Ohlone College
Program Review Report

- **Program Description and Scope:**
  1. *Program Review Title:* Interpreting/Accommodation Services
  2. *Academic year:* 2012/2013
  3. *Review Type:* Student Services Program Review - Directors
  4. *Program/Departments:* Interpreting Services (64201)
  5. *Authority Code:* 79-Director, Interpreting and Accommodation Services
  6. *External Regulations:* Yes [X] No [ ]

*Describe:*
We receive categorical funding from the state of California, thus our budget and operational policies are subject to audit via the California Community College Chancellor's office. The services we provide are mandated by the ADA, title 5, and section 504 of the Rehab act as well as the Code of Professional Conduct set forth by the National Registry of Interpreters for the Deaf.

7. *Provide a brief narrative that describes the services provided.*

The Interpreting and Accommodation Services Department provides services which ensure equal access to academic programs and extra-curricular activities on the Ohlone College campus for Deaf, hard of hearing, and all other eligible students with disabilities registered with the DSPS (Disabled Students Programs and Services) Department. Interpreting Services and Acccommodations are also provided for all Deaf and hard of hearing staff, faculty and administrators, as well as those with disabilities for all employee-related activities.

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

On average, Ohlone College serves between 100 and 300 Deaf and hard of hearing students and community members each semester. Interpreting Services are provided in an average of 80 to 100 mainstream classes per semester. Services are also provided to students enrolled in Deaf program classes requiring services in other aspects of campus life, outside of the classroom.

The population of students with disabilities at Ohlone has grown
rapidly in recent years. Interpreting and Accommodation Services serves approximately 500 DSPS students per year.

The Interpreting and Accommodation Services Department provides communication access for all college-related activities and operations for approximately 20 Deaf and Hard of hearing staff, faculty and Administrators.

9. Describe how the program or service needs are addressed (how the program/service accomplishes what it's supposed to do.) How are current technologies applied?

The Services provided by the Interpreting and Accommodation Services Department include, but are not limited to:

- Sign Language interpreting
- Tactile/close-range interpreting for Deaf-Blind students/staff
- Deaf Relay interpreting
- Real-time captioning
- SSP (Support Services Provider) services for blind and Deaf/blind students
- Readers/scribes/assistive technology provided for alternative testing
- Note-taking services
- Distraction-reduced/exteded time test proctoring
- Enlarged printing
- Liaison with instructors and other service providers on campus
- Education and assistance for faculty and management to ensure compliance with laws regarding captioned-media
- Adaptive Technology and related equipment loaned
- Support DSPS with any technical or logistical needs of students and staff

Services are coordinated and tracked via the use of a FileMaker Pro DataBase to ensure consistent generation of forms, letters and notifications as well as tracking statistical data regarding the utilization of services. Currently, efforts are being made to merge FileMaker Pro with document imaging software and campus-wide database systems to improve efficiency and reduce duplication of efforts.

10. Discuss the impact of the program on the college and/or other programs. Highlight any services, reports or functions supplied, in whole or in part, by this service area that supports state or federal
compliance mandates for the College.

The services provided by the Interpreting and Accommodation Services Department are administered in direct accordance with all state and federal laws governing disabled access to public education as outlined in the ADA (Americans with Disabilities Act), Section 504 of the Federal Rehabilitation Act of 1974, and Title 5 of the California Community College Chancellor's office requirements.

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

The interpreting services provided at Ohlone directly impact the Deaf community in the San Francisco Bay Area by acting as a model for campus-wide equal access to services and full inclusion in all aspects of campus life.

- **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.**
     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.
6. By spring 2013, the number of students receiving associate degrees to a rate at or above the peer group average.
7. By spring 2013, increase the number of students receiving certificates of accomplishment and certificates of achievement to a rate at or above the peer group 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.

2. **Support the economic vitality of the community through educational programs and services that respond to identified employment needs.**
   4. By 2013 provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace.

3. **Promote continuous, needs-based, learning and professional development opportunities for all district personnel.**
   3. By 2012, establish a process whereby all classified staff may access professional development identified in the professional development plan.
   4. By 2015, develop a customer service training program for all front-line departments (Student Services, Administrative Services, and Human Resources)

4. **Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.**
   1. Annually sustain the fiscal health of the district.
   2. By 2013, increase to 50% the number of faculty and staff who report understanding that budget priorities are established through systematic planning.
   6. By 2011, create organizational structures and procedures to continually improve efficiency and effectiveness of services to students through technology.

6. **Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.**
   2. By 2015, increase the number of opportunities for study abroad for faculty, staff, and students.

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.

8. Engage all members of the college community in active, continual institutional improvement.

2. By 2012, develop and implement strategies to optimize communication processes for all shared governance committees.

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

Interpreting and Accommodation Services supports the college mission, vision, and core values in a variety of ways. Our unique student population represents a wide range of Deaf and hard of hearing students and students with disabilities which reflect the cultural diversity of the college and the community at large. The department promotes skill-building and professional development and cultural awareness. Staff interpreters work collaboratively to study course materials and vocabulary, analyze various ways to translate/interpret lectures, and continually evaluate their skills to assure that constant pursuit of excellence is always maintained. The staff of the Interpreting and Accommodation Services Department maintains strict confidentiality, respect, integrity, and handles all matters of academic accommodations in full-accordance with the Ohlone college dishonesty policies and the law.

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

Goal #1: Without the access provided by the Interpreting and Accommodation Services Department, Deaf and hard of hearing and Students with disabilities would not be able to achieve their educational goals.

Goal #2: Life-long learning opportunities are provided everyday as Deaf, hard of hearing and students with disabilities learn to request, utilize, and assess services they will need far beyond the college experience, as their need for access extends to all other aspects of their future workplaces and day-to-day lives.

Goal #3: Staff interpreters work collaboratively to study course materials and vocabulary, analyze various ways to translate/interpret lectures, and continually evaluate their skills.
Workshops are specifically designed and offered twice per year in a variety of content areas specifically identified by the staff and students as areas needing improvement and best practices analysis.

Goal #4: Interpreting Services and Accommodations has begun partnering with students and counseling faculty to set guidelines for maximum efficiency in student registration and service needs. This allows ample time for budget planning and efficient allocation of resources each semester. Additionally, by tracking and coordinating the utilization of services via the FileMaker Pro database we are improving the efficiency and effectiveness of service delivery to students.

Goal #6: Providing access for Deaf students to participate in student clubs, study abroad programs, ASOC, and other extra-curricular pursuits offers an opportunity for our student population to interact with the mainstream college community.

Goal #7: Deaf and hard of hearing students and students with disabilities represent an underserved population. Opening access to higher education and inclusiveness is the backbone and everyday mission of the department.

Goal #8: Our program provides access to faculty, staff and administrators to participate in shared governance opportunities.

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

Goal #1 Objectives 2,3,4,7, and 8: Without the access provided by the Interpreting and Accommodation Services Department, Deaf and hard of hearing and Students with disabilities would not be able to pursue and achieve their educational goals, including ESL and basic skills courses, and attainment of associate degrees and certificates.

Goal #1 Objective 11: We provide access to accommodations on the Newark campus upon request.

Goal #2 Objective 4: By adhering to the policies of Interpreting and Accommodation Services, students learn self-advocacy, needs assessment, reasonable accommodation expectations and personal responsibility.
Goal #3 objectives 3: All Classified staff will develop professional development objectives utilizing the newly generated self-evaluation process. Progress toward goal attainment will be tracked throughout the semester via classroom observations and attainment will be assessed during the annual review process and data will be utilized to develop new professional development opportunities.

Goal #3 objective 4: Students will benefit from the skills enhancement by the staff in Interpreting and Accommodation Services acquired during professional development activities.

Goal #4 Objectives 1 and 2: Strict guidelines for requesting services have been established to allow ample time for planning and budgetary considerations.

Goal #4 objective 6: By tracking and coordinating the utilization of services via the FileMaker Pro database we are improving the efficiency and effectiveness of service delivery to students.

Goal #6 objective 2: Providing access for Deaf students to participate in student clubs, study abroad programs, ASOC, and other extra-curricular pursuits offers an opportunity for our student population to interact with the mainstream college community. Our department directly supports Deaf international students in the classroom and with participation in campus activities and student services.

Goal #7 Objective 2: Quality interpreting services enhance the opportunity for academic success and retention of Ohlone Deaf students and students with disabilities.

Goal #8 objective 2: Our program provides access to faculty, staff and administrators to participate in shared governance opportunities.

- Program SLOs & Assessment
  1. Student Services SLO -

      Students will demonstrate responsibility by playing an active role in the implementation and quality of notetaking accommodations.

         - Students will request notetaking services in a timely manner.
• Students will notify the Interpreting and Accommodation Services office of delays in service delivery in a timely manner.
• Students will communicate preferred note delivery system to the notetaker and/or the Interpreting and Accommodation Services office.
• Students will obtain copies of notes in a timely manner and report quality concerns to the Interpreting and Accommodation Services office.

b. *Indicate your planned method of assessment.*
• Notifications will be sent to instructors upon receipt of student requests via inter-office mail and/or email.
• Note retrieval system via Interpreting and Accommodation Services office will be accurately monitored to track student usage.
• DSPS counseling staff will be notified of any concerns regarding student usage of notetaking accommodations.

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

d. *Future Action*

2. Student Services SLO -

Students will practice responsibility and self-advocacy to ensure they receive effective accommodations by demonstrating an understanding of their legal rights as well as communicating their needs to service providers.

• Students are asked to submit requests for interpreting and accommodation services in accordance with posted deadlines.
• Students are asked to provide the Interpreting and Accommodation Services office with all required information needed to process accommodation requests.
• Interpreting and Accommodation Services will contact faculty members to coordinate accommodations and address concerns.
• Students are asked to report all problems with accommodation delivery to the Interpreting and Accommodation Services office in a timely manner.
• Students are asked to report absences to the Interpreting and Accommodation Services office, failure to do so may result in loss of services.
b. *Indicate your planned method of assessment.*
   - We will track percentages of student requests satisfied/denied in comparison to advanced notice received and alter departmental procedures accordingly.
   - Data will be recorded to note procedural inconsistencies, problem areas and successes. Guidelines will be reviewed and altered accordingly.
   - Student files will be noted and review of services to be suspended based upon guidelines not being followed will be discussed with student's counselors.
   - Data will be collected/reviewed to record percentage of students utilizing priority registration and meeting accommodation request deadlines.

The Interpreting and Accommodation Services Department hopes to streamline processes by means of incorporating current procedural analysis into current database software.

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

In June 2012, analysis was conducted of current student alternative testing request procedures. It was determined that excessive man hours were being expended to obtain the necessary information to fulfill requests at the Newark campus and for evening classes. Student request forms for alternative testing were recently updated to simplify and streamline the accommodation request process for these instances.

d. *Future Action*

3. **Student Services SLO -**

   **Students will demonstrate integrity by adhering to all posted and written policies and procedures regarding test security.**

      - Students will read and sign testing office policies and procedures statement on test request forms
      - Students will follow posted rules in the testing center:
         - Tests will be completed during testing center hours and students will adhere to their allotted extended time.
         - All unauthorized materials and belongings will be secured outside of the testing area
         - Students will follow instructor's directions regarding usage of supplemental materials such as notes, calculators, textbooks etc.
- all scratch paper will be provided and monitored by department staff
- Requests for alternative testing times/dates will be pre-approved by the instructor
- All suspected rule violations will be reported to the instructor

b. **Indicate your planned method of assessment.**
- Staff will verify test request forms are filled out accurately and completely.
- Staff will record all start/end times, use of scratch paper, use of supplemental materials, and all other relevant observations in order to ensure test security is maintained and trackable.
- All suspected rule violations will be reported to the instructor via email.

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

d. **Future Action**

**Student/Program Achievement**

1. **List area-specific outcomes.**

Interpreting and Accommodation Services provides services in/out of the classroom.

Our costs are affected by how many interpreters are needed at any given time. We can assist the deans with developing a schedule that is manageable and cost effective by utilizing staff resources to their fullest potential. Strategies have to be employed with consideration for services that are provided outside the classroom. Part of making the schedule manageable includes incorporating college-wide events and the Student Services needs of our student population.

The Interpreting and Accommodation Services Department coordinates and provides all academic accommodations approved for Deaf students and students with disabilities. Accommodations include, but are not limited to Alternative testing, notetaking services and assistive technology equipment.

2. **Identify internal and/or external benchmarks and regulations.**
Interpreting and Accommodation Services is always working to reduce dependency on interpreting service agency contractors and other-hourly employees, whose services are required when there are more requests than can be filled by staff in any given hour.

The services provided by the Interpreting and Accommodation Services Department are administered in direct accordance with all state and federal laws governing disabled access to public education as outlined in the ADA (Americans with Disabilities Act), Section 504 of the Federal Rehabilitation Act of 1974, and Title 5 of the California Community College Chancellor's office requirements.

3. Enter assessment results for area-specific outcomes and analyze trends.

**Interpreting Services Workload Analysis**

The data presented in this report is based upon the number of hours spent providing services to Deaf and disabled students for one fiscal year. The 2008-2009 fiscal year is used as the baseline in this report representing a fiscal year in which little to no agency contractors were needed. Data analysis in this report continues through October 2012. The numbers are estimates and the following must be considered:

- Any assignment that is over one hour in duration requires two interpreters, which doubles the manpower required. Manpower has been factored into this report for both in and out of classroom assignments.

- Drop-in/last minute/emergency requests were not recorded until Fall 2011 and can be estimated to occur 1–5 times/day on average ranging from 5 minutes to several hours in duration.

- The number of Deaf students registered in a given semester can alter the numbers in a report such as this dramatically. Ohlone College has on average 100–300 Deaf students per semester.

- Classes are added and dropped throughout the semester.
Numbers are based upon total registration with no accounting for add dates and drop dates.

- Prior to 2010, The Interpreting and Accommodation Services Department was solely responsible for providing services to all Deaf administrators, faculty and staff. In the Fall of 2010 and continuing to October 2012, a pilot program has been implemented to hire a pool of professional experts to provide these services. As this is handled outside of the Interpreting and Accommodation Services Department, data collected after 2010 does not reflect hours spent or costs associated with these services.

- A buffer of 20 minutes has been added to each class total to account for set-up/breakdown, impromptu meetings with instructors and travel time between classroom locations on campus.

**DSPS and Deaf Student Enrollment Trends (See Appendix A)**

When overall headcount and FTES is reduced, there is no proportionate impact upon Deaf and DSPS student populations. This is a result of Fedrally mandated priority registration compliance. Furthermore, the Ohlone College Center for Deaf Studies and Gallaudet Regional Center remain a draw for the Deaf community at large. The prominence of these programs remains constant as Ohlone remains a world-wide leader in Deaf Education.

**Staff Availability by Semester (See Appendix B)**

Interpreting and Accommodation Services has 18 staff members comprised of 14 Staff interpreters (12 at 100%, 1 at 75%, 1 at 50%), 2 staff captioners, 1 Accommodation Services Specialist, and 1 Deaf Relay Interpreter. Since 2008, the available staff interpreting hours have been reduced by 50 hours per week. Extended leave was included in the table as it also affects the available staff hours per week.
4. Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.

The data in this report will support the idea that the best use of budget resources is accomplished by flexibility in scheduling and a combination of staff and short-term peak interpreters, as well as continual analysis of data to allow for responsiveness to the fiscal climate at any given time.

**Interpreter Distribution (See Appendix C)**

A spreadsheet is created each semester to track the number of interpreters required at any time to fill classroom requests. The tables in Appendix C have been color-coded to indicate the level of need from sufficient to critical. The following must be considered:

- It is impossible to predict or control classes for which deaf students will register.

- We work closely with Deaf Program counselors to track adds and drops as well as low-impact times in the interpreting schedule. With the use of this information counsellors can advise students regarding the low-impact times, which if selected by the students, minimizes the wait time for placing an interpreter in classes.

- The data consistently describes the need for both staff and short-term peak interpreters working in concert to fill requests. However, this does not indicate that highering more staff interpreters will alleviate the need for short-term peak or agency interpreters.
Comparison of Total Interpreter Usage - (See Appendix D)

While analyzing data the following must be considered:

- In Fall 2008, agency interpreting was used, however, records to the exact number of hours is unavailable. Estimates are comparable to data for 2009.

- Hourly rates for short-term peak interpreters prior to 2010 were non-competitive for industry standards. This resulted in a greater attraction for freelance interpreters to provide services to Ohlone via freelance agencies as opposed to working for Ohlone directly. Lower pay resulted in a lesser skilled short term peak pool with a consistently high rate of turnover. After 2010 a consistently declining number of agency hours is shown in correlation with an increase in hourly rates for short term peak interpreters. Ability to retain a significantly larger pool of highly skilled short term peak interpreters due to the rate of pay increase allows for maximum scheduling flexibility in both skill level and availability.

- By 2012, the Interpreting Accommodation Services Department has been able to attract and retain a highly skilled pool of short term peak interpreters. Attraction and retention requires competition for interpreter availability with a high demand for community interpreting and from other schools in the local k-16 system. Strategies to attract and retain include but are not limited to, flexible scheduling, paid prep time, and continuity of hours offered.

- 2010/2011 data reflects the impact of course scheduling on the maximum use of staff vs. short-term peak interpreting schedules. Further analysis of this data is shown in appendix C.

5. 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.

Use of weekly staff hours (See Appendix E)
While analyzing data the following must be considered:

- All blue/grey shaded areas relate directly to interpreting service delivery

- For purposes of this data, a distinction was made between testing services performed in the Fremont Campus Accommodation Services office vs. being sent to the Newark campus to proctor an exam.

- Prior to Fall 2012, there is no data regarding staff time spent related to notetaking services as this work was previously done by the DSPS Special Programs Assistant

- Engagement in Professional Development activities is a requirement of the Registry of Interpreters for the Deaf (RID) Code of Professional Conduct as well as being outlined on the staff interpreter job description. However, time spent engaged in professional development activities is always secondary to time spent interpreting.

- There is a distinctive difference between professional development and prep work. The time spent devoted to prep is course specific. Interpreters assigned to a specific course are required to read course materials, collaborate with their team, research vocabulary and concepts ahead of the course to be ready for upcoming lectures, meet with the instructor and/or student to obtain handouts or other course-related materials, and arranging time to practice performance related coursework (speeches, group presentations and artistic pieces)

- Prior to Fall 2011, walk-in assignments were not tracked. No data is available.

- For the purposes of this data, recovery is defined as break time between assignments to avoid mental and physical fatigue and debriefing for purposes of problem solving to ensure continuity of quality of service. This category also includes 2 legally-mandated rest periods.

- For the purposes of this data, Campus-wide requests are
defined as WAI program needs, services for Deaf counselors and Deaf faculty/Administration, extra-curricular and co-curricular events, campus-wide forums, student services appointments, et al.

- Time spent covering for absent interpreters is taken from all other categories other than classroom interpreting. Staff time spent substituting for staff assignments varies by semester and is represented on each graph accordingly in the classroom and Campus-wide requests sections.

6. Describe any additional notable program achievements (optional).
7. Additional Program Table Data
   Appendix A
   This chart shows the trends in Ohlone's overall enrollment (headcount), as compared with DSPS and Deaf student headcount. This is also displayed as DSPS and Deaf enrollment as a percentage of Ohlone's overall enrollment.

Appendix B
This chart shows the available staff interpreters by semester and year.

Appendix C
These charts show the distribution of classes for which interpreters are requested, indicating how many interpreters are required to interpret classes at any given time. This information is organized by semester and year.

Appendix D
This chart shows the total amount of interpreting hours (classroom and campus-wide) requested in a given semester. The data is provided by semester and year.

Appendix E
This chart indicates the amount of time staff interpreters spend engaged in various activities in an average week.
Appendix F

This chart indicates the trend in the number of classroom interpreter requests at the Newark campus.

8. Future Action

Current levels of achievement indicators maintained.

We are currently meeting all Interpreting and Accommodation services needs. We will continue to evaluate our performance and efficiency.

• 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 your findings. Use these data and trends to prioritize, revise, or develop new PIOs

1. Describe program achievements and successes.

Interpreting and Accommodation Services has seen an improvement in the way students request and utilize accommodations. The number of last minute requests has decreased and students are demonstrating more awareness of department policy regarding alternative testing. LiveScribe pens were purchased in response to the previous Program Review. They have been in use for two semesters now, and students report success and enhancement in notetaking. The addition of the Accommodation Services Specialist position provided the man-power and dedication to analyze and improve service delivery.

Agency interpreter need has been nearly eliminated by continued coordination with counselling staff and deans as well as the raise in hourly interpreter rates. Agency interpreters were not used in Spring 2012 or Fall 2012. Since the department moved to a new office, there has been a greater enthusiasm for and participation in collaborative professional development amongst staff interpreters.

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

There is a need to maintain consistency in service standards for students given the variable nature of a staff interpreter/short-term peak interpreter pool. In order to
achieve this, it has been determined that best practices for the post-secondary environment must be established for the Ohlone College campus. Consistency in following best practices must be monitored.

The alternative testing request process is currently very time-intensive. There is a need to automate this process to maximize efficiency. An automated system will also allow for ongoing data collection for easily accessible analysis.

**Program Improvement Objectives:**

1. **Objective:**

   Improve the process of assessing the balance between student service provision and resource responsibility.

   a. **Action Plan**

      **Year 1:**

      • Track and assess data related to usage of staff time both in the classroom and campus-wide, professional development projects, usage of staff vs. short-term peak interpreters, and scheduling changes as a result of added and/or dropped classes; DSPS accommodation services needs and office coverage will also be tracked for the purposes of service consistency.

      • Before each semester and prior to finalizing the classroom interpreting schedule, a grid which identifies peak interpreting times will be used to ensure that staff interpreters are being scheduled in the most efficient way possible.

      • Professional development projects will be given status updates on a monthly basis for purposes of prioritization and monitoring progress.

      • On a monthly basis, the classroom interpreting schedule will be assessed with regard to added and/or dropped classes for purposes of fiscal and student success related considerations.

      • Office-wide log sheets such as walk-in interpreting log, notetaking services assistance, test proctoring, and front desk coverage will be maintained and utilized for
ongoing departmental data collection.

- Convert student test request process to an online system using Adobe Forms Center in order to streamline the process and allow for ongoing electronic data analysis.

b. **Staffing**  
   **Year 1:**

   All Interpreting and Accommodation Services staff members will participate in logging all daily activities outside of the classroom.

   Accommodation Services Specialist will develop accessible online test request system and manage data collection process.

c. **Technology (Include items that fit under IT budget codes)**  
   **Year 1:**

   Replace the Filemaker Pro database with an Access database which will provide greater ability for in house programming and which can interface with the college's existing data report system (Informer).

   Use Adobe Acrobat forms to allow for electronic data collection of testing information and tracking.

d. **Assessment Plan: List Assessment Strategies**  
   **Year 1:**

   Data will be collected continuously. Reports will be run during and at the end of each semester to determine optimal service delivery and allocation of resources according district direction.

e. **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.**
3. Promote continuous, needs-based, learning and professional development opportunities for all district personnel.
   Rationale:

   By engaging all staff in the collection of and analysis of data, there is departmental awareness of service delivery needs in relation to district resources. Staff will be able to recognize their individual contribution to distribution of resources.

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

   Data analysis and real-time adjustments promote fiscal and resource responsibility. (See Appendix E)

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

   While use of resources is imperative to the college mission and goals, decisions can not be made without consideration given to the educational and cultural needs of the population we serve.

2. PIO Assessment
   a. Future Action

   Strategies to promote improvements. Specify.

   We are developing a system of improved record-keeping to facilitate continuous data analysis. We will continue to refine this system as needed.

1. Objective:

   Improve student note-taking accommodations and overall student achievement.

   a. Action Plan
**Year 1:**

1. Design a page on the Ohlone DSPS website that provides more comprehensive information about student note-taking services and responsibilities for note-takers, including the following:

   a. The Ohlone DSPS student notetaker handbook

   b. An online form for student notetakers to complete that collects all necessary data electronically to input into the existing DSPS Accommodations database (which uses FileMaker Pro). (Currently DSPS staff must enter student data manually which takes time away from primary duties, including direct student service).

   c. A brief guide of notetaking tips and techniques for student notetakers.

2. Provide support (group workshops or individually, as needed) for students and notetakers using the LiveScribe pens.

3. Use the FileMaker Pro database or equivalent to track and evaluate which classes have notetakers assigned to them, whether DSPS students that submit notetaker requests are receiving notes, and record problems.

**Year 2:**

Use the FileMaker Pro database or equivalent to track and evaluate which classes have notetakers assigned to them, whether DSPS students that submit notetaker requests are receiving notes, and record problems

**Year 3:**

Use the FileMaker Pro database or equivalent to track and evaluate which classes have notetakers assigned to them,
whether DSPS students that submit notetaker requests are receiving notes, and record problems

b. **Staffing**
   
   **Year 1:**

   Assistance from IT staff to develop an online form for student notetakers that can interface with the department’s existing FileMaker Pro database and/or Datatel. Additional technical assistance will also be needed to upload accommodations information to the DSPS website and update information as needed.

   Convert current temporary Access Specialist position to a permanent position to assist with the coordination of accommodations and stated program improvement objectives.

c. **Technology (Include items that fit under IT budget codes)**
   
   **Year 1:**

   Perspective E-Form and Document Imaging Software

d. **Assessment Plan: List Assessment Strategies**
   
   **Year 1:**

   1. Analyze the data collected by the accommodations database to evaluate how notetaking services are being utilized.

   a. Track students who request notetaking accommodations but do not utilize them and refer them to their DSPS counselor.

   b. Track the completion rates and GPAs of students who use the LiveScribe pens or receive notes from notetakers who use the LiveScribe pens.

   2. Gather feedback from notetakers regarding the ease of use of the DSPS website and digital notetaker information
form, and make adjustments as needed.

Year 2:
Analyze the data collected by the accommodations database to evaluate how notetaking services are being utilized.

Year 3:
Analyze the data collected by the accommodations database to evaluate how notetaking services are being utilized.

e. 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:
Student notetaking services are the most utilized accommodation among DSPS students. Improving the quality of this service will result in improved student achievement (including in basic skills classes) leading to higher retention and graduation rates. There is also an indirect benefit for non-DSPS students because as DSPS students succeed they will be less likely to repeat courses, opening up valuable class seats for other students. (Objectives 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.
Rationale:
This plan utilize technology (LiveScribe pens and electronic database) to improve the efficiency and effectiveness of DSPS accommodations, which positively impact student learning and achievement for these students in all of their classes. (4.6)
7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.

Rationale:

Students with disabilities are an under-served and under-represented group in higher education, and this objective will help improve their achievement, retention rates, and overall success. (7.2)

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

   We continue to loan LiveScribe smartpens to students. They are a popular and effective accommodation for many students. We have also used the pens in cases where students are unable to secure a volunteer peer notetaker. Several students cite their use of the pen as a reason for getting better grades and not dropping their classes.

   We have had a few minor problems with the pens. Two of them became damaged and need to be sent back to the company for repair or replacement. One of the pens was lost and never returned. We don't have a good system for holding students accountable for the cost of pens if they are lost, and we have been unable to hold students accountable for damage, as we have not had detailed check-in and record-keeping procedure to provide evidence for whether an individual student was responsible for damaging a pen. We have developed a more detailed check-in procedure to verify that pens are in full, working order when they are returned. We have also modified our forms to indicate that students are responsible for not just loss, but also damaged pens. We will continue to inform students that irresponsible use of the pens leading to damage will result in a loss of future privileges of using the pens, as well as financial responsibility for replacing the pen.

   We still hope to work with the IT department to develop an online registration system for notetakers, however, this is not currently considered a high-priority project for the IT department.

   b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular
department, and contributed to student success/learning.

Several students cite their use of the pen as a reason for getting better grades and not dropping their classes.

c. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.

The pens we purchased continue to be used to support student achievement and independence.

d. Future Action
   Completed.

1. Objective:

   Develop a team interpreting best practices handbook for Ohlone College Interpreting Services Department in response to the need for improved consistency and professionalism; as no such document is currently available as a guideline for interpreters in the community college setting.

   a. Action Plan
      Year 1:

      Research history of team interpreting, gather industry publications and other specialized setting guides, establish handbook topics and segments, conduct monthly meetings for a period of ten months to analyze and draft each handbook segment, prepare final draft, and implement use of document among full-time staff.

      Year 2:

      Conduct one year evaluation of effectiveness via review/assessment/revision process and make adjustments as necessary and implement use of document among part-time staff.

      Year 3:

      Conduct two-year evaluation of effectiveness via review/assessment/revision process and make adjustments as necessary. Information to be shared with outside entities via conferences and workshops within the interpreting profession.
b. **Staffing**  
  
  **Year 1:**  
  
  No changes to current staffing will be necessary.  
  
  **Year 2:**  
  
  See above.  
  
  **Year 3:**  
  
  See above.  
  

c. **Equipment (Include items that fit under department budget codes)**  
  
  **Year 1:**  
  
  All equipment needed is currently available.  
  
  **Year 2:**  
  
  See above.  
  
  **Year 3:**  
  
  See above.  
  

d. **Technology (Include items that fit under IT budget codes)**  
  
  **Year 1:**  
  
  All technology needed is currently available.  
  
  **Year 2:**  
  
  Survey Monkey tool will be utilized to gather data for review and assessment.  
  
  **Year 3:**  
  
  Survey Monkey tool will be utilized to gather data for review and assessment.
e. Facilities (Include items that fit under the Facilities budget codes)
   Year 1:
   All facilities needed are currently available.

   Year 2:
   See above.

   Year 3:
   See above.

f. Other (Include other resources needed)
   Year 1:
   none

   Year 2:
   none

   Year 3:
   none

g. Assessment Plan: List Assessment Strategies
   Year 1:
   Supervisor of Interpreting Services will monitor effectiveness via classroom observations and Survey Monkey tool as well as make adjustments to draft process in order to promote optimal staff participation.

   Year 2:
   Faculty, student, and interpreter feedback will be gathered via Survey Monkey tool.

   Year 3:
   Faculty, student, and interpreter feedback will be gathered via
Survey Monkey tool.

h. 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.

3. Promote continuous, needs-based, learning and professional development opportunities for all district personnel.
Rationale:

form.rationale_text11

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

At the time of review, project is in planning stage and no results or analysis are currently available.

b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.

At the time of review, project is in planning stage and no results or analysis are currently available.

c. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.

At the time of review, project is in planning stage and no results or analysis are currently available.

d. Future Action

- Outside Review Results 11/26/2012
  1. List each team members name and title.

    Kelly Wilmeth,NIC, Interpreting and Accomodation Services Supervisor

    Kathleen Schoenecker, Accommodations Services Specialist
Discuss key feedback provided by team and how it was incorporated into the report.

Report is a result of collaborative effort between key staff members, department director, and executive administrator for Student Services. Staff member's expertise as practitioners on the Ohlone campus gave unique insight into needed program improvements and student impacts. Program director oversees planning and implementation via the program review process and department activity. Student Services Administration provided needed budgetary and executive level support.

- **Attached Files**
  1. Appendix D - Total Interpreting Hours.pdf
  2. Appendix A - Ohlone Headcount Trends.pdf
  3. Appendix B - Staff Availability.pdf
  4. Appendix C - Interpreter Distribution.pdf
  5. Appendix E - Weekly Use of Hours.pdf