

Student Services
2008-09 Program Review
DeAnza College
Educational Diagnostic Center (EDC)

I.

The mission of the Educational Diagnostic Center is to ensure that students with learning disabilities have an equal opportunity to reach their educational potential. Our purpose is to provide access to skill development courses, services and accommodations for students with learning disabilities and other high-risk indicators. The following core activities are specifically designed to increase access, growth, and retention.

- Learning Disabilities assessment
- Special Class instruction-Guidance classes
- Disability management advisement
- Accommodation determination, authorization, and arrangement
- Learning Strategies training and classes
- Disability services information meetings and targeted disability
- Development and monitoring of DSP&S mandated Student Educational Contract (SEC) progress toward academic goals and disability modifications
- Campus and community liaison with other student's support partners
- Support campus outreach programs to area high school

II. Retention and Growth.

EDC has actively supporting in college wide efforts to increase access, growth, and retention by participating in programs designed to attract and retain students, such as the Basic Skill Initiative, Math Performance Success and Enable Math program sponsored by the Math Division, Counseling's Early Alert Program. For each program, EDC/DSS seeks to ensure that access issues for students with disabilities are addressed and appropriate services and accommodations are provided for each student, as well as for DeAnza's staff and faculty. EDC continues to offer and provide staff development in the area of instructional modifications and teaching strategies that we believe to be a highly effective institutional approach to access and retention. In addition, EDC is supporting the retention efforts of at risk students by partnering with Financial Aid and

Counseling to increase awareness of services and accommodations available to students with learning disabilities that may reverse poor achievement and learning trends.

EDC continues to collaborate with other service and retentions programs such as CalWORKS/Keys to Success, OTI, EOP&S, Campus outreach, Counseling, Academic Skills and Tutorial Center, and Financial Aid to provide a broad range of services to assist students in completing their academic goals. In addition, EDC has partnered with the campus outreach program by participating in the various high school transition events that occur throughout the year, attended high school transition functions offered at the numerous high schools and high school districts.

I. Student Equity (refer to the program review date sheet)

EDC continues to focus on developing and implementing learning strategies that are designed to narrow the achievement gap for Black, Pacific Islander, and Hispanic students as compared to other non targeted groups. The statistics on De Anza guidance sections indicate a steady rise in the success rates of these targeted groups of students. According to the 2007 California Postsecondary Education Commission, for non disabled students, 47% of Black men and 59% of Black women graduated from high school. By comparison, Black students in the guidance sections attending this college had a 64% success rate. In addition, other statistics provided in this study state showed that 46% Hispanic men and 56% Hispanic women graduated from high school as in comparison with a 77% success rate of these students in guidance sections. It is important to remember that DeAnza's statistics represent at-risk students and students with disabilities within the Black and Hispanic student population who have successfully completed guidance sections. Although an achievement disparity still exists between groups, there is a large positive percentage difference between our statistics and those of California's high school graduate population.

The stigma of a learning disability has historically been misidentified with low intelligence and poor academic achievement within various ethnic communities. The challenge for EDC is to reach out to these groups to educate and inform in order to remove the stigma of a learning disability. The intent is to encourage and invite student participation which equates to academic success. Our current initiative is to implement outreach activities that encourage these groups to seek EDC services.

IV. Strategic Planning

Due to highly effective efforts of campus outreach, the number of Latino, African Ancestry, and Pacific Island students has remained consistent with the increase of new student enrollment. EDC has provided an Equity Plan to the Diversity Office and has sponsored a series of workshops designed to increase cultural competency among faculty and staff in this division. In addition, EDC has developed and will conduct a student satisfaction survey for the Spring 09 quarter in order to assess our services and identify areas of strengths and weaknesses.

To support campus wide strategic planning initiatives key staff members participate on several planning committees including Curriculum, Academic Senate, Basic Skills Initiative, and ICCGE steering committee.

EDC has established a collaborative relationship with Financial Aid and the Counseling department to work with probationary students in order to develop individualized intervention strategies.

V. Budget Limitations

In order to maintain the broad spectrum of services, it is critical that categorical funding remain a separate budgeting mechanism that ensures continued and essential funding for services, classes, and accommodations for students with disabilities.

A funding decrease will have a significant negative impact on the overall effectiveness of this program. Other budget limitations may result in less staff development activities and events that would contribute to the overall effectiveness of the EDC program. For example, assessment tool revisions require updated training, as well as purchasing the testing instruments (Woodcock Johnson Psychoeducational Battery and the WAIS IV). Budget reductions would also impact our ability to purchase upgraded adaptive equipment, software, and to renew site licenses. More students are becoming aware and are extensively using adaptive equipment to complete class assignments. The Kurzweil read back software is a popular example of adaptive technology use.

The EDC program occupies a unique niche in the college community. It is the only program that provides classes and services for students with learning disabilities. To prevent duplication of services, EDC also provides classes and support services for all students with documented disabilities. DSS in turn provides the test accommodations, deaf services, mini bus etc. as other critical services for the students in this division. Elimination of this program would be devastating to

hundreds of students with disabilities. None of the other services on campus (except DSS) have the training or experience of working with this underrepresented group of students. The drop-out rate would climb rapidly, reversing current upward retention trend. National research studies still report that students with disabilities have a 36% chance of not graduating from high school. Therefore, we can assume that the percentage would be even higher at the college level without EDC's continued academic support.

VI. Assessment of Program

In terms of student learning outcomes, the Center utilizes the following standard evaluation tools and guidelines to regularly review its services and program delivery model. Utilizing the following tools we expect the students will demonstrate their mastery in learning information, strategies, and skills by observing or formally assessing their performance in each relevant area at the course, program and degree level. An example would be "EDC students learn to be effective self-advocates by mastering the De Anza system of obtaining a classroom accommodation". We base our standards on a mix of the following:

- Association of Higher Education and Disability (AHEAD) Program Standards
- Student evaluations (course level) and recommendations (written and provided to program director)
- Student Success and Equity Plans
- DSP&S State Guidelines and related Chancellor's Office documents (Title V)
- DeAnza Student Services planning materials
- Master Planning documents for DeAnza and the District
- DeAnza College Special Education Community Advisory Board
- California Association for Post-Secondary Education and Disability (CAPED) Learning Disabilities Interest Group - "best practices"
- State Matriculation guidelines
- Current rulings on American's with Disability ACT (ADA) regulations
- Accreditation Self Study and Final Reports
- Program Student Learning Outcomes that are updated yearly

VII. Additional comments

Services for students with disabilities are mandated by two critical pieces of legislation. The first is Section 504 of the Rehabilitation Act of 1973. It stipulates that no one with a disability can be denied access to programs or services of institutions receiving federal funding. The second is the Americans with Disability

Act of 1990. This landmark legislation prohibits public entities such as public colleges from denying qualified persons with disabilities from participating and benefiting from services, programs, and activities provided by the institution.

EDC is just beginning a pilot project in conjunction with financial aid and counseling to form intervention teams to reach out to students on academic probation. This collaboration would save in duplication of effort. Along with counselors interested in the project, EDC staff might help redirect students choosing goals and using valuable services. A certain percent of these students may need to be assessed for learning difficulties.

Statistics just released regarding the guidance sections at the college show a high retention rate and excellent success rates in a number ethnic groups. Even in the targeted groups our retention and success rate is much higher than the state's averages. Fifty percent of our population is women and 50 % are men; both genders are equally represented and served. Among disability categories, learning disabilities remains the largest segment of this population.

During this last year, EDC was recommended by Stanford University and San Jose State University to consider participating in a project sponsored by Vanderbilt University. Over the years, EDC has participated in several projects with the University of Kansas, including the California Community Colleges Learning Disabilities eligibility model.

VIII Program Strengths and Areas for Improvement

The EDC along with DSS continues to attract students locally and statewide due to a reputation as one of the premier models of its kind in the nation committed to "assuring the College's inclusion and equal opportunity for students with learning and other disabilities". Recent statistics for Guidance sections show a high rate of retention and success among participating students.

Program goals include outreach to Pacific Islanders and Filipino students. We plan to contact IMPACT AAPI regarding presentations to classes in their federally funded initiative that targets Pacific Island/Filipino/Southeast Asian students. The purpose of the presentations would to improve awareness and to reverse the stigma of learning disabilities.

IX Suggestions for campus wide change

- The college should continue to convert to energy efficient light sources and follow “green principles.”
- Evaluate the amount of bond money expected for building given the continued economic downturn and possible drop in property taxes revenues
- The college continues to seek outside funding sources.

**De Anza College Student Services
2008-09 Program Review Summary**

Name of Program: _ Educational Diagnostic Center

Name of Preparer(s): Debbie Centanni, Executive Head

Each program and department is asked to complete the following 2008-09 Program Review Summary. These Program Reviews will be used to make planning decisions for the 2009-10 year and/or address plans for 2008-09.

Service/Program Summary. Provide as much information as available.

	2007-08	2008-09	Impact of Reduction/Increase (If applicable)
Budget Total	895,212		
A budget	855,604 (includes benefits)		See attached Program Review Section V (c)
B budget	39,608		Reduction would impact operating expenses, teaching materials, supplies, etc.
C budget			
Strategic Planning			
DASB			
Grants			
* Other			
# Staff – Total	6.50		See explanation below (staff summary)
Classified Contract	1.50		
TEA			
Faculty	5		
Students			
# Students Served (unduplicated)	506		See attached Guidance Program Data Sheet
# Students Served (duplicated)			
Ratio of Certificated staff to students	112		Ratio of certificated staff is 4.50, refer the staff explanation below for more detail
WSCH	1,077		

***For categorical funding, please supply any additional data for clarification.**

***Demographics of Students Served (if available)**

Ethnicity	2007-08		2008-09	
	Number	Percent	Number	Percent
African American/Black	See Attached Guidance Program Review Data Sheet			
Amer. Indian/Alas. Nat.				
Asian American				
Chicano/Latino				
Filipino				
Pacific Islander				
Other				
White				
Decline to state				

Gender	2007-08		2008-09	
	Number	Percent	Number	Percent
Female	See Attached			
Male				

***For categorical funding, please provide all information available at this time.**

2/4/09

**Program Review Summary
Further Explanation of the Educational Diagnostic Center (EDC) Staffing**

- (1) Full time certificated = 5 -- 1 (Executive Head) and 4 (LD Specialists)
- (2) Full time classified = 1 Half time permanent = .50
- (3) Part time certificated = 3 LD Specialists with a maximum of 13 hours per week
- (4) Part time classified = 5 with a limit of 15 hours per week
- (5) Article 19 = 1 two courses per year and a two week summer assignment

Recommendations for reductions if required:

- (1) First reduction Article 19 retiree
- (2) Part-time certificated LD Specialists (3) max of 13 hours per week