Ohlone College
Program Review Report

• Program Description and Scope:
  1. Program Review Title: Deaf Preparation Program
  3. Review Type: Instructional Disciplines
  4. Program/Departments: Deaf Preparation (08007)
  5. Authority Code: 46-Dean, Deaf Studies
  6. External Regulations: Yes__ No_X
  7. Provide a brief narrative that describes the instructional program/discipline.

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). The Center for Deaf Studies comprises an American Sign Language and Deaf Studies Program, an Interpreter Preparation Program, and the Deaf Preparatory Program (DPP), one of the largest and most comprehensive programs in the nation designed to meet the unique academic and vocational needs of Deaf and Hard of Hearing (HOH) students. Every year, the Deaf and HOH students in the Deaf Preparatory Program become 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 prepare them to enter professional and/or occupational careers, provide them with life enrichment experiences, or prepare them to transfer to a 4-year university program. The Deaf Preparatory Program, in an attempt to meet the needs of all of its Deaf and HOH students, consists of four unique programs: an Intensive University Preparation program (IUPP), a Deaf Education program, an English as a Second Language in ASL program, and a Technical and Career Education program*. The Intensive University Preparation program provides instruction to those Deaf and HOH students who have the potential to succeed in college-level courses, preparing them to enter the mainstream at Ohlone College or to transfer to another college or university Bachelor's degree program. The Deaf Education program prepares Deaf and HOH students to work in the student life program at the residential school for the Deaf, or as teacher aides in a classroom with Deaf and HOH students. The English as a Second Language in ASL program provides a comprehensive study of American Sign Language and English to Deaf and HOH international students, preparing them to continue their study of English in the IUPP program. The Technical and Career Education program* provides vocational literacy instruction to improve communication and promote personal awareness, literacy, and independence among Deaf and HOH people at home, in the community, and in employment. The Deaf Preparatory Program also includes a strong Counseling component, recognizing its important role in personal decision-making and academic and career planning.
*Currently the DPP faculty is performing a review of this component of the Deaf Preparation Program. The Community Education Program is being replaced by a career development and employment readiness program for Deaf and HOH students at the College and is being renamed the Technical and Career Education Program. The DPP faculty is in the process of investigating funding sources to support such a program while at the same time creating a transitional plan for students currently enrolled in the courses. Proposed Student Learning Outcomes will be determined and the DPP Program Review will be revised and updated to reflect these developments and changes.

8. Describe how the program specifically serves students, faculty and staff.

The Deaf Preparatory Program (DPP) offers fully accessible instruction by providing self-contained classes for Deaf and HOH students that are taught in American Sign Language by faculty trained and experienced in the education of Deaf adults. In compliance with Disabled Students Programs & Services (DSPS) guidelines, class sizes are limited to ensure clear communication and to allow for individualized instruction. The Deaf Preparatory Program offers a varied program designed to meet the diverse needs of students. In addition, the DPP faculty provide a resource to college-wide faculty who have Deaf and HOH students in their classes, providing information, support, and assistance where needed to ensure the success of Deaf and HOH students in the mainstream. DPP faculty serve with the general faculty on college-wide committees, meet individually with the faculty and staff to support their work with Deaf and HOH students, provide informational workshops, and sponsor a college-wide Deaf Awareness Week program.

9. Describe how the program addresses current needs and applies current technologies.

Deaf Preparatory Program faculty have embraced the use of visual media to enhance instruction in the classroom and to promote independent learning outside of the classroom. Some courses require students to develop PowerPoint assignments that include vlogs and links to relevant website resources. Many DPP courses are being taught as web-enhanced courses utilizing the Blackboard course management system. The use of Blackboard augments communication between faculty and students, provides supplementary instruction and practice to students, and fosters independence and responsibility in students for their own academic success. As a complement, the use of Blackboard allows students to expand their computer technical skills.

10. Discuss the impact of the program on the college and/or other programs.

The Deaf Preparatory Program provides instruction to a diverse population of Deaf and Hard of Hearing students. For those students who exhibit potential to succeed in college-level classes, the Intensive University Preparation Program courses introduce students to the content they will encounter in mainstream developmental and/or college-level English courses. Students practice and improve their skills to the point where they can enter more advanced courses at Ohlone College and at other Colleges and Universities and succeed. For Deaf
and HOH students who are taking college-level mainstream courses, DPP faculty members are available in the Deaf Studies Lab (DSL) to provide tutorial support.

For Deaf and HOH students who lack the English language skills required in mainstream courses at Ohlone College, the Deaf Preparatory Program faculty and counselors will direct these individuals to the Technical and Career Education program, where they will receive vocational literacy instruction and employment readiness preparation*. Here students also have the opportunity to improve their ASL and English communication skills, increase their self-awareness, and develop greater independence.

The Deaf Preparatory Program supports the Ohlone College International Programs and Services by providing specialized instruction to Deaf and HOH international students in the English as a Second Language in ASL program. This program allows international students to strengthen their ASL and English skills as well as adapt to American culture and American instructional methods. As a result, these students will be prepared to enter more advanced courses at Ohlone College and succeed.

The Deaf Education Certificate Program provides an opportunity for Deaf and HOH students to take classes needed to secure employment at the local School for the Deaf as teacher aides or cottage counselors.

Currently the DPP faculty is performing a review of this component of the Deaf Preparation Program. The Community Education Program is being replaced by a career development and employment readiness program for Deaf and HOH students at the College and is being renamed the Technical and Career Education Program. The DPP faculty is in the process of investigating funding sources to support such a program while at the same time creating a transitional plan for students currently enrolled in the courses. Proposed Student Learning Outcomes will be determined and the DPP Program Review will be revised and updated to reflect these developments and changes.

11. Discuss the impact of the program on the community and the impact of the community on the program.

The Deaf Preparatory Program has maintained a strong relationship with the California School for the Deaf, Bay Area mainstream high school programs for Deaf and HOH students, Deaf services agencies, and the Department of Rehabilitation. This has allowed the DPP to assess the needs of the Bay Area Deaf community and respond by providing coursework and programming that is relevant and current. As the only college in the Bay Area and one of the few in the nation that provides specialized instructional programs, services, and co-curricular activities to Deaf and HOH students, Ohlone College serves
students, not only from the local community, but from all over the Bay Area and the western U.S. Without the Ohlone Center for Deaf Studies, Deaf and HOH college students would have no other comparable higher education options at a community college within several thousand miles.

• College Mission
  1. Mission Statement
     The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.

  2. Vision Statement
     Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

  3. Core Values, Goals & Objectives:
     College Core Values
     • We provide life-long learning opportunities for students, college personnel and the community.
     • We open access to higher education and actively reach out to under-served populations.
     • We promote diversity and inclusiveness.
     • We maintain high standards in our constant pursuit of excellence.
     • We value trust, respect and integrity.
     • We promote team work and open communication.

     College Goals/Objectives
     1. Through innovative programs and services, improve student learning and achievement.
        1. By 2013, have in place an ongoing system for identifying and assessing student learning outcomes at the program and course levels, which includes faculty dialogue and appropriate improvement plans.
        2. By spring 2013, increase the college average course retention to a rate at or above the statewide average.
        3. By fall 2014, increase the success in basic skills courses to a rate at or above the statewide average.
        4. By fall 2014, increase the improvement rate in Basic Skills and ESL courses to a rate at or above the statewide average.
        10. By 2015, expand the appropriate Student Services available to evening students, part time students, students on the Newark Campus, and students taking courses online.
     6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.
     7. Increase access to higher education of under-served and
under-represented demographic groups in the District and local communities.

2. Annually increase retention and success rates of under-served demographic groups.

4. Briefly describe how the program supports the college mission, vision selected college values.

In keeping with the College's mission, the Deaf Preparatory Program provides specialized basic skills instruction in English and mathematics for Deaf and Hard of Hearing students. Specially-designed courses in the IUPP and ESL programs provide students with the skills needed for successful completion of college-level coursework at Ohlone College or at a 4-year university. Technical and Career Education courses encourage life-long learning and enhance students' prospectives for a rich personal life and/or for successful entry into the work force. The Deaf Education courses prepare students to enter the work force in a field that is highly specialized and of great benefit to the Deaf Community.

The Deaf Preparatory Program shares the College's vision to be inclusive and innovative by spotlighting the language and culture of deaf people. 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 Deaf Preparatory Program collaborates with the American Sign Language (ASL), Interpreter Preparation Program (IPP) 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 ASL Club, Deaf Awareness Month activities, and an annual International Banquet. The Deaf Preparatory program welcomes international students from approximately 15 countries. Furthermore, the Deaf Preparatory Program has negotiated a collaboration with the Japanese ASL Studies Society (JASS) in Tokyo, Japan. Ohlone is the designated site for English instruction in the JASS’ Deaf Scholar program, which is funded by a Nippon Foundation Grant. In addition, the Deaf Preparatory Program hosts a specialized orientation program for new Deaf students as well as campus visits of prospective students to Ohlone. The Deaf Preparatory Program faculty are in the preliminary stages of implementing a distance education program for Deaf and HOH students who live in outlying regions of the western United States as well as in Hawaii and Pacific Island nations.

The Deaf Preparatory Program, in support of values 1-6, embraces the college learning model, utilizing methods that hold the most promise for improving deaf student success. The DPP 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 specialized coursework, these chronic problems are being systematically addressed.

As well, the Deaf Preparatory Program shares the College's values supporting life-long learning, access to education for underserved populations, and increased student achievement and retention. To this end, DPP faculty meets as a whole to design each semester’s course offerings, thereby avoiding schedule conflicts between courses and ensuring course availability. As a result of these efforts, Deaf students enrolled in Deaf Preparatory Program courses have demonstrated a level of success that meets or exceeds college-wide retention rates in most cases. Beyond promoting life-long learning for Deaf and HOH students, DPP faculty engage in continued learning through participation in community and professional organizations, workshops, and conferences.

5. Briefly describe how the program supports selected college goals.

The Deaf Preparatory Program works to improve student learning and achievement through innovative programs (Goal 1) and reaches out to the under-served population of Deaf and Hard of Hearing individuals (Goal 7).

Innovative programs include the Intensive University Preparatory Program, Deaf Education Program, Technical and Career Education Program, and ESL for Deaf/HH Students. These four programs are designed to meet the unique academic needs of the deaf and HH population and these offerings are not found anywhere else. Consequently, we attract students from a wide geographical area in the Bay Area (with students coming from places such as Modesto, San Francisco, and Morgan Hill), in the state of California (with students coming from places such as Riverside, Sacramento, and Redding) and internationally (with students coming from places such as Japan, Africa, and Canada) in search of quality, specialized, and effective learning experiences. Ohlone College is one of few community colleges in the nation to offer specialized courses taught in sign language.

6. Briefly describe how the program supports selected college objectives.

The Program Review process provides an excellent opportunity to examine how the Deaf Preparatory Program (DPP) is aligned with the Ohlone College Goals as well as to determine what the DPP is doing to become a student-centered model of excellence in instruction and the delivery of support services to deaf students.

The DPP teaching and counseling faculty are in the process of assessing the student learning outcomes for all programs. By June of 2013, 35 students
will have been assessed and the results of these assessments detailed in the Program and Services Review online document.

The DPP faculty does its part to **increase the college average course retention to a rate at or above the statewide average**. According to the most current data available from the Research and Planning Office, the fall retention rate of students in the Deaf Preparatory Program between the years 2006 to 2010 averaged 91%. This compares favorably with the college-wide Basic Skills average of 82% during the same time period. The DPP faculty will continue to provide effective student support through in-office, online, and lab tutoring, monitor student progress throughout each semester, and utilize an early alert system to involve counseling faculty in supporting student retention.

The DPP faculty works to **increase semester-to-semester persistence of deaf basic skills students to a rate at or above the statewide average**. According to the most current data available from the Research and Planning Office, the fall-to-spring persistence rate of students in the Deaf Preparatory Program between the years 2006 to 2010 averaged 77%. The DPP faculty will work to increase the percentage of students who return and enroll in subsequent semesters by continuing to assess DPP courses, programs, and services to determine student satisfaction and progress through the distribution of an electronic student satisfaction survey. In addition, all DPP courses, including their SLOs, content, and assessment tools will be revised as is necessary to encourage persistence among students. Additionally, the DPP teaching and counseling faculty will develop a mechanism to track students who leave Ohlone College to determine accurately the number of students who transfer to a Bachelor's degree program, transfer to another community college, graduate with an A.A. degree from Ohlone college, enter the work force, or leave for other reasons. This information will be helpful in shaping the future structure of the program and influencing future program revisions.

The DPP faculty does its part to **increase the success in basic skills courses to a rate at or above the statewide average**. An examination of the Fall to Fall success rate of students in the Deaf Preparatory Program between the years 2006 to 2010 reveals a success rate averaging 74%. This compares favorably with the college-wide Basic Skills Success rate of 62% during the same period. The DPP teaching and counseling faculty will continue to maintain an accessible, collaborative, and engaging college environment for its students through modifications to the physical environment, a quality curriculum, and by providing quality support services.

The DPP shares the College’s commitment to (6) **enhancing college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives** with the objective to increase, by 2015, the number of opportunities for cultural enrichment and study abroad for faculty, staff, and students.

Not only does the Deaf Preparatory Program 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 DPP collaborates with the American Sign Language (ASL), Interpreter Preparation (IPP) 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. DPP faculty play an active role in supporting the ASL Club. Student leaders are active and visible on campus with student representatives participating in ICC meetings and serving as ASOC senators.

Regular opportunities for this type of interaction include events sponsored by the ASL Club, Deaf Awareness Month activities, an annual International Banquet and participation in community events. Furthermore, the DPP shares a partnership with the Japanese ASL Studies Society (JASS) in Tokyo, Japan and is a designated site for the JASS Deaf Scholar Program which is being funded by a Nippon Foundation Grant. The collaboration promotes study abroad opportunities for both Japanese and American deaf students. The DPP sponsored a deaf student leader to attend the National Black Deaf Advocates conference in North Carolina in 2011. In addition, several deaf leaders from Ohlone will attend the National Deaf People of Color Conference in Washington, D.C. in June of 2013.

The Deaf Studies Lab serves as a central location for language development and cultural interaction between deaf, hard of hearing, and hearing ASL and IPP students. Deaf students tutor hearing students in ASL and special guests share information on topics that bring enhanced understanding of various subcultures within the Deaf community. As well, the ASL club, composed of members of both the deaf and hearing student community, meets in the Deaf Studies Lab. Deaf students serve as "ambassadors" for the Deaf community through their participation in Ohlone student government, as members of Ohlone sports teams, and as students enrolled in many mainstream courses.

The Deaf Preparatory program has taken steps to increase the retention and success rates of under-served demographic groups. The Deaf Preparatory Program at Ohlone College provides a comprehensive educational program that is unique in its ability to meet the needs of deaf and hard of hearing students, a traditionally under-served population. The programs and courses within the DPP are specially designed and implemented by a specially trained and experienced faculty that is knowledgable of state and federal law addressing accessibility and the provision of quality support services. These attributes of the Deaf Preparatory Program make it a model for community college educational programs throughout the United States and internationally. As a result, the DPP attracts similarly under-served deaf students from the western United States and-

The DPP aims to limit class size to 10 students as recommended by California State Disabled Students Programs and Services (DSPS). DPP faculty meet as a whole to design each semester’s course offerings, thereby avoiding schedule
conflicts between courses and ensuring course availability for students. However, due to the severe statewide budget cuts to the College as well as a reduction in full-time faculty in our division, we have accepted greater numbers of students in many of the DPP courses beyond optimal levels for this population. We believe we have a responsibility to serve all students who wish to come to Ohlone, as there are no other equivalent choices for post secondary education for deaf students in the state.

The DPP hosts a specialized orientation program for new deaf students as well as campus visits of prospective deaf students to Ohlone. The orientation program has been expanded to include greater participation and interaction with DPP faculty and current students.

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.

Teaching and counseling faculty maintain 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. The DPP 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.

DPP faculty engage in continued learning through participation in community and professional organizations, workshops, and conferences. OCDS faculty is also represented on the Basic Skills Initiative Work Group.

Through these efforts, it is expected that Deaf students enrolled in DPP courses will continue to demonstrate levels of retention and success that meet or exceed college and state-wide retention rates.

- **Program SLOs & Assessment**

  1. **Program SLO -**

     - Students will become advocates for themselves and develop individualized Student Education Plans (SEP) outlining their personal, educational, and career goals.

     a. *Indicate program assessment strategies used.*

        i. Rubrics

        ii. Other

        Students meet with a counselor within the first month of enrollment to develop a Student Education Plan (SEP), and then once a month thereafter to review and update their SEP as needed. The counselor will make a record of the meetings in the students' files. If the SEP is revised, both the counselor and the students will receive copies of the revisions.

     b. *Describe the criteria and standards used to appraise student work.*
Each student will keep a running checklist of courses completed and will identify courses that need to be taken to complete certificate, A.A. degree, or transfer requirements. The student will also develop a semester-by-semester plan to take those courses in the future.

The number of SEP follow-up meetings per student will be logged by the counselor at the time of the appointment. The log will be reviewed twice per semester to verify that all students have followed through with their monthly meetings. The counselor will calculate the number and percentage of students who have achieved the SLO.

The procedures described above will be implemented and assessed. Arrangements for student online access to their individual SEP will take place by Fall of 2011.

A rubric will be used to assess the students' growth in advocating for themselves in personal, educational, and career aspirations using the following rating criteria: Writes personal goals, writes educational goals, writes career goals, and advocates for self. Students will be rated using the following scale: Exceeds Expectations, Meets Expectations, Needs Improvement, Does Not Meet Expectations. Success is assessed as positive movement on the rubric; assessment will take place during individual SEP meetings with students. Curricular strategies include personal development courses; individual and group counseling sessions; workshops on topics promoting awareness of self and others, current events, and cultural and ethnic awareness; participation in student clubs, attendance at Deaf community events; and interpersonal interactions.

c. Enter assessment results and analyze student success in achieving this program SLO.

Approximately 90 of the 125 students met with the counselors for an initial meeting and created SEPs. Monthly meetings were scheduled for some students and others met regularly with the counselor throughout the year. Students maintained a running checklist of courses completed and developed a semester-by-semester plan to take courses needed in the future.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

Counselors will work with students to explain the importance of completing a SEP, demonstrate how to complete the SEP, and encourage students to self-search to determine educational goals and write them into the SEP.

e. Future Action (Improvements)

2. Program SLO -

Upon successful completion of the IUPP program, students will demonstrate readiness to enroll in English 151B (Writing) and English 163 (Reading)
courses, or they will demonstrate readiness to enroll in other comparable courses at another institution. They will do this by demonstrating independent study habits; the ability to read, discuss, and react to college-level readings; the ability to compose paragraphs and essays with clear organization, thesis, and support; and the ability to express original ideas in English with relatively few grammatical errors.

a. Indicate program assessment strategies used.
   i. Rubrics
   ii. Placement tests used for course entry and exit decisions

b. Describe the criteria and standards used to appraise student work.

The students' formal paragraphs and essays will be evaluated to assess student growth and achievement in the skills of writing and to determine readiness for English 151B: planning and organizing, logical essay structure, clear expression of a main idea and major points, sufficient support, appropriate format and mechanics, and correct MLA documentation. The compilation of student writing will be assessed at the conclusion of each semester using a rubric. In addition, the students will be administered an exit exam to assess student growth and achievement in the skills of reading including knowledge of vocabulary, utilizing context clues, identifying thesis statement and major and minor details, pattern of organization, relationships between ideas, inference, and summarizing.

c. Enter assessment results and analyze student success in achieving this program SLO.

In May of 2011, an assessment was administered to 12 students who completed two semesters of DEAF 188 IUPP Academic Writing and DEAF 189 IUPP Academic Reading. The assessment included an integrated reading and writing examination. Students read a 1300-word professionally-written essay about which questions were asked to assess the following reading skills:

- Identifying of the selections' Pattern of Organization
- Identifying of the author's Thesis Statement and topic sentences
- Recognizing the author's purpose
- Distinguishing Major and Minor Details
- Determining the meaning of words from context
- Recognizing the relationships between ideas

The reading assessment consisted of weighted questions ranging from 1 point to 3 points per question. The points were tabulated and a percentage of correct responses was calculated.

The results of the assessments are as follows:

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<th>READING</th>
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Eight of the ten students who took the reading exam (80%) scored 70% or higher on the reading exam; one student in the IUPP program is enrolled in the writing class but is not enrolled in the reading class. One student, for personal reasons, did not take the exam.

The same reading selection was used as a writing prompt for a formal documented essay.

The **writing assessment** consisted of a Cause/Effect essay that was written under instructor supervision in the Deaf Studies Lab. The students were allowed to develop plans for their essays prior to the assessment. Each essay was evaluated according to a rubric, assigning points in this manner:

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Eight of the eleven students who wrote the essay (73%) scored 70% or higher on the writing assessment; one student, for personal reasons, did not complete the writing assessment.

Overall, the results on the reading and writing assessments represent a group of students who are largely continuing to develop sentence and paragraph comprehension and critical reading skills. As well, the majority have a good basic understanding of the organization of a essay and are able to produce a satisfactory or better documented essay.

Of the twelve students in the IUPP program, 5 of the students (42%) met the SLO and are qualified to enroll in English 151B or transfer to a BA program. Three students will transfer to a BA program in the fall, and two will enroll in English 151B. This means that seven (78%) of the students did not demonstrate readiness to enroll in English 151B. The reasons are varied. One student worked full time and struggled to keep pace with the content and workload. Two students made good progress but would benefit from one additional semester in the IUPP program to refine and strengthen their skills. The course was particularly challenging for three students whose performance throughout the year indicates that they were underprepared for the rigors of the IUPP program. These students will either enroll in a third semester of IUPP (DEAF 188C/189C) or will enroll in English 151A during the next semester with the expectation that they will be qualified to enroll in English 151B in the Spring 2012 semester.

d. *Describe revisions in curriculum or teaching strategies implemented to promote student success.*

The IUPP reading and writing curriculum will begin with a focus on college study skills and and an introduction to faculty, tutoring, library, and lab resources within the DPP to assist students.

Additional independent study modules will be added as a supplement to the IUPP reading and writing lab curriculum. The modules will be made available to students electronically and will provide the opportunity for individualized practice and improvement of skills.

e. *Future Action (Improvements)*

3. **Program SLO -**
Upon successful completion of the English as a Second Language in ASL program, students will demonstrate independent study habits; the ability to read intermediate-to-Advanced ESL readings; the ability to compose paragraphs with clear organization, topic sentence, and support; and the ability to express original ideas in English.

a. Indicate program assessment strategies used.
   i. Rubrics
   ii. Portfolio
   iii. Performance Assessment
   iv. Skills Assessment
   v. Other

The English as a Second Language in ASL course offerings are dependent upon the number of deaf international students accepted and, of these students, the number of students whose language skills make them suitable candidates for the ESL program. During the 2010-2011 academic year, only one deaf international student was admitted to Ohlone College and this student enrolled in courses in the mainstream. Therefore, the ESL courses were not implemented.

When the ESL program resumes, the following procedure will be used to assess the success of students in the English as a Second Language in ASL program. Among the tools used will be teacher-made quizzes and tests to assess reading comprehension skills development and sentence-level grammatical skills. Rubrics will be used to assess written expression at the sentence, paragraph, and essay level. PowerPoint presentations will assess their ability to share information through ASL, English, visual images and video. The presentations will include original text written and/or signed by the students and will recount their experiences and observations as participants in a variety of cultural and educational activities.

A "digital" portfolio using Blackboard will include a collection of each student's written and signed work including vlogs, Powerpoints presentations, images, and written expressions. Rubrics will be developed to assess the students' skills demonstrated in each of these formats.

b. Describe the criteria and standards used to appraise student work.

Because international deaf students arrive in DPP ESL classes having a wide variety of ASL, English, and communication skill levels, students are assessed individually for indications of improvement and growth in these skills. In addition, the deaf international students' educational backgrounds and academic and career goals vary widely, so their academic plans must be specially designed with each student's needs and goals in mind. While the goal is for students to advance toward higher level coursework within a
reasonable amount of time, students have the flexibility to continue in the ESL program as long as is necessary to achieve the necessary skills.

c. Enter assessment results and analyze student success in achieving this program SLO.

Because no ESL courses were filled during the 2010-2011 academic year, no Assessment results were collected during this period. Assessment data will be collected once the program resumes and the assessment tools are in place.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

No revisions to the curriculum have been made. The English as a Second Language in ASL courses were reviewed and went through a major revision in 2009. Since that time, the ESL in ASL program has not been fully implemented. Once the ESL courses resume, the effectiveness of the curriculum will be evaluated and appropriate revisions will be carried out as necessary.

e. Future Action (Improvements)

4. Program SLO -

Upon successful completion of the English as a Second Language in ASL program, students will demonstrate readiness to enroll in DEAF 188A (Writing) and DEAF 189A (Reading) courses in the IUPP program.

a. Indicate program assessment strategies used.
   i. Rubrics
   ii. Skills Assessment
   iii. Placement tests used for course entry and exit decisions

b. Describe the criteria and standards used to appraise student work.

An assessment test will be developed to evaluate the specific entry-level skills needed for success in the IUPP program. The test will be administered to IUPP classes to gather scores from among currently enrolled students. To assess the validity of the assessment, it will be delivered to multiple classes of IUPP students over a period of three years. Results of the test will be compared with the success rate of the students as determined by their course grades. In addition, the individual test items will be added, removed, or revised as appropriate. If the test is determined to produce valid results, it will become the standard entrance test for students wishing to enter the IUPP program.

c. Enter assessment results and analyze student success in achieving this program SLO.

Because no ESL courses were filled during the 2010-2011 academic year, no Assessment results were collected during this period. Assessment data will be collected once the program resumes and the assessment tools are in place.

d. Describe revisions in curriculum or teaching strategies implemented to
promote student success.

The revised ESL in ASL program has not been fully implemented. However, DPP faculty will proceed with plans to develop and validate an IUPP entrance test. The test will be administered to IUPP classes to gather scores from among currently enrolled students. To assess the validity of the assessment, it will be delivered to multiple classes of IUPP students over a period of three years. Results of the test will be compared with the success rate of the students as determined by their course grades and will be used to establish norms. In addition, the individual test items will be added, removed, or revised as appropriate. If the test is determined to produce valid results, it will become the standard entrance test for students wishing to enter the IUPP program.

e. Future Action (Improvements)

5. Program SLO -

Upon successful completion of the Technical and Career Education Program, students will demonstrate growth in their ability to apply basic math skills in their everyday lives.

**Currently the DPP faculty is performing a review of this component of the Deaf Preparation Program. The Community Education Program will be replaced by a career development and employment readiness program for Deaf and HOH students at the College which is being renamed the Technical and Career Education Program. The DPP faculty is in the process of writing a grant proposal for funds to support such a program while at the same time creating a transitional plan for students currently enrolled in the courses. Proposed Student Learning Outcomes will be determined and the DPP Program Review will be revised and updated to reflect these developments and changes.

a. Indicate program assessment strategies used.
   i. Rubrics
   ii. Skills Assessment
   iii. Other

   An individual interview with students in ASL to assess the ability to effectively and independently manage real-life tasks requiring math skills will take place. Results will be recorded using a rubric. The interview will take place at the beginning of the fall semester and will be repeated at the end of the spring semester. Results will be compared to assess growth in the students' ability to apply math skills in their everyday lives.

**Currently the DPP faculty is performing a review of this component of the Deaf Preparation Program. The Community Education Program will be replaced by a career development and employment readiness program for Deaf and HOH students at the College which is being
renamed the Technical and Career Education Program. Assessment strategies will be determined and the DPP Program Review will be revised and updated to reflect these developments and changes.

b. Describe the criteria and standards used to appraise student work.

The rubric will be used during an individual interview with each student at the beginning of the semester.

At the end of the semester, the rubric will be used in an interview with the students once again to verify whether they understand the concepts listed in the rubric. The students' scores will be based on demonstrated growth.

The following rubric will be used to assess growth in the application of math skills:

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<th></th>
<th>Always</th>
<th>Most of the time</th>
<th>Sometimes</th>
<th>Never</th>
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<td><strong>Shopping</strong></td>
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<td>- Uses coupons to save money</td>
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<td>- Compares prices to determine best value</td>
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<td>- Has enough money to pay for items</td>
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<td>- Counts change from a cash purchase</td>
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<td>- Looks for discounted items such as “buy 1 get 1 free”</td>
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<td><strong>Banking</strong></td>
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<td>- Withdraws cash using debit card</td>
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<tr>
<td>- Balance a checkbook</td>
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<tr>
<td>- Record transaction in a savings account</td>
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</table>
Compute **basic operations** in a real-life problems

- addition, subtraction, multiplication and division
- **basic calculator**

**Computing Weekly Pay**

- Has paid employment
- can calculate total hours worked
- Computes Gross Pay
- Computes Net pay
- Identifies what deductions are subtracted from his/her paycheck

**SSI Checks**

- Deposit it your own account
- Withdraw cash yourself

**Bills**

- Pay on your own
- Identify amount owed
- Identify due date
- Recognize interest charge for rotating accounts
- Recognize fees for late payment

**BART/BUS fares**

- Use Clipper card
- Identify schedule/fares
Currently the DPP faculty is performing a review of this component of the Deaf Preparation Program. The Community Education Program will be replaced by a career development and employment readiness program for Deaf and HOH students at the College which is being renamed the Technical and Career Education Program. Assessment criteria and standards will be determined and the DPP Program Review will be revised and updated to reflect these developments and changes.

c. Enter assessment results and analyze student success in achieving this program SLO.

The initial interview assessment and assessment test will be administered in the fall of 2011 and a follow-up assessment will be administered in the spring of 2012.

**Currently the DPP faculty is performing a review of this component of the Deaf Preparation Program. The Community Education Program will be replaced by a career development and employment readiness program for Deaf and HOH students at the College which is being renamed the Technical and Career Education Program. As the new program is implemented and SLOs assessed, the assessment results will be obtained and updated in the program review.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

Revisions in the curriculum or teaching strategies will be based on the results of the interview assessment during the 2011-2012 academic year.
**A number of factors, including assessments of student satisfaction, perseverance, and achievement have influenced the decision to replace the Community Education Program with a career development and employment readiness program designed to better address the needs of Deaf and HOH students at the College. Currently, the program has been renamed the Technical and Career Education Program. The DPP faculty is collaborating to develop the career development and employment readiness program, make curricular modifications, develop a transitional plan, and implement the new program.

**

**e. Future Action (Improvements)**

Implementation Plan

Timeline:

With Alyce Reynolds' retirement this coming December and uncertainties associated with the budget, the revisions needed to transition the program from the Community Education model to Technical and Career Education program are moving along slowly. Therefore, one of our Program Improvement Objectives is to design the new Technical and Career Education in way that will allow us to make forward progress while setting realistic goals we can achieve with our limited financial and faculty resources.

Key/Responsible Personnel:

6. **Program SLO -**

Upon successful completion of the Technical and Career Education Program, students will demonstrate growth in their ability to apply basic English reading and writing skills in their everyday lives.

**Currently the DPP faculty is performing a review of this component of the Deaf Preparation Program. The Community Education Program will be replaced by a career development and employment readiness program for Deaf and HOH students at the College which is being renamed the Technical and Career Education Program. The DPP faculty is in the process of writing a grant proposal for funds to support such a program while at the same time creating a transitional plan for students currently enrolled in the courses. Proposed Student Learning Outcomes will be determined and the DPP Program Review will be revised and updated to reflect these developments and changes.

a. Indicate program assessment strategies used.

i. Other

Students take a quiz at the beginning of each class. Quizzes cover topics covered in class that are related to their everyday lives.
Currently the DPP faculty is performing a review of this component of the Deaf Preparation Program. The Community Education Program will be replaced by a career development and employment readiness program for Deaf and HOH students at the College which is being renamed the Technical and Career Education Program. Assessment strategies will be determined and the DPP Program Review will be revised and updated to reflect these developments and changes.

b. Describe the criteria and standards used to appraise student work.

The total number of quizzes for each semester is 25.

The quiz format is the same throughout both semesters and consists of three parts: Matching of 5 to 6 words with 7 to 8 definitions; 5 True/False statements with corrections to false statements; and one short answer question.

**Currently the DPP faculty is performing a review of this component of the Deaf Preparation Program. The Community Education Program will be replaced by a career development and employment readiness program for Deaf and HOH students at the College which is being renamed the Technical and Career Education Program. Assessment criteria and standards will be determined and the DPP Program Review will be revised and updated to reflect these developments and changes.

c. Enter assessment results and analyze student success in achieving this program SLO.

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<th>Student</th>
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<td>67 92 57 67 73</td>
<td>71</td>
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Assessment results:

The performance of two students declined from the beginning of the Fall semester to the end of the Spring semester.

The performance of nine students improved from the beginning of the Fall semester to the end of the Spring semester.

Eight of the nine students’ performance on the quizzes improved significantly (by at least 12%)

**Currently the DPP faculty is performing a review of this component of the Deaf Preparation Program. The Community Education Program will be replaced by a career development and employment readiness program for Deaf and HOH students at the College. As the new program is implemented and SLOs assessed, the assessment results will be obtained and updated in the program review.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

Increase tutoring for those who struggle.

Increase supplement visuals to support the content covered in class.

Increase level of quizzes to make them more challenging and to encourage growth.

Increase emphasis on the applicability of lessons to daily lives.

**A number of factors, including assessments of student satisfaction, perseverance, and achievement have influenced the decision to replace the Community Education Program with a career development and employment readiness program designed to better address the needs of Deaf and HOH students at the College. The DPP faculty is collaborating to develop the career development and employment readiness program, make curricular modifications, develop a transitional plan, and implement the new program.

e. Future Action (Improvements)

7. Program SLO -

Upon successful completion of the Deaf Education Certificate Program, students will demonstrate the ability to identify strengths and weaknesses of various communication methods, language options, and placement sites that
are currently being used with Deaf children in educational settings.

a. *Indicate program assessment strategies used.*
   i. Other

   The final exam in the Deaf Education course determines whether or not students have mastered critical concepts associated with Deaf Education.

b. *Describe the criteria and standards used to appraise student work.*

   A passing grade of 60 or better on the final examination in the Deaf education course.

c. *Enter assessment results and analyze student success in achieving this program SLO.*

   Results from Spring 2012 final examination show that all students in the program met the SLO at the program level with students receiving 76%, 69%, 81%, 89%, and 61% on their final exam.

d. *Describe revisions in curriculum or teaching strategies implemented to promote student success.*

   Prior to Spring '06, the Deaf Education course was offered in two sections, one for Deaf students (taught in ASL), and one interpreted for non-signers. The intent of the deaf class is to provide deaf students an avenue to process their experiences of "surviving" the deaf education system. However, due to the low enrollment, the deaf class has been cancelled for the past few years. For some students, it might have made a difference in how they perform in class. More specifically the deaf class is geared toward deaf students while the mainstreamed class is more suited for hearing students. In the future, we should consider reinstating deaf class to improve the learning experience of deaf students.

e. *Future Action (Improvements)*

   Describe changes you will make to promote improved student learning

   Encourage deaf students to take advantage of tutorial services in the Deaf Studies lab as needed. This will be accomplished by frequent announcements in class throughout the semester.

   In addition, DPP is now exploring the possibilities of expanding the program to include careers outside the Deaf Education field. There is a huge need for qualified workers to work with deaf adults who have special needs. For this reason, the plan is to change the name of the program from Deaf Education to Para-professional careers with at least two tracks. The Deaf Education Track will remain with the focus on preparing students to work within the school setting as teacher aides or dorm counselors. A new track tentatively called The Deaf Plus Track will prepare students to work with deaf adults who have special needs. Students will develop skills to work with these individuals in settings such as group home or sheltered workshops.
**SLO Matrix**

*Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level*

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<td></td>
<td></td>
<td></td>
<td></td>
<td>M</td>
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<tr>
<td>DEAF 312</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>DEAF 330</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>M</td>
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</tbody>
</table>
SLO Matrix Comments

SLOs 1 and 2 apply to the Counseling Services for Deaf and HOH students. The following courses are taught by counseling faculty: DEAF 160A/B and DEAF 191.

SLO 3 applies to the IUPP Program. The following courses are taught in the IUPP Program: DEAF 157A/B, 159 A/B, 175A/A, 176 A/B, 188A/B/C, and 189A/B/C. Therefore, the introduction, practice, and mastery of skills in this program apply only to those students enrolled in these courses. In the IUPP program, students' skills are assessed upon entry to the program. Per their individual needs, they are exposed to the reading and writing concepts that they will use to develop and strengthen their academic reading and writing capabilities. The grammar and vocabulary courses are designed to support and supplement the reading and writing content. The students' progress at a varied pace, dependent upon their individual skills and aptitudes. The program is structured to allow students sufficient opportunity to practice their skills until they achieve mastery.

SLO 4 and 5 apply to the English as a Second Language in ASL Program. The following courses are taught in the ESL program: DEAF 116A/B, 118A/B, and 119A/B.

SLO 6 & 7 apply to the Community Education Program. The following courses are taught in the Community Education Program: DEAF 120A/B, DEAF 121A/B, DEAF 130A/B, DEAF 131A/B, DEAF 140A/B, DEAF 165, and DEAF 166. The students progress at a varied pace, dependent upon their individual skills and aptitudes. Some students may repeat the courses as needed. The program is structured to allow students sufficient opportunity to practice their skills until they achieve mastery.

SLO 8 applies to the Deaf Education Program. Courses taught in the Deaf Education program include DEAF 311, DEAF 312, DEAF 330, DEAF 331, DEAF 332, and DEAF 343. The courses are transfer-level courses and are part of the Deaf Education certificate of completion requirements.

Course SLO & Assessment

DEAF 188A Intensive University Preparation: Academic Writing I
1. Write paragraphs and essays with increasing accuracy in grammar, usage, and mechanics.
2. Compose and revise well-developed and well-organized paragraphs and essays containing a main idea statement, major and minor supporting ideas, transitional expressions, and a concluding statement.
3. Demonstrate critical thinking skills in writing by composing paragraphs and essays that describe, explain, illustrate, classify, or reason.
4. Demonstrate the writing skills necessary to enter DEAF 188B Academic Writing II developmental writing course.

Indicate planned course assessment strategies
**Rubrics**
**Culminating Project**
**Skills Assessment**

**Describe the criteria and/or performance standards used to appraise student work.**

During the fall, 2012 semester, course SLO #1 and 2 will be assessed. To assess the SLOs, the following procedure will be followed.

**Pre-assessment activity:**
At the beginning of the semester, the students were asked to read “How to Make it in College Now That You’re Here,” a selection from their textbook. They were then asked to do an initial writing assignment. This was their prompt:

*What, according to O'Keeney, is the secret of getting through college successfully? Write an essay in which you provide specific examples of study methods and time management skills that will encourage a student to stay in college and complete courses with good grades. You can use examples from O'Keeney’s essay or include your own ideas from your experience.*

An Assessment Scoring Sheet (attached) was used to evaluate the students' essays.

Throughout the semester the students will learn and practice all aspects of planning, writing, revising, and editing their writing.

Near the end of the semester, I will have them write this essay again, with a twist—they will be giving advice to new students who will take this course next fall. This will demonstrate what they have learned about study methods and time management, as well as demonstrate growth in their writing skills. Their second essay will be evaluated using the same Writing Assessment Scoring Sheet, and the results will be compared with their initial scores.

**Enter assessment results and analyze student success in achieving course SLOs.**

A copy of the Writing Assessment Scoring Sheet is attached. In addition, assessment results for the initial writing assignment are attached. At the end of the fall 2012 semester, the assessment results for the final writing assignment will be added along with a comparative analysis.

**Describe revisions in curriculum or teaching strategies implemented to promote student success.**

The need for revisions in curriculum or teaching strategies will be determined at the end of the Fall 2012 semester after the students' final writing assignments have been assessed. At that time the Program Review document will be updated.

**Future Action (Improvements)**
Describe changes you will make to promote improved student learning

Minor adaptations to instructional strategies are being implemented during the fall 2012 semester in response to SLO assessment results from the 2011-2012 academic year. They include an increased focus on paragraph structure and development and additional paragraph writing practice throughout the semester. The impact of these adaptations will be analyzed at the end of the fall 2012 semester.

DEAF 330 Educating the Deaf
1. Define terminology used in the field of deaf education;
2. Trace the historical roots of the education of deaf children;
3. Examine the rationale and scope of the major provisions in P.L. 94-142;
4. Evaluate the impact of hearing loss on language acquisition and family dynamics;
5. Differentiate various communication, language, and education placement options available for deaf children;
6. Present key concerns related to the experiences of deaf people from culturally and linguistically diverse backgrounds
7. Identify the most common disabilities occurring in multiple-handicapped deaf children and cite possible causes
8. Describe the general vocational picture for deaf adults in the past and present
9. Discuss and debate the current issues surrounding deaf education and the Deaf community.

<table>
<thead>
<tr>
<th>Indicate planned course assessment strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Pre test and post test</td>
</tr>
</tbody>
</table>

Describe the criteria and/or performance standards used to appraise student work.

Students were assessed on their knowledge of critical pedagogical concepts associated with Deaf Education on the first day of class and again during the final examination period.

Enter assessment results and analyze student success in achieving course SLOs.

Deaf Education pre/post test scores

Spring 2012

<table>
<thead>
<tr>
<th>Deaf Students</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Student #1</td>
<td>7%</td>
<td>76%</td>
</tr>
<tr>
<td>Student #2</td>
<td>32%</td>
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</tr>
<tr>
<td>Student #3</td>
<td>26%</td>
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<td>Student #4</td>
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<td>98%</td>
</tr>
<tr>
<td>Student #5</td>
<td>23%</td>
<td>61%</td>
</tr>
<tr>
<td>Hearing Students</td>
<td></td>
<td></td>
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<tr>
<td>------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student #1</td>
<td>10%</td>
<td>58%</td>
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<tr>
<td>Student #2</td>
<td>6%</td>
<td>92%</td>
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<tr>
<td>Student #3</td>
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<tr>
<td>Student #4</td>
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<td>Student #5</td>
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<td>85%</td>
</tr>
<tr>
<td>Class Average</td>
<td>16%</td>
<td>79%</td>
</tr>
<tr>
<td>Deaf Average</td>
<td>21%</td>
<td>76%</td>
</tr>
</tbody>
</table>

Describe revisions in curriculum or teaching strategies implemented to promote student success.

Deaf students were encouraged to use the tutorial services in the Deaf Studies Lab to support their academic writing as needed. This has resulted in an improvement in the quality of papers written by students.

Future Action (Improvements)

Maintain current student learning plan

DEAF 119A ESL Reading I in American Sign Language

1. Determine the meanings of unfamiliar words and idiomatic language in readings through the use of context clues, definitions, details, examples, synonyms, antonyms, comparisons, and contrasts.
2. Identify main ideas, and major and minor details in level-appropriate reading passages.
3. Apply the techniques of annotating, mapping, and notetaking to aid comprehension.
4. Make appropriate inferences and draw reasonable conclusions in response to reading passages.
5. Demonstrate the reading skills necessary to enter DEAF 119B.

Indicate planned course assessment strategies

<table>
<thead>
<tr>
<th>Other</th>
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<tr>
<td>Other</td>
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</tbody>
</table>
Pre and Post tests

Describe the criteria and/or performance standards used to appraise student work.

DEAF 119A/119B were not offered for two years. This semester (Fall 2012) it is offered again. The students were given a pre-test on vocabulary in context. The pretest contained four different kinds of contextual clues: antonyms, synonyms, examples, and details. The students will be introduced to each contextual skill, and learn what is involved in each skill. Then they will have opportunities to practice contextual skills through in-class, out-of-class, and online exercises. At the end of the semester, they will be given the same test.

Enter assessment results and analyze student success in achieving course SLOs.

After the post-test at the end of the semester, results will be posted.

Describe revisions in curriculum or teaching strategies implemented to promote student success.

After the results are analyzed, revisions can be made to promote future student success.

Future Action (Improvements)

- Student Achievement: A series of measures including course completion, course retention, persistence, program completion, and others.
  1. List expected student achievement outcomes:
  2. Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).

An analysis of data provided by Ohlone's Research and Planning Office is included below. Attachments displaying data related to student retention and success rate, matriculation persistence rate, enrollment, transfer-level success rate, and FTES are analyzed.

Student Retention and Success Rate

The student retention rate in the Deaf Preparatory Program has been consistently high, averaging 91% each semester in the years from Fall 2006 to Spring 2010. This compares favorably with the College-wide retention rate averaging 82% for all basic skills students during the same period. We might attribute this high rate of retention to appropriate placement practices and instructional methods that meet the needs of the Deaf and Hard of Hearing students in the classes.

The success rate of these students, defined as the percent of students who complete a course with a grade of C or better, averages 74 %, compared to the college-wide
basic skills success rate of 62%. The higher success rate in the Deaf Preparatory Program may be due to the unique mission of the program, to match instruction to the student's entry skill level and then work to augment that level through specialized instruction. Students come to Ohlone specifically for the Deaf Preparatory Program where they can receive instruction through direct ASL communication, which may also contribute to the high levels of both retention and success. Furthermore, many deaf students enrolled in mainstream courses are also enroll as students in DPP courses and programs. These students receive support from DPP faculty in all of their coursework, whether completed in the mainstreamed or in one of the DPP programs. Therefore, this level of support also plays an important role in promoting retention and success among deaf students.

Matriculation Persistence Rate

Students in the Intensive University Preparation and Deaf Education Programs make up the greatest proportion of students who subsequently enroll in transfer-level courses at Ohlone College. The rate at which Deaf students in the Deaf Preparatory Program subsequently enroll in transfer-courses is significant, as it is the goal of the IUPP to prepare Deaf students academically for transfer-level coursework. Students in DPP's Community Education Program* tend to enroll in courses for self-improvement or to prepare for further vocational training or employment rather than pursue a certificate or college degree. However, many of these students also enroll in transfer-level courses such as physical education, art, photography, computer studies, and dance. Between Fall 2004 to Fall 2008, the rate at which Deaf students enrolled in transfer-level courses averaged 65%. More recent data is unavailable. Considering the variety of programs in the DPP and the diversity of student educational objectives, this figure is appropriate.

Deaf Education Certificate Program

The number of students completing the Deaf Education Certificate Program has been consistently low. The enrollment in certain courses in the program such as Deaf Culture remains relatively high but very few continue to complete the program and receive Certificate of Completion. This may be due to students transferring to a 4-year program and/or pursuing other degree/certificate options on campus. Tracking the students to determine whether or not students are pursuing certificates/degrees elsewhere, and/or performing a feasibility study to determine the viability of the Deaf Education Certificate Program may prove worthwhile.

Enrollment
From Fall 2006 to Spring 2010, total annual enrollment in the Deaf Preparatory Program has been stable, averaging 335 students, ranging from 150 to 202 enrollments per semester. However, hundreds of Deaf students scattered throughout California and the western U.S. are attending classes at their local community colleges with minimal services and limited options for Deaf students; many of these students would be better served by enrolling in the Ohlone College Deaf Preparatory Program where they would benefit from a barrier-free quality educational program. The DPP faculty will work to increase enrollment in the DPP through an expanded recruitment effort.

**Transfer-level Success Rate**

It is important to consider the success rate of Deaf students in transfer-level courses among those who were previously enrolled in the Deaf Preparatory Program, as their success in transfer-level courses reflects on the appropriateness and quality of instruction they received in the DPP. The Fall-to-Fall success rate of developmental Deaf students in any transfer-level course from Fall 2004 to Fall 2008 averaged 78%. DPP faculty will work to maintain the quality of instruction in the Deaf Preparatory Program in order to maintain or raise this level of subsequent success.

*Currently the DPP faculty is performing a review of this component of the Deaf Preparation Program. The Community Education Program is being replaced by a career development and employment readiness program for Deaf and HOH students at the College and is being renamed the Technical and Career Education Program. The DPP faculty is in the process of investigating funding sources to support such a program while at the same time creating a transitional plan for students currently enrolled in the courses. Proposed Student Learning Outcomes will be determined and the DPP Program Review will be revised and updated to reflect these developments and changes.

3. *Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.*

Current budget allocations are sufficient to cover instructional staffing costs including full and part time faculty. However, with the addition of the Deaf Studies Lab, additional funds are needed to pay a full time Lab Coordinator to monitor the lab equipment, to configure programs and software to ensure accessibility, and to oversee the services provided to students. Currently, a part-time Lab Coordinator and hourly student assistants have made it possible for the lab to open its doors. In addition, DPP faculty donate a portion of their office hours to working in the lab to provide tutoring services and assist students with questions regarding lab equipment. However, these hours fall far short of providing adequate quality staffing coverage for a lab that is open 10 hours a day.
Currently, due to the lack of budget resources, the lab must close in the evening, despite requests by students for access to the lab after hours. Therefore, additional funding is needed to hire a full time Lab Coordinator, a part time Evening Lab Assistant, hourly student assistants, and tutors.

Furthermore, funds are needed to purchase and upgrade lab equipment as needed, to continue upgrading software and preparing accessible media. We were able to secure donations for video recording equipment and equip a distraction-free location for students to record and edit class projects and presentations in ASL. Fortunately, because the lab is shared by the ASL and IPP programs, funding resources for the lab staff and tutors can be shared by these programs.

4. **Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.**

All DPP faculty make regular use of visual display technology in the classrooms, including the use of podium and laptop computers and DVD players projected on a screen by an LCD projector. This is necessary so that deaf and hard of hearing students can read documents and PowerPoint presentations within easy viewing distance of the instructor. All videos used with deaf and hard of hearing students are equipped with captions or English subtitles.

Students have access to 38 computers on which they can complete course assignments, view videos and PowerPoint presentations, complete written assignments, and complete interactive lab activities.

Each faculty office is equipped with a Sorenson Video Phone (VP) unit to allow frequent and effective communication between deaf/HOH students and their instructors as well as in-office video conferencing.

Since 2008, distance technology equipment, interactive communication programs, and the Blackboard course management system have been used to teach deaf students in Japan, equipping them with the English skills they need to enter mainstream English courses at Ohlone College. We are in the preliminary stages of promoting an expansion of our distance education services (ASL, English, Deaf Studies, and Deafhood) to deaf and hard of hearing students in outlying areas of the western U.S. and abroad. The Deaf Studies Lab is equipped with a 50 inch flat screen television which can be used for this type of distance education as well as for teleconferencing.
Through the Basic Skills Initiative, DPP faculty have received two tablet PCs which are available for online tutoring with deaf students.

A visual recording studio has been established adjacent to the Deaf Studies Lab and is equipped with video recording equipment and backdrops, including a green screen. The studio is used by Deaf Studies Division faculty and staff to record instructional videos, program and division promotion videos, as well as visual communications and announcements.

5. Describe any additional notable program achievements (optional).

One notable achievement in 2012 was recognition of the Deaf Preparatory Program's success in providing quality educational services to the Deaf Community for 40 years.

DPP Faculty continue to develop high quality teaching materials to support their instructional activities. Two new books were published (INTRODUCTION TO AMERICAN DEAF CULTURE and THE FOURTH EDITION OF THE DEAF CULTURE, OUR WAY: ANECDOTES FROM THE DEAF COMMUNITY).

DP Faculty continue to be recognized on campus for their excellence. For the second time in ten years, one of the DPP Faculty was selected faculty of the year. Nancy Pauliukonis was the recipient of the award last year.

The Ohlone Deaf Preparatory Program continues to serve as the "first stop" site for Japanese Deaf Scholars to receive intensive English instruction prior to further undergraduate or graduate study elsewhere in the United States. The scholars are sponsored by the Japanese ASL Signers Society (JASS) and the Nippon Foundation.

6. Additional Program Table Data

7. Future Action

Strategies to improve student achievement indicators. Specify.

The Deaf Preparatory Program will work to maintain its high retention and success rates. However, faculty will work to increase enrollment utilizing the following strategies:

a. expand recruitment efforts

b. establish an evening and/or summer program

c. develop online/distance education courses

d. improve special needs accommodation
e. expand and improve Deaf Studies Lab curricular activities

f. disseminate program information through in-person collaboration and conference attendance, via the internet, in professional publications, and in other sources accessed by members of the Deaf Community

g. update and enhance Ohlone.edu DPP webpage (updated Spring 2012)

- **Program Analysis**

After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize you findings. Use these data and trends to prioritize, revise, or develop new PIOs

1. *Describe program achievements and successes.*

   Ohlone College has the largest and most comprehensive program for deaf and HH students in the world at the community college level. Because of this, DPP enjoys an international reputation for its excellence. Consequently, the student body includes people from Africa, Germany, UAE, Egypt, Japan, Korea, Hong Kong, China among some other countries. International outreach includes sister programs in Tokyo (JASS) and Stockholm (Folkhorn). On a more local scale, DPP attract students from all over the state.

   Our success is validated by the high rates of student retention, persistence and success of its students. In addition, an outside consultation firm was hired in 2007 to do a market analysis of the division. The identified strengths of DPP include: a large number of faculty and staff members skilled in ASL, a large number of deaf and HH students enrolled, exceptional quality of support services, a variety of programs designed to meet varied levels and interests of deaf and HH people, and a rich deaf culture environment.

2. *According to the evidence, what are the areas needing improvement?*

   Even with strong retention, persistence, and success rates of deaf and HH students enrolled in DPP, the division needs to remain vigilant in keeping its program offerings current and being responsive to the changing population of the deaf community. In recent years, enrollment figures indicated a slow and steady decline in the number of deaf and HH students coming to Ohlone to study. To address this, an in-depth market analysis was conducted in 2002 and again in 2007. These two studies revealed the following areas in need of improvement. They include:

   i. increased support for students to succeed in mainstreamed programs
   ii. increased opportunities for vocational job skills training
   iii. expanded recruitment effort
   iv. establishment of evening, summer and distance education programs
   v. expanded community education course offerings to meet the varied needs and interests of deaf and HH people
To address these needs, the DPP took the following steps:

i. Completed the design and productions of marketing materials for the Deaf Studies Division Programs. The materials are distributed to prospective students and their parents and professionals in the field. The materials were designed so that program changes can be updated and revised at a minimal cost.

ii. Augmented tutoring services provided by faculty have been implemented to support the academic success of mainstreamed deaf students.

iii. Faculty and the Dean of the Deaf Studies Division and the Computer Studies program have met to plan vocational training opportunities for deaf and HH students in the CNET program. It is hoped that the success of this project will lead to opportunities for deaf and HH students in the field of computer networking and that continued collaborations may be similarly forged with other programs and organizations.

iv. DPP counseling faculty meet regularly with representatives from the Department of Rehabilitation to discuss the future direction of DPP programs and services.

v. The Ohlone DPP maintains a "Sister College" relationship with the Japanese ASL Signers Society in Tokyo, Japan for the purpose of sharing educational and cultural education to deaf individuals in Japan through distance education techniques.

vi. Curriculum revisions are being made to include independent reading, writing, grammar, and vocabulary assignments to be completed in the lab. The lab modules are being designed to reinforce and enhance skills learned in the DPP English courses. Work on expanding the lab program and developing modules will continue until all courses are completed.

vii. Because of the differing needs and interests of the students, DPP faculty recognize the need to clarify three distinct clusters designed to meet the needs of our students. These three clusters include: a Transfer Cluster which addresses the goals of students who desire to complete a college degree (AA or B.A.), a Technical and Career Education Cluster which addresses the needs of students with limited English, math and communication skills and who required supported employment readiness preparation, and an Para-Professional Employment Cluster which focuses on students who want to seek employment with deaf people.

Plans for improvements in student/program achievement are developing.

They include:

1. Relevant DVDs and software need to be purchased for the lab. Increased academic support for students taking mainstream courses is needed. Limited hours of tutorial assistance are currently offered in the
Deaf Studies Lab to support these students. A review of this service is needed to determine the efficacy of the current level of support.

2. Develop workshops and/or courses to train student tutors. Investigate the feasibility of piloting an embedded tutor project in one of the Deaf Preparatory Program courses.

3. Aggressive marketing and outreach efforts are in the works.

4. The Community Education Program is under review to determine the focus and scope of the course offerings. Plans are being made to operationalize the cluster concept.

5. Preliminary discussions have taken place with the assistance of Gallaudet University Regional Centers here at Ohlone and in Hawaii to work out the logistics of implementing distance education courses. This will be an on-going project.

**Program Improvement Objectives:**

1. **Objective:**

   Expand and enhance academic support for Deaf and HH students to augment learning, motivate students, improve success, and increase the number of deaf students who graduate and/or transfer. Do this by 1) creating a lab curriculum comprised of reinforcement activities to support and strengthen student skills development in the IUPP, ESL, and Deaf Education programs; and 2) expand and improve tutoring services in the Deaf Studies Lab to benefit deaf and HH students in the DPP and the mainstream.

   a. **Action Plan**

      Year 1:

      1. Determine which courses will participate in the lab curriculum; create a timeline to guide the development of the course modules.

      2. Determine what Content Modules (topics) are to be developed in each course; determine curricular guidelines.

      3. Determine the process by which lab activities will be completed and submitted. (Blackboard, Website submission, or other)

      4. Determine evaluation process for lab activities and instructor roles in the process.

      5. Research equipment, curricular, service, supply, software, and staffing
needs.

6. Visit the Rochester Institute of Technology to learn more about their program for training tutors.

7. Meet with Ohlone Basic Skills Initiative personnel to research the embedded tutor program and assess funding needs/resources.

**Year 2:**

1. Develop customized Content Modules for courses according to an established timeline.

2. Determine required student commitment (hours/week) to lab activities.

3. Revise course curricula to include lab activities and possibly lab units.

4. Create a course or series of workshops to train students to tutor Deaf students in math and English.

5. Request Basic Skills funding for student tutors and coordination (staffing) activities.

**Year 3:**

1. Implement a course or series of workshops to train students to tutor Deaf students in math and English.

2. Implement lab curriculum and revise as needed.

3. Ongoing: Revise or replace lab modules as needed to maintain currency.

b. **Staffing**

   **Year 1:**

   Expand the role of the hourly lab coordinator to a full-time position with the responsibilities of supervising the lab and coordinating the hiring and training
tutors in partnership with faculty in the DPP.

**Year 2:**
Staff lab with a part-time assistant lab coordinator to monitor lab during evening and possibly weekend hours. Hire students to tutor Deaf students in English and math.

**Year 3:**
Maintain staffing as outlined above.

c. **Equipment (Include items that fit under department budget codes)**

**Year 1:**
Maintain current equipment in Deaf Studies Lab: Update software, replace lost or damaged equipment, clear hard disks of student work, defragment, etc.

Create an easily-accessible desktop resource for students connecting students to online resources for skills development and practice in the areas of American Sign Language, English, current affairs, and general knowledge.

ReseaPurrch commercial/publisher software to supplement course curricula and provide opportunities for expanded skills practice.

**Year 2:**
1. Replace computer equipment as needed.

2. Purchase commercial/publisher software to supplement course curricula and provide opportunities for expanded skills practice.

**Year 3:**
Maintain computer equipment and software, updating hardware, software, and licenses as needed.

d. **Technology (Include items that fit under IT budget codes)**

**Year 2:**
1. Replace computer equipment as needed.
2. Purchase commercial/publisher software to supplement course curricula and provide opportunities for expanded skills practice.

e. Other (Include other resources needed)
   Year 2:
   Purchase copies of textbooks used in Deaf Preparatory Program courses for student use in the lab.

f. Assessment Plan: List Assessment Strategies
   Year 1:
   Record findings from research, visits, and needs assessment. Use this information to initiate the lab curriculum development process in year two.

   Year 2:
   Evaluate the effectiveness of the lab curriculum by piloting sample modules in selected courses. Revise curriculum as needed. Complete course revision approval process.

   Year 3:
   Deliver an online skills assessment to evaluate the effectiveness of the lab curriculum and tutoring services and their impact on student success. Survey students regarding work load, ease of use, and perceived effectiveness of the lab curriculum and tutoring services.

g. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
   1. Through innovative programs and services, improve student learning and achievement.
   Rationale:
   The customized lab curriculum will enhance learning, motivate students, increase skills development, and encourage independence.

   The specialized tutoring services will promote student understanding and success in their courses, potentially increasing the number of deaf and HH students who complete AA degrees and/or transfer to BA degree programs.

   4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.
Rationale:

The lab curriculum and tutoring services will increase student success, enhance the effectiveness of the Deaf Preparatory Program curriculum and will expand the use and function of the new Deaf Studies Lab.

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.
Rationale:

The lab curricula and tutoring services will draw students to the Deaf Studies Lab where they will have opportunities to collaborate with fellow Deaf Preparatory Program students, mainstreamed Deaf students, and hearing students studying ASL or Interpreting, facilitating the sharing of information, mutual support, and cultural exchange. This will foster understanding and acceptance among cultures, nationalities, and among members of the Deaf Community.

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.
Rationale:

The impact of a lab curricula and tutoring support on student learning is well-recognized and valued. While this has been a need in the Deaf Preparatory Program for many years, the DPP lacked the facilities and technology to make it happen. With the achievement of the new Deaf Studies Lab, the Deaf student population at Ohlone will be able to experience the benefits of this addition to their academic study.

2. PIO Assessment
   a. Enter assessment results with analysis.

   Several steps have been taken to help meet this objective. First, text books used by students in DPP basic skills classes have been purchased using funds from the Basic Skills Initiative. The text books are available to students in the Deaf Studies Lab. In addition, Ohlone Foundation mini-grant funds were used to order DVDs and other visual media for use by students in the Deaf Studies Lab.

   Furthermore, two tablet computers were purchased through the same process. The tablet PCs are being used to provide online tutoring services to deaf students enrolled in basic skills classes either within the DPP program or in the mainstream.

   b. Future Action
1. **Objective:**

Design a Technical and Career Education Program with two major pathways to employment: a Para-professional Preparation program focusing on careers working with deaf children and/or adults; and an Employment Readiness program focusing on vocational literacy and technical skills that prepare deaf individuals for participation in the general workforce.

a. **Action Plan**

   **Year 1:**

   Review and revise current courses to align them with the vocational literacy objectives of the Employment Readiness Program. Revise the student learning outcomes, and course content as needed. Review all courses within the DPP and deactivate courses that are no longer offered.

   Meet with faculty in the computer studies department at Ohlone College to design a special training opportunity for deaf students in the CNET program. Collaborate on vocational literacy skills training needs and work experience opportunities for Deaf students, identifying support that can be provided by DPP faculty, staff and Ohlone College interpreting services.

   **Year 2:**

   in the fall 2013 semester, submit revised vocational literacy courses to the Curriculum Committee for approval. Implement the approved vocational literacy courses during the spring 2014 semester.

   Meet with other divisions and administrative departments at Ohlone to identify opportunities for individualized skills development and specialized work experience internships such as in the area of grounds maintenance, custodial services, and costume and scenery construction in the theater department.

   Research funding sources, including the Department of Rehabilitation, federal and state grants, and private foundation grants, to support student transportation, instructors, program/course developers, interpreters, job coaches, tutors, tools and materials, program coordinator, and administrative support.
Year 3:
Develop vocational literacy workshops/seminars to support students involved in on-site skills instruction and/or work experience.

Review all Employment Readiness Program activities and make appropriate changes or improvements as needed.

b. Staffing
   Year 1:
   Hire adjunct instructors to teach vocational literacy courses.

   Year 2:
   Hire instructors, interpreters, and tutors to support students in the Employment Readiness Program. Hire a part-time program coordinator to work with other divisions and administrative departments at Ohlone in developing opportunities for individualized skills development and specialized work experience internships.

   Year 3:
   Review staffing needs and make long-range plans for continuance of expansion of staffing.

c. Technology (Include items that fit under IT budget codes)
   Year 3:
   Specialized training software for vocational literacy education, aligned with the curricula for each of the training/work experience areas.

d. Other (Include other resources needed)
   Year 1:
   Funding to support student transportation, instructors, tutors, materials, and program coordinator (government grants, Department of Rehabilitation, Private Foundations)

e. Assessment Plan: List Assessment Strategies
   Year 2:
   Assess the student learning outcomes of the vocational literacy courses and make needed revisions.
Year 3:

Assess the on-site skills training/work experience activities to determine student satisfaction and achievement through in-person interviews.

f. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.

Rationale:

This Program Improvement Objective will ensure that the needs of a particular segment of the Ohlone deaf student population is better met.

2. PIO Assessment

a. Enter assessment results with analysis.

DPP Faculty met on a monthly basis throughout the spring of 2012 to begin the process of developing new opportunities for Deaf students with the focus on career and technical education. Several leads were pursued including meetings with Joy Smith-Kyne at California School for the Deaf and Nancy Eddy who is expanding services for deaf adults with special needs to determine the future staffing needs in which our students might qualify. In addition, Dr. Gertz attempted to secure funding with the assistance of the foundations office to support Judith Gonzales in her work in developing this project. Unfortunately, funding was not available. As a result, this PIO has been revised in the fall of 2012 in a way that will allow us to pursue alternate skills training opportunities for deaf students while we adapt to working with fewer financial and faculty resources.

b. Future Action

• Outside Review Results

1. List each team members name and title.
   None.
2. Discuss key feedback provided by team and how it was incorporated into the report.
   None.

• Attached Files

1. Ohlone_40th_Anniversary_Celebration_Post_Card.pdf
2. Writing_Assessment_Scoring_Sheet.docx
3. JASS_Ohlone_PARTNERSHIP_AGREEMENT1.pdf
4. JASS_Ohlone_IMPLEMENTATION_AGREEMENT_4.3.07.pdf
5. OCDS Brochures.pdf