment hours has resulted in the reduction of the number of students who can be assessed each quarter creating a back log of students waiting for testing. Eligibility for services and accommodations is based on verification of disability, the type of learning disability, and identification of a student's learning strengths and

weaknesses. Consequently, the longer it takes to determine eligibility, the greater the risk that the student may fail. For many students with learning disabilities, receiving even one accommodation, such as extended time on testing, can make the difference between academic success or failure. The elimination of part-time faculty impacted the number of Guidance courses that could be offered each quarter. Prior to 2010-2011, EDC offered five 4 unit Guidance courses. This equated to one 4 unit course being assigned to each full-time EDC faculty member. The fifth Guidance course was assigned to a part-time instructor. Without the use of a part-time instructor, EDC can only offer four Guidance courses per quarter.

D. Use this space to explain anything else about your program that was not included in your 2008-09 Comprehensive Program Review (CPR) or under II.C. What should be known about your program that hasn't been asked?

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In addition to reducing assessment hours and the elimination of part-time instructional hours as previously discussed, EDC will be losing one full-time faculty/advisor position due to retirement as of June 30, 2011. The loss of a full-time Learning Disability Specialist (LD) (instructor, advisor, & assessment administrator) will greatly impact EDC in 2011-2012. The impending impact may result in reducing the number of Guidance courses offered each quarter, increasing remaining faculty/advisor student case loads, and assigning other job responsibilities not associated with curriculum, instruction, and advisement to the remaining full-time staff. This reduction in staff will require a major departmental shift in work flow, processes, and procedures. The EDC staff is currently working on identifying those processes, procedures, policies, and performance standards that will be affected by this change. Once all areas of EDC's current operations and student services are analyzed and evaluated, the EDC staff will recommend and implement all changes required to successfully consolidate work and job

responsibilities of a full-time LD Specialist without interfering with or reducing EDC's efficiency, instructional effectiveness, or the quality and number of student services. Although the goal of this reorganization is to maintain the integrity and reputation of EDC that is respected and known throughout California Community Colleges DSP&S departments, the staff realizes that assuming additional students' case loads and other responsibilities means that more creative and progressive methods of work production need to be considered and implemented. In addition, the staff may need to counsel students on becoming more proactive, self-reliant, and independent.

III. OUTCOMES ASSESSMENT

**If your program offers both instruction and services, complete all of Part III.
If your program does not offer instruction, skip to III. E.**

A. **If your program offers instruction**, describe the number of **SLOAC** that have been completed or will be completed in 2010-11.

SLOACs have been completed for four Guidance courses, Guidance 204, 207, 209, and 211. Guidance courses 200, 202, 218, and 219 are in the assessment process with an adjusted date of completion as of May 30, 2011.

B. **If your program offers instruction**, describe the level of engagement in the 2010-11 **SLOAC** process. (i.e. How many faculty, staff, and administrators participated in the SLOAC process?)

All full-time instructional staff and tutoring support were involved in the SLOAC process. This equates to five full-time faculty, one full-time administrative support, and five tutor assistants. Guidance 212 will be assessed when next offered.

C. **If your program offers instruction**, what program enhancements are you implementing as a result of the 2010-11 **SLOAC** process? (Only describe planned enhancements that **do not require additional resources**. Enhancements that require new resources will be addressed in Part V.)

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Program change for Guidance 204 will involve making changes and modifications to course materials. For Guidance 207, no changes were noted to the instructional area that was assessed; further assessments will focus on another area of instruction. For Guidance 209, changes will be made in the presentation method and course materials. For Guidance 211, the instructor will introduce positive/negative number system earlier in the instructional schedule.

D. **If your program offers instruction**, what are your **SLOAC** plans for 2011-12?

SLOAC plans for Guidance courses for 2011-2012 is to complete another assessment, reflection, and enhancement cycle for all active Guidance courses.

E. Describe the number of **SSLOAC** that have been completed or will be completed in 2010-11.

EDC is currently in the process of assessing three SSLOACS. Target completion date is June 30, 2011. These SSLOACs are as follows: (a) an EDC student will be able to identify and locate at least three EDC services; (b) an EDC student will be able to identify and utilize at least two accommodations or services that meet his or her specific learning needs; and (c) an EDC student will be able to effectively self-monitor their academic progress on a quarterly basis.

F. Describe the level of engagement in the 2010-11 **SSLOAC** process. (i.e. How many faculty, staff,

All faculty and staff are engaged in and committed to assessing, evaluating, and enhancing EDC's SSLOACs.

G. What program enhancements are you implementing as a result of the 2010-11 **SSLOAC** process?

Although EDC has not yet completed the SSLOAC assessment process, 2009-2010 student surveys results indicated that many students were not aware of the type and number of EDC services that were available to them. Thus, one of EDC's primary goals was to educate EDC students about our services. This goal was then incorporated into EDC's SSLOACs.

H. What are your **SSLOAC** plans for 2011-12?

EDC SSLOAC plans for 2011-12 include completing the reflection and enhancement segment of EDC's initial SSLOAC cycle. Also, to begin another assessment process of any changes or modifications recommended and implemented from the prior reflection and enhancement process.

IV. PROGRAM BUDGET DATA

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	2009-10 Actual	2010-11 Projected
'A' budget		
'B' budget		
'C' Budget		
TOTALS	\$0	\$0 (automatically calculated)

**If your program is NOT requesting any new resources -
your 2010-11 Annual Program Review Update is finished**

**If your program IS requesting any new resources -
Continue to Part V.**

V. RESOURCE REQUESTS

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