Column 1 indicates the information being requested for the 2012-13 APRU. Your information should be recorded in **Column 2**. **Column 3** contains the instructions for responding to the requested information. You will be able to copy and paste or type in your information into the center column. Save this word doc in the following format: sspbt13apru_*programname*. Once completed, e-mail it as an attachment to <haynesjim@fhda.edu>. It is an Upload a copy to the program's TracDat Documents Repository and keeps a soft copy for your files to ensure that your work is not lost. Please contact: Jim Haynes < haynesjim@fhda.edu > if you have questions.

Getting Started: Review your 2011-12 Annual Program Review Update posted on the SSPBT website:
http://deanza.edu/gov/SSPBT

Column 1	Column 2	Column 3
Information Requested for the 2012-13 SSPBT - APRU	**Input your answers in this column. Word wrap is turned on so the box will expand with your typing. Please provide brief responses.** Note: Reference documents can also be attached, i.e. TracDat reports. Make sure to note the name of any reference documents in your explanations.	**Instructions:**
Program Name:	**Educational Diagnostic Center (EDC)**	Enter the name of the program being reviewed.
Name(s) of the author(s) of this report:	Debbie Centanni	Enter the name or names of those who wrote this APRU.
What is the program's 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	Cut and paste your most current Mission Statement. Please highlight any changes from the 2011-12 APRU

	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.	
Have you made any significant changes in your program based on the feedback you received from the SSPBT's review of your 2011-12 APRU?	No feedback was received from 2011-2012.	Include anything done in direct response to the SSPBT feedback on the 2011-12 APRU.
Have there been any other significant changes to your program since the 2011-12 APRU?	Although EDC has not experienced additional reductions in staffing for 2012-2013, losing a full-time faculty position in 2011 continues to impact operational efficiency. In addition, changes in state regulations required EDC to make changes and modifications to procedures involving DSP&S course repetitions and general education course repetitions. Another positive and welcomed change that will significantly impact EDC's operations is the DSP&S purchase of Clockworks Database Scheduler. Although the full impact of this database will not be fully recognized until 2014, preparations for converting to this scheduling and data tracking program is estimated to begin as early as Fall 2013.	Significant changes in: Staffing, equipment, facilities, operational costs, organizational alignment, State/Federal regulations or laws, other?
What Impact have these significant changes had on your program?	Reduction in staff has significantly impacted EDC's overall operations by: (a) increasing each LD Specialist's student case load by an estimated 25%; (b) requiring current staff to teach more than one course per quarter to maintain EDC's current course offerings; and (c) developing and implementing changes in pre-registration procedures and advising policies and procedures in order to promote student independence and self reliance.	Please explain these significant impacts and how your program now operates differently.

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What Impact have these significant changes had on your students?	EDC students are now required to take a more active interest in their academic progress and success. Advisors are training students to be aware of and use Degree Works and to be actively involved with creating education plans and registration. In addition, students are encouraged to utilize various web resources in order to answer basic questions concerning AA/AS degrees and transfer requirements. Students are also being strongly encouraged to utilize campus wide services and programs. One of EDC's primary goals is to increase each EDC student's awareness and utilization of campus wide services and/or programs that will benefit their academic progress and ensure that they achieve their academic goals. In addition to increasing a student's awareness, staff and faculty are also teaching and encouraging students to practice and utilize self-advocacy skills. As EDC's faculty/advisors struggle with increased student loads in both the courses they teach and their advisory load, time open for appointments becomes a rare commodity. Students quickly realize that if they miss an advising appointment they may end up waiting for more than just a few days for the next available appointment.	Please explain these significant impacts on your students including any positive or negative consequences.
Have you initiated anything new to your program since the 2011-12 APRU?	A collaborative partnership with the Counseling Department has been established in order to jointly focus on reducing the number of EDC students on academic probation and to support academic probation intervention policies and procedures. In addition, EDC has been working collaboratively with De Anza's Financial Aid program to help EDC students prepare for and write extension appeals and to teach students how to use Degree-Works to monitor their academic progress, as well as build individualized education plans required by Financial Aid. As of July 2012, EDC advisors can approve or decline education plans required by Financial Aid.	This is similar to the above question about significant changes but is meant to single out any new initiatives.

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EDC is also actively involved in supporting faculty, administrators, and instructional departments with their efforts in establishing and promoting intervention strategies or procedures focused on improving academic performance and progress. For example, when a student completes and submits a petition to repeat a class for the 4th time, the student may be referred to EDC if a review of the student's academic performance indicates possible learning deficits.

In order to support students with disabilities efforts to improve their academic performance, EDC students are encouraged to learn and utilize technology. EDC now has a small computer lab available for students use and for instructional purposes. Hopefully, in the near future and with the aid of Measure C funds, staff and students will also be able to utilize iPads to increase and enhance EDC's instructional support program. Although EDC has participated in outreach events and in providing short training presentations to instructional departments, this year EDC and DSS have worked with Staff Development to introduce DSS and EDC to new faculty and to provide training on how to work with students with disabilities. In addition, EDC staff has provided training to several student services departments on how to refer students to DSS and EDC. As a result, students referred to EDC by instructors and staff has significantly increased over the past few quarters.

Over the last two summers (2011-2012), Counseling has offered at least two Counseling 200 sessions specifically for DSP&S students. The positive feedback generated interest in developing DSP&S curriculum that would provide the essential information discussed in Counseling 200 and important DSP&S information. Curriculum for this course is currently in development.

| Is there anything else the SSPBT should know about what has happening in your program since the 2011-12 APRU? | EDC's educational programs and services have historically focused on academic progress, retention, and intervention, and prevention. Currently, the 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 are working collaboratively to examine the relationship between low math placement test scores and students who fail or drop Math 210 at least twice. Based on the findings, recommendations would be made on the next steps or action.

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 meetings held in the evenings has increased dramatically. For example, on April 24, 2013, 16 students attended the DSS/EDC orientation meeting designed specifically for current students. Last year, the average number of students who participated in this type of orientation ranged from 5 to 8 students. On this same date, a high school transition meeting was held from 6:00 PM to 7:30 PM. Over 40 students with parents attended this meeting. The average attendance for the high school orientations usually ranged from 10 to 20 students. | Briefly described anything else the SSPBT should know about your program including any trends, future concerns, things on the horizon, etc. |
|---|---|---|
| Are there any additions/deletions/edits to the list of common or unique services identified in your 2011-12 APRU? | Services reported in 2011-2012 remain the same. However, EDC's staff and faculty continuously look for ways to improve or enhance our services. | The 2011-12 APRU asked your program to, list any common or unique services provided to students. Are there any changes to that list? |
| Are there any changes to the common or | Not at this time. | The 2011-12 APRU asked your program to designate the direction you believe each of your common or |

unique service designations listed in your 2011-12 APRU?		unique services need to move towards. As you recall the choices were to: Grow, Maintain, Enhance, Change Direction, Reduce, or Discontinue. Are there any changes to these designations?
List all of your current and active Student Services Learning Outcome Statements as they are numbered and recorded in your TracDat account.	See Attached	You may cut and paste your SSLO statements here or attach a document to this APRU and indicate its name here. Attaching a document is preferred for programs with both SLOs and SSLOs. Some programs already have their outcome statements in a separate document and/or in their TracDat Document Repository.
What is or has been your outcomes /assessment activity for 2012 -13?	As of April 30, 2012, no assessments for Guidance courses 202, 204, 207, 209, and 211 have been completed. Assessments for these courses were conducted in 2010. The assessment process for Guidance courses 200, 218, and 219 are currently in process. 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. 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.	Please include everything done since the 2011-12 APRU up to the submission of this 2012-13 APRU, including any work in progress.

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If you have completed a SSLOAC in 2012 – 13?	The assessment cycle for the SLOAC stated above has not yet been completed. Target date for completing the reflection and enhancement cycle is June 30, 2013.	If yes, please summarize the results, discussions, analyses, and any improvement plans that do not involve any new resources to implement.
Have you identified any improvement plans for which additional resources will be needed in order to achieve a desired outcome?	Not at this time.	If yes, please summarize the results, discussions, analyses, and any improvement plans that will require new resources to implement.
Are there any deletions/edits to the resource requests listed in your 2011-12 APRU?	Yes! Due to the increased demand for proctoring services, rooms/space appropriate for proctoring have been in short supply. In an effort to ensure access to viable proctoring space, EDC has designated several advising offices including two conference rooms for proctoring services. However, as the number of students requiring proctoring accommodations increases so does the need for more staff to monitor students and to process proctoring forms. In addition, as the number of student referrals for LD services increases, as well as the number of students utilizing current services and courses, the need for a full-time EDC Receptionist becomes very apparent. Currently, EDC's Receptionist position is part-time. This position plays a critical role in ensuring the overall effectiveness of EDC's operations and the application of student services. The receptionist is usually the first person that students, staff, and faculty see when entering EDC. An individual's first impression of EDC is often formed by their perception of EDC's	Resources include: Staffing, equipment, facilities, staff development, operational costs, other.

	receptionist. Since this position is part-time, another EDC staff or faculty member must perform all duties and responsibilities assigned to this position, including proctoring, during the receptionist's absence. Although staff and faculty office schedules are developed to provide the maximum amount of staff coverage at peak periods, the number of incidents involving a shortage of staff has increased as staff and faculty are out of the office for various reasons including teaching courses, attending meetings, and conducting trainings. Changing the receptionist position from part-time to full-time would resolve these staffing issues.	
Are there any additions to the resource requests listed in your 2011-12 APRU?	EDC has limited storage space. With the addition of expensive equipment, such as iPads, identifying secured areas for storing expensive equipment is a growing problem and concern. In addition, a recent fire inspection required the removal of storage boxes that lined the top of several file cabinets. Finding another space in which to store these boxes proved extremely difficult. Another area of concern involves emergency response and evacuation. 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 onto 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 solving space and/or facility issues, we are requesting assistance in solving our space, storage, and security problems. This request is related to Institutional Core Competencies; providing a safe environment for students and staff (Physical and Mental Wellbeing); as well as District mandates for storing and securing equipment and student records.	If adding new resource requests, please provide a brief explanations to the following for each new request: 1. Is the request related to any of the Institutional Core Competencies? 2. Is the request related to any of the Strategic Initiatives? 3. Is the request related to any of the Core Values? 4. Is the request related to any SSLO Assessment Cycle findings? 5. Is the request related to your CPR 5-year plan? 6. How many times has this request appeared on an APRU? 7. Is the request related to any of the SSPBT priorities? 8. What are the plans to assessment the effectiveness of this request if granted? 9. Is there anything innovative, unique, or cutting edge about this request? 10. Other information in support the resource request.

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	The request for changing EDC's receptionist position from part-time to full time increases student access to information, EDC advisors, and increases time allotted for individual attention. In addition, a full-time receptionist can consistently provide and ensure viable proctoring services, student access to services, and accurate accommodation arrangement and management.
	
	The above requests are related to:
	    (1) Core Competencies (previously stated)
	    (2) Strategic Initiatives (previously stated)
	    (3) DSS/EDC services: Accommodation management and arrangement
	    (4) The request for identifying and creating an additional office exit in case of emergencies was stated in the APRU for 2011-2012.
	    (5) Evaluation of Effectiveness:
	        (a) Developing, implementing, and documenting an emergency plan outlining actions to be taken in case of a natural disaster emergency and a "shooter" scenario.
	        (b) The effectiveness of changing EDC's receptionist from part-time to full-time could be included in EDC's SSLOACs and PLO and assessed with the SSLOACs and PLO.	