

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

PART 1 -	Program Information	
1a) Program Name:	Educational Diagnostic Center (EDC)	Enter the name of the program being reviewed.
1b) Name(s) of the author(s) of this report:	Debbie Centanni, Executive Head	Enter the name or names of those who authored this CPR.
1c) How many students are served by this program annually and are this number trending up, even, or down?	At this time, EDC serves 340 students. Historically, the number of active students participating in the EDC program has consistently ranged from 300 to 350 students. Although the number of eligible students has remained consistent, the number of Latino/a and African Ancestry students receiving accommodations and services has increased slowly but steadily over the past five years.	Please discuss the number of students who are served in the program and explain whether the number of students is increasing, even, or decreasing. Are there any anticipated trends in the number of students served?
1d) Who are the typical students served by this program?	<p>Although EDC serves all students with disabilities, our primary goal is to ensure that students with learning disabilities reach their full academic potential and achieve their educational and academic goals.</p> <p>EDC actively participates in college sponsored outreach events and individual high school transition to college activities including special events that focus on “targeted” groups.</p>	Please discuss the typical students who are served in the program. Does the program specifically address the college’s goals to increase access and success of ‘targeted’ student populations (Latina/o, African Ancestry, Pacific Islander, Filipino)?
PART 2 -	MISSION and Accreditation Standard II.B.1	
2a) What is the program Mission Statement?	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),	Cut/paste or type in the program’s most current Mission Statement.

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	disability management advisement, accommodation determination, authorization, and management, campus and community liaison, and support of high school outreach programs.	
2b) In what ways and to what extent does the program assure the quality of its services to students?	<p>EDC evaluates the quality of our program by:</p> <ul style="list-style-type: none"> • Meeting with students on a quarterly basis to monitor; academic performance and modify learning needs and/or strategies as needed; • Implementing feedback from the SSLO process; and • Incorporating suggestions from instructors and students to improve quality of the service. • Student evaluation of Guidance courses. 	Please address part 1 of Accreditation Standard II.B.1 -The institution assures the <u>quality</u> of student support services
2c) In what ways and to what extent does the program demonstrate that its services support student learning and enhances the achievement of the College Mission?	<p>In order to support students with disabilities efforts to improve their academic performance, EDC students are encouraged to learn and utilize technology in all aspects of their lives. In order to promote the use of technology, EDC created a small computer lab area that is available for students use and for instructional purposes. In addition, Measure C funds were used to purchase 10 iPads that will be used to increase and enhance EDC's instructional support program.</p> <p>In addition, EDC and DSS have worked collaboratively with Staff Development to add a DSPS training segment into the new faculty training workshops. This training segment discusses faculty responsibilities when working with students with disabilities, laws and regulations pertaining to students with disabilities, how to process internal DSPS forms, and how to refer students to DSS and/or EDC. As a result, students referred to EDC by instructors and campus-wide staff has significantly increased over the past year.</p>	<p>Please address part 2 of Accreditation Standard II.B.1 -The institution ... demonstrates that these services, regardless of location or means of delivery, support student learning and enhance <u>achievement of the mission</u> of the institution.</p> <p>The college Mission Statement can be found at: http://deanza.edu/about/mission.html</p>
PART 3 -	Accreditation Standard II.B.3	Accreditation Standard II.B.3 - The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

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<p>3a) In what ways and to what extent does the program assure equitable access for all students?</p>	<p>One of EDC's primary goals is to ensure that students with disabilities have equal access to the least restrictive learning environment. Essentially, EDC operations, instructional methods, and counseling techniques have consistently utilized universal design concepts by combining multisensory teaching strategies and developing individualized learning strategies with the use of technology, both specialized hardware and software. Students with disabilities are assured equitable access through the utilization of appropriate accommodations and services.</p> <p>EDC also has also assisted instructors to implement changes in testing procedures that promote equal access for all students. For example, an EDC student requested notes as an accommodation for a non-math course. The instructor did not have any experience with note cards as an accommodation and was uncertain on how to proceed. The instructor requested a meeting with the student's counselor to discuss the type of information that should be allowed on the note card. After the meeting with EDC, the instructor decided that note cards were a good idea for all students. At this point, note cards ceased to be an "accommodation" and became a "test condition" (for all students).</p> <p>As previously stated, EDC is actively involved in outreach events. EDC's staff and faculty have attempted to participate in as many outreach events on and off campus as possible. As a result, student participation in DSS/EDC new student orientations offered during the day and high school transition/Introduction meetings held in the evenings has increased dramatically. In addition EDC:</p> <ul style="list-style-type: none"> • Keeps active liaisons with special education programs in high schools and other academic programs; and • Provides services and accommodations to all students with documented disabilities that meet the eligibility criteria. 	<p>Accreditation Standard II.B.3.a - The institution assures <u>equitable</u> access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method. Please address how the program is, or plans on, incorporating universal design concepts into its operations (materials, processes, activities, professional development, etc.) to assure that the program's services are accessible and effective for all students regardless of personal demographics or background. Cite specific examples.</p>
<p>3b) In what ways and to what extent does the program provide an environment that</p>	<p>EDC encourages students to participate in campus and community events. Advertisements for these events are usually posted on one of EDC's bulletin boards for students to review.</p>	<p>Accreditation Standard II.B.3.b - The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal</p>

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encourages personal and civic responsibility?		development for all of its students.
3c) In what ways and to what extent does the program design, maintain and evaluate counseling and/or academic advising programs?	<p>EDC's Learning Disabilities (LD) Specialists provide counseling and/or advising for:</p> <ul style="list-style-type: none"> • Individualized learning strategies • Academic planning and progress • Disability Management • Self-Advocacy • Cognitive and Achievement assessment to determine program eligibility • Clarification of disability issues and/or concerns <p>In addition, EDC's LD Specialists provide support and/or collaborate with counselors/advisors from various programs (Counseling, EOPS, OTI, ISP, and MPS) to resolve student issues involving academic performance and achievement, educational planning, and adult learning strategies.</p> <p>EDC's counseling and/or advising services are currently and will continue to be evaluated by several methods including student surveys, focus groups, and ongoing discussions with counselors/advisors from other student services programs.</p>	Accreditation Standard II.B.3.c - The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. (Answer only if applicable to the program under review)
3d) In what ways and to what extent does the program design and maintains practices and services that support and enhance student understanding and appreciation of diversity?	<p>The very nature of De Anza's Disability Support Programs and Services (DSPS) is a study in and the practice of diversity. EDC supports, enhances, and promotes the understanding and appreciation of diversity by:</p> <ul style="list-style-type: none"> • Encouraging students to open up and discuss their disability and learning issues; and • Encouraging students to learn more about their disability in order to understand others with disabilities. 	Accreditation Standard II.B.3.d - The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.
3e) In what ways and to what extent does the program regularly evaluate admissions and placement instruments	EDC's educational programs and services are focused on promoting and ensuring successful academic progress and student retention. EDC's staff and faculty are working with Assessment to develop and implement procedures that identify and refer "at risk" students to EDC. Also, Assessment and EDC	Accreditation Standard II.B.3.e - The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. (Answer only if applicable to the program under

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<p>and practices to validate their effectiveness while minimizing biases?</p>	<p>are working collaboratively to examine the relationship between low math placement test scores and students who fail or drop Math 210 at least twice.</p> <p>In attempting to develop and implement an Assessment/EDC referral process for possible “at risk” students, it became clear that students would greatly benefit from a diagnostic tool that would provide a more accurate error analysis. In addition, data from a diagnostic assessment or tool would be used to:</p> <ul style="list-style-type: none"> • Increase student participation and retention by developing and implementing remediation modules that target what the student does not know instead of what is known; • Provide relevant information for the student and instructor as to areas of content strengths and weaknesses; and • Customize learning strategies. 	<p>review)</p>
<p>3f) In what ways and to what extent does the program maintain student records permanently, securely and confidentially, with provision for secure backup of all files?</p>	<p>All student files and information are maintained and secured in locked file cabinets that can only be accessed by authorized staff. Inactive student files are maintained separately until they can be scanned for permanent record storage in BDSM. In order to release student records, the student must authorize the release in writing.</p>	<p>Accreditation Standard II.B.3.f - The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.</p>
<p>PART 4 -</p>	<p>Staffing</p>	
<p>4a) Have there been any significant <u>staffing</u> changes since the last CPR in 2008-09?</p>	<p>All staffing changes that occurred in 2012-2013 and in 2013-2014 are due to retirements. These changes are as follows:</p> <ul style="list-style-type: none"> • 2012-2013 – Norma Johnstone, Senior Secretary retired. • 2012-2013 – Jennylea Sepulveda, Part-time Tutorial Assistant retired • 2013-2014 – Diana Lydgate, Faculty retired • 2013-2014 – Janet Takahashi, Faculty retired • 2013-2014 – Joan Freisen, Faculty retired • 2013-2014 – Sandra Ehrman, Part-time Tutorial 	<p>Please explain any significant changes in <u>Classified, Faculty, and Administration positions</u> that have occurred over the past five years.</p>

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	<p style="text-align: center;">Assistant retired</p> <ul style="list-style-type: none"> • 2013-2014 – Kim Fukuyama, applied for and was offered the Senior Secretary position. At the time, Kim was EDC’s receptionist. Accepting the Senior Secretary position left the receptionist position vacant. The position title was changed from Receptionist to Office Assistant. • 2103-2014 – Hired new full-time Office Assistant, Nancy Hernandez. • 2013-2014 – Hired Tutorial Assistant – Donna Cale <p>Staffing requests have been approved for the 3 full-time faculty (11 months) (Learning Disability Specialists) positions and for 1 Instructional Assistant.</p>	
<p>4b) Are there any significant <u>staffing</u> changes that will be needed over the next five years?</p>	<p>Two additional retirements are expected within the next five years; both are part-time Instructional Assistant positions.</p>	<p>Please identify any anticipated changes in <u>Classified, Faculty, and Administration</u> positions that could occur over the next five years. (Explain why these changes may be needed i.e. new directions, retirements, policy issues, etc.) (Specifically identify any anticipated Student Success Support and Program (3SP) connections)</p>
<p>PART 5 -</p>	<p>Facilities</p>	
<p>5a) Have there been any significant <u>facility</u> changes since the last CPR in 2008-09?</p>	<p>No</p>	<p>Please explain any significant changes in program <u>facilities</u> that have occurred over the past five years. (Specifically identify any anticipated 3SP connections)</p>
<p>5b) Are there any significant <u>facility</u> changes that will be needed over the next five years?</p>	<p>An ongoing concern involves emergency response and preparedness. EDC’s busiest area is the open lab. In case of a non-natural disaster emergency, such as a “shooter” on campus, the open lab leaves little space or time in which to flee or hide. Although there are two entrances, both entrances open into the same hallway. There is no “back door” available to EDC staff and students. As EDC’s current staff and faculty have little or no professional experience in</p>	<p>Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)</p>

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	<p>solving space and/or facility issues, we are requesting assistance in solving our space, storage, and security problems. An additional safety concern is having only one exit direction. Although there are two entrances and exits, the exits open onto the same corridor.</p> <p>Recommendation: The door that leads from EDC directly into the International Students' department is sealed. If the door became accessible during an emergency, then it would provide alternate direction and way out of EDC.</p> <p>Another issue involves the increased demand for proctoring services, which equates to an increased demand for rooms/space appropriate for proctoring, which is in short supply. As a short-term solution, EDC designated several advising offices including two conference rooms for proctoring services. However, this short-term solution is beginning to impact the overall operational efficiency of EDC. The most significant impact occurs during finals week. In order to create more proctoring space, the open lab area in EDC is used to proctor students. This means that EDC faculty and staff are restricted to their offices during peak proctoring hours for an entire week. Staff cannot move freely through the office nor can they operate equipment such as copier or printer. Thus, operational efficiency and work production is reduced.</p> <p>Recommendation: Utilize LCW13 and LCW16 (when available) for proctoring.</p> <p>The hallway in Learning Center West (LCW) lacks benches. With no place to sit and wait for friends or counseling appointments with International Students or EDC, students sit on the floor. Consequently, at any given time of day, students are either lying down on the floor or sitting up against the wall/glass working on their laptops, tablets, and/or phones.</p> <p>Recommendation: 2 wooden benches placed in 2 hallway alcoves.</p>	
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PART 6 -	Equipment	
6a) Have there been any significant <u>equipment</u> changes since the last CPR in 2008-09?	<p>Through the use of Measure C funding, EDC received new computers for EDC's small computer lab. EDC's computer lab is used by Instructional assistants to assist students with their on-line homework and/or assignments. Equipment that was requested:</p> <ul style="list-style-type: none"> • (10) iPads to be used for tutoring and instructional support purposes • (2) printers • (3) 5 drawer lateral file cabinets • (1) 2 drawer lateral file cabinet • (2) 4 shelf bookcases 	Please explain any significant changes in program <u>equipment</u> that have occurred over the past five years. (Instructional and non-instructional)
6b) Are there any significant <u>equipment</u> changes that will be needed over the next five years?	<ul style="list-style-type: none"> • Computer software and hardware updates • New software applications that support or improve basic skills specifically Language Arts and Math 	Please identify any anticipated program <u>equipment</u> needs that could occur over the next five years. (Explain why these changes may be needed. Include both instructional and non-instructional needs) (Specifically identify any anticipated 3SP connections)
PART 7 -	Operational Costs	
7a) Have there been any significant <u>operational cost</u> changes since the last CPR in 2008-09?	Other than changes in staffing due to retirements, there have been no significant changes in operational costs.	Please explain any significant changes in program <u>operational funding</u> that have occurred over the past five years. (B budgets)
7b) Are there any significant <u>operational cost</u> changes that will be needed over the next five years?	As previously stated, storage space in EDC is extremely limited and finding space may become a critical issue within the next two to three years.	Please identify any anticipated changes to <u>operational cost</u> needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)

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PART 8 -	Organizational Alignment	
8a) Have there been any significant <u>organizational alignment</u> changes since the last CPR in 2008-09?	No	Please explain any significant <u>organizational alignment</u> changes that have occurred over the past five years.
8b) Are there any significant <u>organizational alignment</u> changes that will be needed over the next five years?	There is no significant organizational alignment changes anticipated for EDC at this time.	Please identify any anticipated changes to <u>organizational alignments</u> that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)
PART 9 -	Regulations/Laws/Policies	
9a) Have there been any significant changes in <u>regulations/laws/policies</u> since the last CPR in 2008-09?	<p>Changes to legislation that impacted EDC are:</p> <ul style="list-style-type: none"> • Title 5/Repeatability • Changes to enrollment priority criteria • ADA (expanded eligibility criteria) <p>Repeatability: A student may petition to repeat a course beyond the maximum amount of enrollments only under certain conditions. One of these conditions relates to students with disabilities who require a disability-related accommodation (CCR §56029).</p> <p>Enrollment Priority Criteria: DSS/EDC developed and implemented an enrollment priority process for all new-incoming and current students that are consistent with priority enrollment regulations for community college students.</p>	Please explain any significant changes in <u>regulations/laws/policies</u> that have occurred over the past five years. (Federal, State, Local, District, college, etc.)

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<p>9b) Are there any significant changes in <u>regulations/laws/policies</u> that will affect the program over the next five years?</p>	<p>Title 5 – changes made during the process of re-writing may have an impact on student eligibility. In addition, re-writing of Title 5 may significantly impact the definition of LD and LD eligibility criteria.</p>	<p>Please identify any anticipated changes in <u>regulations/laws/policies</u> that could affect the program over the next five years. (Federal, State, Local, District, college, etc.) (Specifically identify any anticipated 3SP connections)</p>
<p>PART 10 -</p>	<p>Professional Development</p>	
<p>10a) Have there been any significant <u>professional development</u> activities for the program (or others) since the last CPR in 2008-09?</p>	<p>The following is a list of activities that EDC faculty attend each year:</p> <ul style="list-style-type: none"> • CAPED convention and workshops • LD regional and advisory meetings • “Learning and the Brain” conference • AHEAD conference (2013/2014) <p>CAPED and LD meetings and workshops provide essential and valuable information and training on a variety of topics related to students with disabilities including:</p> <ul style="list-style-type: none"> • Accommodation/Services Compliance • Changes and updates of legislation • Court decisions, settlements, and proposed legislation • Various workshops and presentations focusing on universal design (instruction and facilities access) <p>In addition to listening and participating in training workshops and discussion panels, CAPED also provides an opportunity to meet and get to know other DSPS professionals that work all over the state.</p> <p>The “Learning and the Brain” conferences provide a unique opportunity to meet, speak with, and hear from experts in the fields of neuroscience and neuroeducation. In addition, these conferences provide an opportunity to learn about the latest in brain-based learning, teaching ideas and strategies, as well as interventions and curriculum focused on how the brain learns.</p>	<p>Please explain any significant <u>professional development</u> activities that have occurred over the past five years. Include the nature, reason, significance, and outcomes of the activities.</p>

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	<p>The AHEAD conference provides an in-depth look at strategies that EDC as a disability services provider can use to increase opportunities to enhance student access and engagement, while introducing diversified perspectives and directions for higher education. A variety of topics are discussed or presented including legal updates, universal design strategies, compliance issues, and virtual learning.</p>	
<p>10b) Are there any significant professional development needs for the program (or others) over the next five years?</p>	<p>Professional development needs for the next five years will focus on training three new Learning Disabilities Specialists and three new classified staff. Examples of professional development activities for new faculty and classified staff are:</p> <ul style="list-style-type: none"> • Continued attendance to the above conferences • LD eligibility training for new instructors • Internal training for new classified staff <p>The reason, nature, and outcomes associated with the activity of continuing to participate in the previously stated conferences are also outlined in that field. All LD Specialists in the State of California who administer any type cognitive or achievement assessment are required to attend the CARS eligibility training. If a newly hired LD Specialist has not attended this training, then De Anza will be required to act as sponsor. The sponsor is not liable for any cost associated with the training.</p>	<p>Please identify any anticipated professional development needs for the program over the next five years. Include the anticipated nature, reason, significance, and outcomes of the activities. (Specifically identify any anticipated 3SP connections)</p>
<p>PART 11 -</p>	<p>Curriculum, Student Success, and Equity</p>	<p>The 2012-13 course data is located at: http://deanza.edu/ir/program-review.12-13.html .</p>
<p>11a) Have there been any significant curriculum changes since the last CPR in 2008-09?</p>	<p>EDC is currently in the process of submitting 5-year curriculum revisions for the following classes:</p> <ul style="list-style-type: none"> • GUID 202 • GUID 204 • GUID 207 	<p>Please explain any significant curriculum changes in that have occurred over the past five years.</p>

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	<ul style="list-style-type: none"> • GUID 209 • GUID 211 • GUID 218 • GUID 219 • GUID 200 	
11b) Are there any significant curriculum issues in that will affect the program over the next five years?	Due to the repeatability issues, Guidance 219 will be submitted for 0 units. All of the content classes will remain 4 units and Guidance 218 will remain 1 unit.	Please identify any anticipated curriculum issues in that could affect the program over the next five years. (Specifically identify any anticipated 3SP connections)
11c) What is the aggregate student success rate in the instructional portions of the program? Has the 60% requirement been met or exceeded?	60% of students passed Guidance (GUID) courses	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf If student success rates in the program are below 60%, what plans are there to bring course success rates up to this level?
11d) What are the student success rates between groupings of students? Is there a success rate gap that exceeds 5% between any of these groupings?	Interestingly, there are significant success rates gaps between Filipino students who had the highest success rate of 75% (success rate = average of percentages for three years, 2010 to 2013). The next highest success rate was 62% (Asian) followed by 58% (White), 56% (Latino/a), 55% (African American), 51% (Pacific Islander), and 50% (Native American). In analyzing the success rate of Native Americans and Pacific Islander it was noted that this averaged success rate was based on 22 Native American students and 19 Pacific Islander students. In contrast, the success rate for Latino/a was based on a total of 377 students. The data that is the most interesting is the large discrepancy between the number of enrolled Latino/a students, the number of Native American students, which appears to be diminishing from one year to the next, and the number of Pacific	The college equity goal is to have no more that a 5% student success gap between any groupings of students. Please explain any gaps exceeding 5% and what plans are in place, or are being made, to address closing this gap

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	<p>Islander students, which appears to be growing rather than decreasing. The success rate gaps were 6% between Latino/a and Pacific Islander (50%), and 5% between Latino/a and Native American (51%). This data suggests that several issues need to be addressed:</p> <ol style="list-style-type: none">(1) Increase enrollment of targeted groups, especially Native American and Pacific Islander;(2) Investigate ways (best practices) to increase success rates for all groups especially for Latino/a and African American. <p>Thought Provoking and Perplexing</p> <p>In reviewing Success Rates for the Guidance program, it was somewhat discouraging to see that the overall success rate for the past three years for African Americans was 55%. What was puzzling was that most of the active African American students in EDC utilized all the accommodations and services appropriate to their learning needs.</p> <p>One of the more commonly used services among all groups was and continues to be math and language arts tutoring. Many of our African American students took full advantage of EDC's tutoring program. Yet, their low grades did not reflect the amount of time that each student dedicated to learning math or to improving writing skills. In reviewing research articles that explored this perplexing issue, it was noted that many African American men were found to be the most ardent about using tutoring services but ended up with low grades that did not reflect the number of hours spent in studying and learning the material or information.</p> <p>Some of the contributing factors to this type of situation include:</p> <ul style="list-style-type: none">• Entering college with poor or weak academic skills: students are capable of learning, but for various reasons their skills are far below the skill level required to produce college level work.• Faculty and counselors focus on a student's deficits instead of assets: instead of predicting failure, learning	
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	<p>strategies need to focus on utilizing strengths to compensate for learning deficits.</p> <p>Next Step: The next step is to gather more data through several sources including:</p> <ul style="list-style-type: none"> • student and faculty focus groups • student surveys • data gathered by other resources (other colleges) • review and analyze best practices used by other community colleges <p>The data gathered will be used to identify possible solutions which may include:</p> <ul style="list-style-type: none"> • Changes to the Guidance instructional design; • Utilize an assessment tool that analyzes what the student knows and what he/she does not know; • Realign SLO process for each GUID course as needed; • Provide a learning environment that engages and involves students in the teaching and learning experience; and • Focus on identifying study strategies that emphasize the use of technology or specialized software applications that can be utilized to target specific deficits. 	
PART 12 -	Other	
12a) Have there been any <u>other</u> significant program changes since the last CPR in 2008-09?	Purchase of data system/Clockworks	Please explain any <u>other</u> significant program changes that have occurred over the past five years.

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<p>12b) Are there any other significant issues that will affect the program over the next five years?</p>	<p>Implementing the Clock Works data system:</p> <ul style="list-style-type: none"> • Faculty and staff training • Going live process and procedure • Modifications needed as use of data base increases 	<p>Please identify any other anticipated issues in that could affect the program over the next five years. (Specifically identify any anticipated 3SP connections)</p>
<p>PART 13 -</p>	<p>Student Success and Support Programs (3SP)</p>	
<p>13a) How will the new 3SP orientation requirements affect the program over the next five years?</p>	<p>In accordance with the changes in priority enrollment criteria, EDC in collaboration with DSS, has developed and implemented an introduction to the orientation process and procedure that ensures new incoming DSS and EDC students have access to priority registration in Fall 14 and that continuing students maintain their priority enrollment status. This process includes an introduction meeting with students and parents followed by training on Degree Works, development of an abbreviated education plan, and access to placement testing. This new process and procedure has required:</p> <ul style="list-style-type: none"> • Development and Implementation • Staff to provide training on Degree Works • Staff to participate in Introduction meeting with students and parents • New materials and checklists for Degree Works training, Education plan draft (hard copy) • Access to computer lab and staff to administer placement test • Faculty/Counselors share training and meeting job duties and assignments • Mandatory 3SP meeting attendance • Development and implementation of a reporting process <p>This new process and procedure impacts:</p> <ul style="list-style-type: none"> • EDC operations • Additional work load/EDC staff and faculty • Staff and faculty work flow 	<p>Summarize any orientation issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.</p>

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	<ul style="list-style-type: none"> • Students use of current EDC equipment (during training sessions EDC students will not be able to use computers reserved for the training) • Development of training and meeting materials/handouts • Already limited access of EDC's computers and computer lab for training • Developing and implementing new reporting procedures 	
<p>13b) How will the new 3SP <u>assessment</u> requirements affect the program over the next five years?</p>	<p>The term assessment may hold several different meanings for different departments. For this section, assessment is referring to the placement test. In EDC, assessment refers to assessing a student to determine eligibility for services and accommodations according to Title 5 Learning Disabilities definition. Regardless of what definition is applied, improving or strengthening support for entering students has always been integral part of the EDC program.</p> <p>Assessment/Placement Test: In previous program reviews, a collaborative association was discussed between Assessment and EDC. This collaboration effort was focused on examining the relationship between low math placement test scores and students who fail or drop Math 210 at least twice. It quickly became apparent that while a low math placement test score may indicate a possible learning deficit, it may also indicate that the student's math skills and/or math facts are just a bit rusty. At this point, having access to diagnostic software that can determine level of knowledge and can identify areas of weakness in basic skills, calculation, and/or knowledge, would ensure a more accurate placement and/or referral to EDC.</p>	<p>Summarize any <u>assessment</u> issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.</p>
<p>13c) How will the new 3SP <u>student education planning</u> requirements affect the program over the next five years?</p>	<p>Student education planning will continue to be an integral component of EDC's counseling process.</p>	<p>Summarize any <u>student education planning</u> issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.</p>

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<p>PART 14 -</p>	<p>Student Services Learning Outcomes and Accreditation Standard II.B.4</p>	<p>Accreditation Standard II.B.4 - The institution evaluates Student Support Services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p>
<p>14a) What are the current/active program outcome statements?</p>	<p>GUID 200: Student will identify at least one cognitive or academic strength by referring to the results of the learning disability assessment.</p> <p>GUID 202: The student will modify study techniques by utilizing his/her individualized study strategy, applying it in other course(s), as applicable.</p> <p>GUID 204: The student will build spelling skills from a structured and layered program of practice.</p> <p>GUID 207: (1) The student will be able to write an appropriate paragraph. (2) The student will show standard grammar and punctuation in their written work.</p> <p>GUID 209: The student will review concepts of basic arithmetic such as fractions, decimals and percents.</p> <p>GUID 211: The student will utilize the applications of the real number system.</p> <p>GUID 212: The student will apply the concepts and calculations to graph and solve linear equations. This course is currently inactive and has not been offered for the past two years.</p> <p>GUID 218: The student will develop and utilize learning strategies in a group setting to improve academic achievement.</p>	<p>Please list all of the Student Services Learning Outcomes (SSLO) statements for the program. (Cut/paste from TracDat, APRU or other documents.)</p>

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	<p>GUID 219: Student will develop and utilize learning strategies to improve academic achievement in an open lab setting.</p>	
<p>14b) How many SSLO/SLO statements have been assessed since the last CPR in 2008-09?</p>	<p>One SSLO, statement #1, has been assessed since the last CPR.</p> <ul style="list-style-type: none"> (1) An EDC student will be able to identify and locate at least three EDC services. (2) An EDC student will be able to identify and utilize at least two accommodations or services that meet his or her specific learning needs. (3) An EDC student will be able to effectively self-monitor their academic progress on a quarterly basis. 	<p>Please identify the SSLO statements that have been assessed over the past five years. (Cut/paste from TracDat, APRU or other documents.)</p>
<p>14c) Summarize the outcomes assessment findings and resulting program enhancements made since the last CPR in 2008-09.</p>	<p>Assessments for Guidance courses 200, 202, 204, 207, 209, 211, 218, and 219 have been completed. Assessments for GUID 202, 204, 207, 209, and 211 courses were conducted in 2010. The assessment process for Guidance courses 200, 218, and 219 were completed in 2013-2014.</p> <p>Reflection and enhancement from 2010-2011 assessment process indicated that students enrolled in Guidance courses 207, 209, and 211 were more successful when they also participated 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.</p> <p>Assessment results for GUID 218 suggest that the specialized tutoring support in a group environment improves a student's comprehension of the GUID course content, thereby improving the students overall grade. In addition, the assessment findings for GUID 219, individualized tutoring support for all levels of math and</p>	

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	for EWRT courses, showed that one-on-one tutoring support improves the acquisition and retention of math concepts.	
14d) What are the program outcome assessment plans for the next five years?	EDC's outcome assessment plans for the next five years includes: <ul style="list-style-type: none"> • Developing and assessing new SLO's for each Guidance course; • Perform assessment process for SSLOs' numbers 2 and 3; and • Complete PLO assessment process. 	Please indicate which SSLO/SLO statements will be assessed over the next five years and when. (Include any plans to create new outcome statements.)
Part 15 -	CPR SUMMARY	Part 15 is intended to be a brief yet thorough overarching summary of Parts 1 through 14.
15) Where has the program come from since 2008-09, where is it now, and where does it anticipate or need to go over the next five years?	EDC's educational programs and services have historically focused on academic progress, retention, intervention, and prevention. Over the past five years, EDC has expanded outreach activities, increased staff and faculty awareness of students with disabilities, sponsored training workshops of how to work with and teach students with specialized needs, and how to refer students to EDC and DSS. EDC also modified operational procedures and processes as well as developed and implemented new procedures in response to changes in state legislation and regulations. One of EDC's more difficult challenges was to reorganize and adjust faculty and staff work load to compensate for reduction in staff due to retirement. Over the past year, EDC has been operating in more of a "survival mode." Since June 2013 to date, 6 staff and faculty members have either retired or are in the processing of retiring. Two of the three Instructional Assistant (IA) openings have been filled and the final IA position is currently in the hiring process. EDC's five-year plan is to complete an extensive and aggressive training program for the new staff and faculty.	Based on the information provided in Parts 1 through 14 above, please summarize: <ol style="list-style-type: none"> 1) Where the program has come from since the last CPR (2008-09), 2) Where the program is now (2013-14), and 3) Where the program anticipates or needs to go over the next five years (up to 2018-19).
Part 16 -	DIVISIONAL PERSPECTIVE	Applicable to Divisions that have multiple programs that are writing CPRs
16a) Name of the Division and the names of the	DSP&S division: Disability Support Services (DSS)	Write the name of the division and the names of the programs that are submitting CPRs

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<p>programs.</p>	<p>Deaf and Hard of Hearing Services (DHHS) Educational Diagnostic Center (EDC) Adapted Physical Education (APE) HOPE – DE Anza (Alfred St. and Whittier sites)</p>	
<p>16b) Who wrote the Divisional Perspective?</p>	<p>Jim Haynes – DSP&S Coordinator</p>	<p>Enter the name or names of those who authored this Divisional Perspective.</p>
<p>16c) Summarize the CPRs written by the programs of the Division.</p>	<p>In the coming years, there will be a greater emphasis on the services and courses for 3SP students in DSS and EDC. This will require an examination of workload adjustments as the Student Education Plan development and tracking is added on to the primary responsibilities to provide students with disabilities reasonable accommodations through the Student Education Contract (SEC) process.</p> <p>The APE and HOPE programs whose students are not 3SP eligible will most likely transition to non-credit offerings starting as early as 2015-16.</p> <p>The Division will also be exploring new avenues to serve emerging student populations like intellectual disability and autism. There is also an effort to begin a Workability III program in conjunction with the OTI program.</p> <p>The Division will also need to incorporate the new Title 5 DSP&S regulations into its policies and procedures. The Division will also be converting to a digital database management system – ClockWorks – over the next two to three years.</p> <p>Replacement faculty and staff will be hired for 2014-15, however, there will be staffing challenges over the next five years as at least three or more retirements are expected.</p> <p>Facilities continue to be a Division-wide issue. Although we have a central Division Office in the ATC, the DSS program is located in the SCC building, the EDC is located in the LCW, APE is located in the PE Quad, and HOPE runs programs at two off-campus sites. There is an ongoing shortage of adequate test</p>	<p>16c) Summarize the CPRs written by the programs of the Division.</p>

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	<p>accommodation space. During peak testing periods the EDC proctor a lot of exams/tests, disrupting the service delivery to its own students.</p> <p>Along with Foothill, the De Anza DSP&S programs are waiting for the new Title 5 regulations. Both colleges built their DSP&S programs on the laws and regulations of the late 1970s. An overarching review needs to be conducted on this model in light of the new regulations and the fiscal realities of 2015 and beyond.</p>	
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