

Instructional Program/Discipline Review
Center for Deaf Studies
Deaf Preparatory/Deaf Education Programs
2005-2006

1. Program Description and Scope

In 1972, the Ohlone Center for the Hearing Impaired was founded and has since evolved into what is now known as the Ohlone Center for Deaf Studies (OCDS). It is one of the largest and most comprehensive programs in the nation designed to meet the specific academic and vocational needs of deaf and hard of hearing students. Every year, the deaf and hard of hearing students are becoming increasingly diverse in their cultural and educational backgrounds, coming from residential schools, mainstream programs, and from neighboring states and several foreign countries. They enroll in a variety of programs and courses which can prepare them to enter professional and/or occupational careers, or provide them with life enrichment experiences or to transfer to a 4 year university program.

During the fall semester of 2005, 156 deaf students were enrolled in classes at Ohlone College. The demographics for this group of students are shown below.

Fall 2005 Demographics

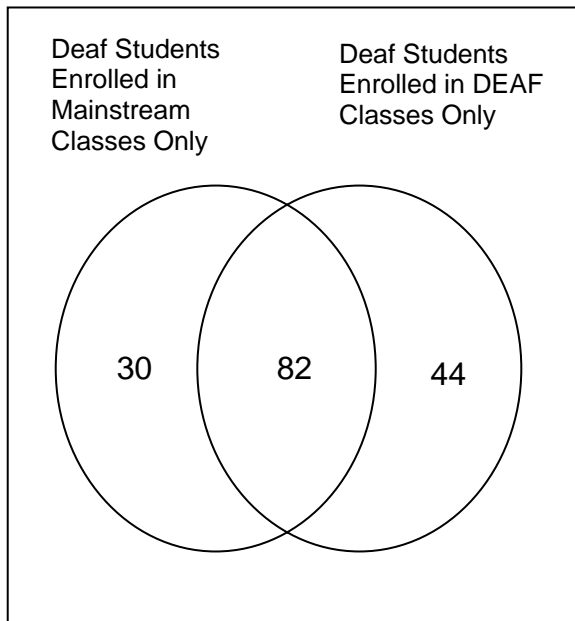
Residency	Number
CA resident	141
Out-of-state	4
Foreign	11
Total	156

Gender	Number
Male	79
Female	76
Unknown	1
Total	156

Age	Number
Minimum	18
Maximum	72
Median	23.5
Mean	29.6

Ethnicity	Number
African American	18
American Indian/Alaskan	2
Asian	42
Filipino	10
Hispanic	23
Pacific Islander	2
White, Non-Hispanic	52
Other Non-White	4
Unknown	3
Total	156

Of the total enrollment of 156 deaf students during the fall of 2005, 112 students were enrolled in a mixture of DEAF and mainstream courses. A total of 30 deaf students were enrolled in mainstream courses only, utilizing support services to relay information in class. The need for qualified ASL interpreters, real-time captioners, and note takers and tutors is great.



All functions and programs of the Deaf Preparatory and Deaf Education programs are supported by the Ohlone Community College District and Disabled Students Programs and Services (DSPS) funds. The Center for Deaf Studies has maintained a strong relationship with the California School for the Deaf, Bay Area mainstream high school programs for deaf and hard of hearing students, Deaf services agencies, and the Department of Rehabilitation. This has allowed us to assess the needs of the Bay Area deaf community and respond by providing appropriate coursework and programming.

The strength of the Deaf Preparatory and Deaf Studies Programs comes in part from its specialized faculty, trained to work with deaf, hard of hearing, and deaf-blind students. Currently the Deaf Preparatory and Deaf Studies courses are taught by five full time and 3 adjunct faculty members. A total of 47 DEAF courses are offered, including 24 English/ESL courses, 9 deaf education courses, 3 personal development courses, 4 computer software courses, and 7 employment preparation courses. Three levels of math department courses (MATH 190ABC, MATH 151A & B) are also taught by an OCDS faculty member in ASL. Additional courses focusing on volunteerism and citizenship are in the process of being developed. In addition to their teaching assignments, OCDS faculty have served on SLOPE and the Affirmative Action Committee, and currently serve on a number of governing bodies, task forces, and committees including the Ohlone College Council, Faculty Senate, the Curriculum Committee, and the Learning College and Facilities Task Forces.

The OCDS programs are supported by a specialized counseling program housed within OCDS which manages recruitment, orientation, placement testing, and academic, personal, and career planning. The counselors guide students in the development of their Student Educational Plans, teach personal development courses, and network with Vocational Rehabilitation counselors and community agencies.

2. Relationship to Ohlone College Mission and Goals

The Program Review process provides an excellent opportunity for us to examine how the Center for Deaf Studies is aligned with the Ohlone College Mission and Goals as well as to determine what the OCDS is doing to become a student-centered model of excellence in instruction and the delivery of support services to deaf students. The OCDS shares the College's commitment to preparing students for transfer, career, and life-long learning and ensuring accessibility to deaf students who can benefit from instruction.

The Center for Deaf Studies contributes to the college goal of promoting appreciation for and understanding of diverse cultures by spotlighting the language and culture of deaf people to the college. Not only does the center provide courses on the language and culture of deaf people, but a significant number of the faculty, staff and student populations are members of this unique and dynamic community as well, adding color to the college community and providing opportunities for cross cultural experiences. Furthermore, the OCDS promotes collaboration between the American Sign Language (ASL), Interpreter Preparation Program (IPP) and Deaf Preparatory Programs, providing opportunities for hearing and deaf students to interact with the expected outcome of greater communication fluency in American Sign Language and improved cross cultural understanding. Regular opportunities for this type of interaction include weekly events sponsored by the Deaf Voice Club, Deaf Awareness Month activities, and an annual OCDS sponsored International Dinner. Furthermore, OCDS has negotiated collaboration with the Japanese ASL Studies Society (JASS) in Tokyo, Japan. Ohlone will become one of the designated sites for JASS' Deaf Scholar Program which is being funded by a Nippon Foundation Grant. The collaboration will promote study abroad opportunities for both Japanese and American deaf students. In addition, the convening of the National Asian Deaf Conference in San Francisco in June-July of 2007 and of the World Federation of the Deaf in Spain in July of 2007 will encourage travel and study abroad opportunities for students.

The OCDS embraces the Learning College Model, utilizing methods that hold the most promise for improving deaf student success. The OCDS offers fully accessible instruction; courses for deaf students are taught in American Sign Language and by faculty trained and experienced in the education of deaf adults. Class sizes are limited to ensure clear communication and to allow individualized instruction. The OCDS offers a varied program designed to meet the diverse needs of students. Deaf students may enroll in Intensive University Preparation courses designed to prepare students for college level coursework. Other options include a Direct Employment Program (DEP) or WorkAbility III which prepare students for entry into gainful employment; a Literacy Program which offers continuing education in English and Math; and a Deaf Education Program which prepares students for a career working with deaf people in an educational setting. The Center for Deaf Studies also attempts to address several significant community challenges of unemployment, underemployment and communication barriers experienced by many deaf and hard of hearing individuals. By providing coursework, training opportunities and mentorship experiences in collaboration with the Department of Rehabilitation, those chronic problems are being systematically addressed. OCDS faculty have embraced the use of visual media to enhance instruction in the classroom and to promote independent learning outside of the classroom. Five College Preparatory English courses are being taught as web-enhanced/ "hybrid" courses. As part of a Teaching/Learning Innovation Project grant

obtained through the Learning College Task Force, a new DVD is being developed to assist ASL students and deaf students who are new to the deaf community, helping them become more comfortable about attending deaf events and interacting with members of the deaf community.

Enrollment Data

Semester	Year	DEAF Enrollment ¹	DEAF Retention ²	College Wide Retention ²	DEAF Success ³	College-Wide Success ³
Summer	2002	0				
Fall	2002	139	78%	82%	66%	63%
Spring	2003	167	84%	82%	76%	70%
Total		306				
Summer	2003	0				
Fall	2003	208	86%	83%	69%	68%
Spring	2004	217	84%	82%	67%	70%
Total		445				
Summer	2004	7				
Fall	2004	232	84%	84%	71%	67%
Spring	2005	210	90%	84%	73%	71%
Total		449				
<p>¹ Enrollment- Enrollment at census; "DEAF" includes Math classes taught in ASL ² Retention- percent of students who remain through end of term ³ Success- percent of students who receive grade of A,B,C, or credit</p>						

OCDS has taken steps to increase the proportion of full-time deaf students as well as to increase retention of continuing students. It is typical that only one section of each course is offered each semester due to the limited size of the deaf student population. Therefore, faculty meets as a whole to design each semester's course offerings, thereby avoiding schedule conflicts between courses and ensuring course availability. The OCDS hosts a specialized orientation program for new deaf students as well as campus visits of prospective students to OCDS.

Within the past three years the number of deaf students enrolled annually in deaf and mainstream courses at Ohlone College has increased approximately 46 % from 306 students in 2002-03 to 449 students in 2004-05. Deaf students enrolled in OCDS courses demonstrated a level of success that met or exceeded college-wide retention rates in most cases.

OCDS faculty and staff engage in continued learning through participation in community and professional organizations, workshops, and conferences. OCDS faculty is also represented in the Basic Skills Faculty Learning Community.

OCDS promotes the health, cultural, and economic vitality of the deaf community by maintaining partnerships with the Department of Rehabilitation (DR), the California School for the Deaf in Fremont (CSD-F) and other community agencies serving the deaf student population. OCDS invites guests representing these and other agencies to speak on a number of health, cultural, employment, and citizenship issues in a program of workshops aimed at broadening the students' awareness and perspective.

OCDS maintains an accessible, clean, safe, and healthy college environment for its students through modifications to the physical environment and by providing support services. The physical placement of classroom furniture and equipment ensure a clear line of vision for students to view the blackboard, screen, instructor, and fellow students. Classrooms and instructors' offices are equipped with flashing strobe light emergency alarms. Instructors are prepared to guide students in a safe exit of classrooms and OCDS offices in the event of an emergency. Sorenson videophone equipment is available to students for access to relay-assisted telephone communication.

OCDS has increased public funds for its educational program, by maintaining a contract with DR to provide employment readiness training and job placement services to students through the WorkAbility III program. A Teaching/Learning Innovation Project Grant was obtained through the Learning College Task to produce a DVD to be used in Deaf Education courses.

3. Program Student Learning Outcomes

1. Students will develop Individualized Student Education Plans outlining their personal, educational, and career goals using multiple measures.
2. Students will become advocates for themselves with regard to their personal, educational, and career aspirations.
3. Students will chart their personal, educational, and career plans beyond Ohlone.

The courses offered through this program are categorized into four different areas. The four areas are listed below along with the student learning outcomes and assessment used to measure the outcomes:

A. Deaf Education Certification Program: College-level transferable courses designed to meet the state requirements for employment as a residential counselor in state schools.

Student Learning Outcome: Students will identify jobs within the field of deaf education that would match their personal interests and skills.

Student Learning Outcome: Students will identify strengths and weaknesses of various communication methods, language options,

and placement sites that are currently being used with deaf children in educational settings.

Assessment data to be used: Student Educational Plans and Final Exams

B. Intensive University Preparation Program (IUPP): Preparatory courses designed to assist students to become prepared for college-level work.

Student Learning Outcome: Students will pass IUPP Exit Exam and demonstrate eligibility to enroll in English 151B and Math 152.

Student Learning Outcome: Students will demonstrate successful achievement of the objectives of the IUPP when they are able to read, discuss, and react to college level readings; compose essays having clear organization, thesis, and support; express original ideas in English with few grammatical errors; and demonstrate independent study habits.

Assessment data to be used: An IUP Exit Exam will be developed and used to determine achievement of SLOs and recommend placement. Math achievement will be assessed through final exams.

C. Community Education and Self Improvement Program: Developmental courses designed to provide students with basic English, Math, and independent skills.

Student Learning Outcome: Students will demonstrate growth in their writing and reading skills.

Student Learning Outcome: Students will enhance their interpersonal, technological, and community awareness skills needed to become more independent and self-sustaining.

Assessment data to be used: Center for Deaf Studies (CDS) literacy evaluation (to be developed).

D. Direct Employment Program: A 2-year program designed to prepare students for the world of work; courses focus on development of job skills, self-sufficiency, communication skills, and citizenship.

Student Learning Outcome: Students will participate in job search activities, actively pursue job leads, and utilize job placement services.

Student Learning Outcome: Students will demonstrate the attitude and behavior needed to obtain gainful employment.

Assessment data to be used: Workability III and DR placement reports, OCDS assessment of English and math literacy (to be developed), and a Life Skills Check List (to be developed).

4. Assessment of Student Success in Reaching Program Outcomes

Each student's Student Educational Plan will be the primary source of information in determining whether or not the Student Learning Outcomes are achieved. The plan tracks students as they progress through their college experience at Ohlone, beginning with their academic goals and ending with their plans beyond Ohlone. The plans will be reviewed at the beginning of each fall semester to ensure that the students are on track, to make appropriate revisions, and to see that their needs are being met.

5. Assessment of Program Through Review of the Teaching Learning Process

The OCDS is committed to providing an educational program that responds to the needs of all students enrolled in the Deaf Preparatory and Deaf Education programs. To assess the effectiveness of OCDS program, the faculty carried out an extensive and comprehensive data collection in 2002. Faculty surveyed former and current OCDS students. Deaf community members were asked to comment on the reputation of OCDS programs and to identify courses, programs, and/or services they would like OCDS to offer to the community. It was determined that, while OCDS had many strengths, there were a number of areas where OCDS programs and services could be improved.

Among the identified strengths were the well qualified staff and faculty who are skilled in ASL; the large number of deaf staff and faculty members; the excellent interpreting and support services; the variety of programs offered, including college-level transferable, college preparatory, and personal enrichment courses; and the rich deaf culture environment.

Respondents identified several areas that can be improved. They included the articulation and transfer process with the UC/CSU systems and Gallaudet University in Washington, D.C.; the level of sensitivity and awareness among mainstream faculty of accessibility issues and the communication needs of deaf students, transition procedures between area high schools and Ohlone, the coordination and availability of counseling services, and clarification of the progression of English courses.

OCDS has responded by updating the articulation agreement with Gallaudet University. OCDS faculty met with the California School for the Deaf Transition Team to determine how the transition-to-college experience for students could be improved. Counseling intake and registration procedures were modified to improve student access to counseling services. The faculty increased their participation in vital college committees and task forces in order to increase visibility of OCDS and promote awareness of the unique needs of the deaf community on campus.

OCDS faculty is currently working to revise and clarify the various programs and the progressions of the courses offered through OCDS. In addition, faculty is developing procedures to better assess students' progress toward their individual educational goals. Furthermore, faculty will devise a means of collecting data regarding students' employment and/or further academic studies after leaving Ohlone.

6. **Assessment of Program Improvement Since Previous Program Review**

The previous program review identified five areas needing improvement. . The five areas of need and the progress made toward addressing these needs are indicated below.

a. Increased Opportunities for Vocational Job Skills Training.

A WorkAbility III contract has been secured to prepare students for employment. This contract funds three positions: one Employment Developer and two Job Placement Specialists. The WAIII staff members focus specifically on helping students find employment. WorkAbility III staff administer client placements in on and off campus internships and work experience jobs that give students much needed work experience. The staff also operates a job club where job seekers meet regularly to discuss job leads, assess progress, and share job seeking ideas and information. There continues to be a need to help students identify realistic college goals, giving special attention to those students with lofty goals but who lack the language and/or academic skills needed to succeed in college-level coursework. To address this need, OCDS faculty have developed a Direct Employment Program which will be initiated during the 2006-2007 academic year. The program will consist of courses that cover 5 major areas: communication, citizenship, mathematics, employment preparation, and personal development. OCDS faculty will also work to improve vocational training opportunities for deaf students through collaboration with the ROP, and the Newark Ohlone Center.

b. Expanded Recruitment Effort.

OCDS faculty met with the Career Center staff at the California School for the Deaf to discuss transition of high school students to Ohlone. This has resulted in improved communication between OCDS and the School for the Deaf. OCDS counseling staff also makes annual visits to Bay Area public high schools that have programs for deaf students to reach out to potential students and distribute information about OCDS programs and services. The students are invited to visit Ohlone College to meet OCDS faculty and staff and to observe DEAF classes in session. OCDS faculty and staff attend the annual Open House at the California School for the Deaf as well as conferences including IMPACT, Deaf Expo and the National Association of the Deaf (NAD) to advertise OCDS programs and services. A major need to aid the recruitment process is the design of quality recruitment materials including printed brochures and visual/video materials. Current materials are unimpressive and inadequate.

c. Establishment of an Evening and/or Summer Program.

The CDS has experienced fluctuating interest in evening and summer course offerings. Following the previous program review, the availability of evening and summer English and Math classes was advertised to students. However, interest among students was lacking at that time, and no additional courses were scheduled. OCDS faculty will continue to assess student and community need in this area. A survey in November of 2005 of deaf senior citizens revealed the need for instruction in the following areas: aerobics, water exercise, golf, computer use (scanner, email, digital photography, Excel, and PowerPoint),

financial advising, health topics, math, ASL, and Sorenson training. OCDS will further survey the community to assess the needs of working adults.

d. Improved Special Needs Accommodation.

Students taking DEAF courses are allowed additional repetitions of courses according to DSPTS guidelines. Deaf students with additional disabilities such as learning disabilities and blindness receive accommodations including classroom interpreters, note takers, extended time for assignments/testing, and access to adaptive technology.

e. Establishment of Adaptive Technology Computer Center.

An Adaptive Technology Center was established in the Fall of 2005 to assist students with special technology. The Adaptive Technology Center provides access to eleven specially equipped computers with adaptive software and a staff to train students in the use of the equipment and software.

7. Vision of Excellence for the Center for Deaf Studies

One reason the Ohlone Center for Deaf Studies is considered the international leader in this field is its unique emphasis on the language and culture of deaf people. The Center's deaf-centered focus makes Ohlone special and attractive to deaf people and to people who wish to learn more about the language and culture of the deaf community. To nurture the concept that deaf people are members of a linguistic minority, it is desirable for deaf people to seek a community that is linguistically accommodating, and a language and culture center effectively supports that kind of environment. This is the reason we continue to attract students, both deaf and hearing, from all over the world--our intentional emphasis of the cultural and language aspects of the deaf experience.

It is important that every student on campus receive the education he/she deserves. For this reason, all aspects of the division—The Center for Deaf Studies, Learning Skills Program (LSP), & Disabled Students Programs and Services (DSPTS)-- should work together to see that the needs of all students are supported and nurtured and yet the individuality and uniqueness of all programs can be enriched and respected. The desired outcome would be to create ways to accommodate the needs of all students; open communication; increased awareness; sharing of resources; and faculty helping one another with challenges and concerns.

For this reason, it is important that we design the physical environment of the Center to enhance and expand this focus. We look forward with great enthusiasm to movement of OCDS to Building 6, believing this move will help the DEAF program become an even stronger and more vibrant learning community both physically and programmatically. Furthermore, the physical layout of Building 6 will need to be carefully planned to make the Center for Deaf Studies a quality learning environment and to promote positive interactions between deaf and hearing students within the division and throughout the College community.

This can be accomplished by aligning the program goals and course offerings of DEAF, ASL and IPP to allow increased opportunities for collaborative studies among students in these three departments. While each of the three academic departments

within the division has a specialized focus, with DEAF faculty providing academic instruction in ASL and tutorial services to deaf and hard of hearing students, ASL faculty providing sign language and cultural training to primarily hearing students and IPP faculty preparing future interpreters, they all have a common goal – that is to create positive learning opportunities for both deaf and hearing communities. In addition, a collaboration between the OCDS English faculty and English Department faculty is being discussed to increase the success of deaf students taking English 101A.

With the upcoming move to Building 6, we envision the following structure for the new Center.

- The three departments (DEAF, ASL, IPP) are housed in the same building; all activities (course offerings, co-curricular events, and advising) are designed to create a language rich environment for both deaf and hearing students; opportunities for positive interactions between these deaf and hearing students are maximized. In addition, the Gallaudet University Regional Center at Ohlone (GURC) will be relocated to Building 6; GURC's wealth of resources (including but not limited to, lending library, 12 state region resources, and transfer information) will be readily available for use by OCDS faculty, staff and students.
- The offices of Counselors for Deaf Students will continue to be located in the same area as the DEAF faculty and Dean; this will ensure seamless delivery of services to deaf students; the counselors will have the option of working with ASL and IPP students to support the total immersion model of language and cultural acquisition as DEAF counselors are keenly aware of the uniqueness of the deaf culture and the skills needed to become fluent signers
- The ASL laboratory will be expanded to increase opportunities for both deaf and hearing students to improve their language skills. Deaf students will tutor students learning ASL, enhancing opportunities for Deaf students to improve their English skills. In return, deaf students can benefit from tutoring in English, math, and other subject areas by hearing students skilled in ASL. The lab should include several small study rooms for quiet, uninterrupted tutoring sessions for deaf students in English and math and staffed by math and English instructors/tutors who are fluent in ASL.
- The IPP classroom will include a laboratory with 15 work stations for students to develop their interpreting skills. An instructor control system will be installed to allow the instructors to see/hear each student as he/she is working, in order to provide live video feedback. The partnership between the Ohlone College Interpreter Preparation Program and Sorenson Media will be pursued to help prepare qualified interpreters who can meet the growing demands of the VRS industry and the diverse deaf and hard of hearing communities.
- The long distance learning opportunities of students and faculty/staff will be improved by installing an enhanced video conferencing system, making it more readily accessible and user friendly in Building 6.

- Each classroom in Building 6 is designed with visual learners in mind; care is taken to ensure appropriate seating arrangements and placement of black/whiteboards, and the availability of multimedia equipment.
- The Center for Deaf Studies will serve as a resource to the Ohlone College community; the OCDS will welcome questions, requests for information, and visits by faculty and staff who interact with Deaf students, faculty, and staff; the Center will sponsor opportunities for ASL language learning and interaction between OCDS students, faculty, and staff and the greater College community through Deaf Awareness events, workshops, “open house” receptions, and informal “chats” in ASL.
- The Center for Deaf Studies will become a model program for community colleges serving deaf and hard of hearing students. Other community college faculty looking to OCDS for expertise and guidance. Members of the Austin, Texas Community College faculty visited OCDS in the spring of 2005 to observe classes and meet with OCDS faculty. As a result of their visit, Austin Community College has improved and expanded its program for deaf students. We believe we have the responsibility to not only provide our own students with an exemplary program and maintain the highest quality standards, but also to share our knowledge with other community college programs for the benefit of all deaf students.

In conclusion it is hoped that the Center for Deaf Studies will continue to be a model program for community colleges serving deaf and hard of hearing students. We believe we have the responsibility to not only provide our own students with an exemplary program and maintain the highest quality standards, but also to share our knowledge with other community college programs for the benefit of all deaf and hard of hearing students.

8. Review and Dissemination Team

The following people were chosen to serve on the Deaf Program’s Review and Dissemination Team. The department appreciates the team members contributing their time to participate in this process. The review and dissemination team includes:

Division Dean: Joe McLaughlin

As Dean of the Deaf Studies & Special Services, Mr. McLaughlin has participated in the DEAF department’s program review discussions from the beginning in the late Spring of 2005.

Faculty members in the program: Dr. Tom Holcomb and Nancy Pauliukonis

As members of the DEAF faculty, Dr. Holcomb and Ms. Pauliukonis have been actively involved in the development of the student learning outcomes for the DEAF department. Dr. Holcomb is the primary contact person who coordinated the Program Review and incorporated input from the DEAF faculty into the report. Ms Pauliukonis is the secondary contact person who prepared the final version of the program review report.

Faculty member outside of the program: Steve Bitzer

As a member of the Math faculty, Mr. Bitzer has experience working with Deaf and Hard of Hearing students in his Math courses offered at Ohlone. Mr. Bitzer took ASL courses last semester during his sabbatical leave and has made significant contributions to our Deaf department.

Student enrolled in the program: Gina Burnaugh

Miss Burnaugh is a Deaf student taking her second year of courses at Ohlone in preparation for transfer to 4-year college to study social work. Ms. Burnaugh has been an active supporter of the Deaf Voice club and is now serving as its President. Ms. Burnaugh is a positive role model to the Deaf and Hard of Hearing students at Ohlone and Deaf community.

Community members: Steve Orman and Liann Osborne

Mr. Orman is working as a Transition Partnership Program Case Manager and has been working at the California School for the Deaf - Fremont (CSDF) for 29 years (11 years as a Career Counselor and 18 years in the Student Life Program.) Mr. Orman is representing CSDF due to the large enrollment of students from CSDF at Ohlone. Mr. Orman is a very knowledgeable resource person for our Deaf department. Ms. Osborne has worked as a Rehabilitation Counselor for the Deaf and Hard of Hearing at the Department of Rehabilitation (DR) in Fremont since July of 2000. She is very knowledgeable of our Deaf program and is a well-respected counselor to Deaf students taking courses at Ohlone. Both members have provided input to the program review.