

# Ohlone College

## Program Review Report

- **Program Description and Scope:**

- *Program Review Title:* Deaf Preparation Program
- *Academic year:* 2015/2016
- *Review Type:* Instructional Disciplines
- *Program/Departments:* Deaf Preparation (08007)
- *Authority Code:* 46-Dean, Deaf Studies
- *External Regulations:* Yes\_ No X
- *Provide a brief narrative that describes the instructional program/discipline:*

For many years the Deaf Preparatory Program (DPP) has led the nation as the largest and most comprehensive program for Deaf and Hard of Hearing (HOH) students in a junior college setting. The Deaf Preparatory Program at Ohlone is designed to meet the unique academic needs of Deaf and HOH students. The Deaf Preparatory Program comprises a College Preparatory Program, a Deaf Education Program, and an English Literacy Program. In addition, the Deaf Preparatory Program offers math classes taught in ASL under the College's Math Department as well as Personal Development courses, also taught in ASL. The DPP includes a counseling component, recognizing its vital role in personal decision-making and academic and career planning. Deaf and HOH students receive specialized counseling services that are housed with the Deaf Studies Division and coordinated with the Ohlone Counseling Services and the DSPS office.

- **College Mission:**

- *Mission Statement:*

Ohlone College responds to the educational needs of our diverse community and economy by offering high quality instruction supporting basic skills, career development, university transfer, and personal enrichment and by awarding associate degrees and certificates to eligible students in an innovative, multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.
- *Program Relation to College Mission:*
  - Basic Skill
  - University Transfer
  - Personal Enrichment
  - Support Services
- *State Your Program Mission/Purpose:*

The mission of the DPP is to provide fully accessible instruction for Deaf/HOH students utilizing direct communication in ASL by faculty trained and experienced in the education of Deaf/HOH adults. In compliance with DSPS

guidelines, class sizes are limited to ensure clear communication and to allow for individualized instruction. The DPP offers a varied program to prepare students to complete an AA/AS degree, transfer to a college or university BA/BS program, or enter the workforce. The Intensive University Preparation Program (IUPP) provides instruction to Deaf/HOH students who have potential to succeed in college-level courses. The Deaf Education Program prepares Deaf/HOH students to work in the student life program or as teacher aides at a residential school for the Deaf. The English Literacy Program provides English, math, and personal development instruction to improve communication and promote personal awareness and independence at home, in the community, and in employment. The DPP also strives to provide information and support to the College community to ensure the inclusion, accessibility, and success of Deaf/HOH students.

- *Briefly Describe Program Accomplishments:*

We are pleased that the College was commended by the ACCJC for the “exemplary programs and services it provides for its Deaf students.” The DPP faculty have worked hard to design a vibrant learning community that has achieved a reputation for excellence and promotes Ohlone’s standing in the international community. In addition, the DPP was recognized as a model program for Deaf/HOH students by two federal programs (PepNet, DeafTec/RIT) in 2014. DPP faculty collaborate with the Counseling department, the Health Center and community agencies to provide a workshop series to promote student success. The DPP faculty maintain a close relationship with the Department of Rehabilitation, with ~70% of Ohlone's Deaf/HOH students being DOR clients. A fundamental accomplishment of the Deaf Preparatory Program is that Deaf/HOH students are being prepared to enter transfer-level courses and are doing so successfully. They practice and improve their skills through focused instruction and tutorial support provided by trained faculty. Supporting data will be discussed in this Program Review.

- **Achievement and Resource Data Analysis:**

- 1. *Research Questions:*

- 1. Annual enrollment also has increased by about a third in the last year compared to the two prior years. Is this the result of increased outreach? Planning? Personnel? Luck?
    - 2. After two years of success rates being below the college-set minimum, last year the success rate was above the college's benchmark. What caused this? Has there been some purposed improvement as a result of SLO assessment or program review, or is this improvement serendipitous?

- **Resource Assessment Summary:**

1. *Academic Year: 2013-14*
  2. *Activity Center Fund 10 Budget Allocation: \$342919.00*
  3. *FTEs: Fall: 21 Spring: 17 Summer: 0*
  4. *WSCH/FTEF: Fall: 215 Spring: 197 Summer: 0*
  5. *Course Sections Offered: Fall: 19 Spring: 16 Summer: 0*
  6. *Sections Taught FT Faculty: Fall: 10 Spring: 5 Summer: 0*
  7. *Sections Taught PT Faculty: Fall: 9 Spring: 11 Summer: 0*
- **Human Resources:**
    1. *# of FT Faculty: 3*
    2. *# of PT Faculty: 4*
    3. *# of Classified Staff: 1*
    4. *# of Administrators: 1*
    5. *% Faculty release/reassigned time: 0%*
    6. *Technology:*
      - Technology Enhanced Instructional Equipment
      - Desktops
    7. *Physical Resources:*
      - General Classrooms
      - Tutoring/Learning Center
  - **Program Analysis PSLOs - Student Learning:**  
*(Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level)*

1. *PSLO Matrix:*

<b>Course</b>	<b>PSLO-1</b>	<b>PSLO-2</b>	<b>PSLO-3</b>	<b>PSLO-4</b>	<b>PSLO-5</b>
DEAF 120A				I	
DEAF 120B				P	
DEAF 121A				I	
DEAF 121B				P	
DEAF 130A				I	
DEAF 130B				P	
DEAF 131A				I	
DEAF 131B				P	
DEAF 157A		I		I	
DEAF 157B		P		P	
DEAF 159A		I		I	
DEAF 159B		P		P	
DEAF 160A	I				
DEAF 160B	P				

DEAF 161		I	
DEAF 167			
DEAF 168			
DEAF 175A		I	
DEAF 175B		P	
DEAF 188A		P	
DEAF 188B		M	
DEAF 189A		P	
DEAF 189B		M	
DEAF 191	P		
DEAF 311		M	
DEAF 312		M	
DEAF 330		M	
DEAF 331		M	
DEAF 332		M	
DEAF 343		P	
MATH 151			P
MATH 152			M
MATH 190			I
MATH 191			P

2. *Please Indicate the PSLO(s) which you are reporting on:*

- 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.
- Students will advocate for themselves and develop individualized Student Education Plans (SEP) outlining their personal, educational, and career goals.
- 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.
- Students taking basic math courses taught in ASL will demonstrate the

ability to use math skills effectively and independently as consumers in the community and in the workplace. Students who take Algebra courses taught in ASL will demonstrate the proficiency required to transfer to a 4-year degree program.

- Upon successful completion of the ASL/English Language Improvement Program (LIP), students will demonstrate the ability to communicate effectively and independently in a variety of settings as consumers in the community and in the workplace.
3. *Analyze and summarize your assessment findings. What in the data jumped out?*

PSLO#1: Per DSPS guidelines, Deaf/HOH students are required to complete a Student Education Contract (SEC). Also, a Student Education Plan (SEP) is required of students enrolled in a certificate program or who plan to transfer. There is need for an efficient way to assess and register students to ensure appropriate placement in math and English classes and to create a clear pathway for each student.

PSLO #2: The aim of the IUPP program is to prepare Deaf/HOH students to enter mainstream English classes and succeed. Most move directly from the IUPP program to ENGL 151B/163. An analysis of the success rate of Deaf/HOH students in ENGL 151B/163, and in 101A from Spring 2012 to Fall 2014 shows an overall success rate of 84%. (see attachment)

Approximately 50% of basic skills Deaf/HOH students subsequently enroll in a transfer level course within 2 years of enrollment at Ohlone. The success rate of these students enrolled in any transfer-level course exceeded the College target of 73% in 2 out of the 3 years for which data is available (see attachment). We believe this is the result of a careful review of our course curricula and increased attention and support given our adjunct faculty. Collaboration between adjunct and full time faculty has improved the quality of instruction and resulted in a greater commitment by adjunct faculty. We believe the students' success is a positive result.

In addition, 24 students transferred to BA/BS programs at SJSU, SFSU, CSUN, CSU Fresno, CSU East Bay, Gallaudet and RIT from 2012 to 2014.

The enrollment of Deaf/HOH students increased by approximately 30% in the

last year compared to previous years. While we have no data to explain this increase, an informal survey of students reveals that most based their decision to come to Ohlone on the excellent reputation of the DPP.

4. *Give examples of assessments used for your PSLO analysis:*

Records kept by the DEAF counselors were used to conduct the analysis of PSLO #1.

Data from the Research and Planning office and Deaf Counseling/Interpreting records were used to analyze PSLO #2.

5. *Describe input from Program Advisory Committee (if applicable):*

6. *Comments:*

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

SLO 2 applies to the IUPP Program. The following courses are taught in the IUPP Program: DEAF 175A/B, 188A/B, and 189A/B. The introduction, practice, and mastery of skills in this SLO apply 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 skills they will need in order to develop and strengthen their academic reading and writing capabilities. The grammar courses are designed to support the reading and writing content. The students progress at a varied pace, dependent upon their individual skills upon entry to the program and their aptitudes. The program is structured to allow students sufficient opportunity to practice their skills until they achieve mastery.

SLO 3 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.

SLO 4 applies to the ASL/English Language Improvement Program (LIP). Courses taught in the LIP include DEAF 120 A/B, 121A/B, 130A/B, 131A/B which are taught at the Beginning ESL level. In addition, DEAF 157A/B and 159A/B are reading and writing courses taught at the Intermediate ESL level.

SLO 5 applies to selected math courses that are offered by the Math Department and taught in ASL by an instructor in the Deaf Studies Division. They include

Math 190, 191, 151, and 152.

- **Program Improvement Objectives**

1. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Improve the retention, persistence, and success rates of Deaf/HOH students taking math courses in ASL by evaluating the effectiveness of the current program, assessing program needs, and by implementing a more active marketing effort.

*Notes (optional): Please include any notes related to your PIO. (2500 Character limit)*

*Program PIO will address the following:*

- Student Learning & Achievement
- Course Retention
- Course Completion
- Persistence
- Success Rates
- Increase Program Enrollments

*How will you assess the effectiveness of your PIO:*

The effectiveness of this PIO will be measured by increased enrollment in math classes taught in ASL. Course completion and success rates will be monitored.

**PIO Action Plan:**

*How will you accomplish this?*

1. Monitor closely enrollment trends of math classes taught in ASL.
2. Offer recruitment activities designed to motivate students to take math courses in ASL.
3. Provide inservice training opportunities for William Wong with RIT and/or Gallaudet University faculty focusing on math pedagogy and effective teaching methods with Deaf/HOH students.
4. Survey students to determine student satisfaction with the current program and course offerings.

*What is your timeline?*

William Wong and Darline Gunsauls will monitor student enrollment figures each semester. In addition, William will offer up to two workshops each semester to increase awareness among Deaf/HOH students about the application of math in consumerism and employment.

*Who is going to do this?*

William Wong will be the lead person.

*PIO Status:*

- Completed

*Closing the loop - Describe the results of your PIO implementation or completion:*

There continues to be a strong need for DPP math classes. Enrollment in DPP math courses increased 66% in the Fall 2015 semester (40 students enrolled) when compared to the Fall 2014 semester (24 students enrolled). Math courses taught in ASL continue to be in demand due to the technical foundation that math provides students for jobs in the tech world. We believe that the increase in math enrollment is due to a number of interventions: 1. The schedule of DPP course offerings was revised to eliminate overlap of DPP math and English courses, eliminating enrollment conflicts. 2. Workshops and field trips have been arranged to build interest in math among Deaf/HOH students. 3. Math tutoring support in ASL is being offered in the Deaf Studies Lab.

*Conclusion: Complete if PIO has been completed*

PIO achieved - worked

*Fiscal Resources Status:*

**PIO Resources:**

- Resource: People Time  
Description: need to work with the Associate dean and DEAF counselors
- Resource: Data from Research and Planning Office  
Description: to get the enrollment trends and students' success rates



2. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

promote student success by replacing outdated and poorly functioning computers in the Deaf Studies lab and in the Deaf Studies designated classrooms.

*Notes (optional): Please include any notes related to your PIO. (2500 Character limit)*

*Program PIO will address the following:*

- Student Learning & Achievement
- Course Retention
- Course Completion
- Persistence
- Success Rates

*How will you assess the effectiveness of your PIO:*

The replacement of outdated computer equipment in the Deaf Studies Lab and Deaf Studies designated classrooms will measure achievement of this PIO.

**PIO Action Plan:**

*How will you accomplish this?*

Document problems students are having with the operation of computer equipment in the Deaf Studies Lab. Perform a technical assessment of each computer in the Deaf Studies Lab and in Deaf Studies designated classrooms. Document equipment repair or replacement needs and make requests for replacement through the appropriate channels.

*What is your timeline?*

*Who is going to do this?*

*PIO Status:*

- In-Progress

*Closing the loop - Describe the results of your PIO implementation or completion:*

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*Conclusion: Complete if PIO has been completed*

*Fiscal Resources Status:*

**PIO Resources:**

- Resource: Instructional Equipment  
Description: purchase 43 Apple Desktop computers  
Est. Cost: \$95,000.00

3. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Increase the efficiency and efficacy of the intake, assessment, and registration process for Deaf/HOH students by examining the Deaf Counseling Services' current procedures and devising a more streamlined process.

*Notes (optional): Please include any notes related to your PIO. (2500 Character limit)*

*Program PIO will address the following:*

- Course Retention

- Course Completion
- Persistence
- Success Rates
- Increase Program Enrollments
- Increase Degrees/Certifications

*How will you assess the effectiveness of your PIO:*

A more efficient process with reduction in the wait time for students during the peak registration periods will indicate the achievement of this PIO.

**PIO Action Plan:**

*How will you accomplish this?*

The two DEAF counselors will review the procedures for counseling students using the existing SARS and DSPS intake forms to determine ways to reduce the wait time for students to see a counselor. This will be accomplished by developing a new procedure for handling the influx of drop-in students during the peak periods (one week before the start of the semester and the first week of the semester). This will include a commitment by both DEAF counselors to ensuring a daily period of availability for drop ins.

*What is your timeline?*

During the spring semester of 2015 after the registration crunch, The Deaf Counselors will explore strategies and develop a proposal to improve the procedures for fall 2015. The new procedures will be assessed after the start of the fall 2015 semester to determine its effectiveness.

*Who is going to do this?*

Nan Zhou will lead the effort in meeting this PIO.

*PIO Status:*

- Completed

*Closing the loop - Describe the results of your PIO implementation or completion:*

There continues to be a strong need for DPP math classes. Enrollment in DPP math courses increased 66% in the Fall 2015 semester (40 students enrolled) when compared to the Fall 2014 semester (24 students enrolled). Math courses taught in ASL continue to be in demand due to the technical foundation that math provides students for jobs in the tech world. We believe that the increase in math enrollment is due to a number of interventions: 1. The schedule of DPP course offerings was revised to eliminate overlap of DPP math and English courses, eliminating enrollment conflicts. 2. Workshops and field trips have been arranged to build interest in math among Deaf/HOH students. 3. Math tutoring support in ASL is being offered in the Deaf Studies Lab.

*Conclusion: Complete if PIO has been completed*

PIO achieved - worked

*Fiscal Resources Status:*

**PIO Resources:**

- Resource: People Time  
Description: Associate Dean of Deaf Studies Program and Dean of Counseling and Special Programs to discuss options related to this PIO

4. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Increase pathways to careers for Deaf/HOH students by continuing efforts to establish partnerships between the DPP and existing career/technical programs on campus and within the Deaf Preparatory Program.

*Notes (optional): Please include any notes related to your PIO. (2500 Character limit)*

*Program PIO will address the following:*

- Increase Degrees/Certifications

*How will you assess the effectiveness of your PIO:*

An increase in the number of Deaf/HOH students leaving Ohlone with a certificate or degree will measure achievement of this PIO.

**PIO Action Plan:**

*How will you accomplish this?*

Continue work with the CNET and Multimedia programs to create opportunities for Deaf/HOH students to earn a CTE certificate or degree. Collaborate with other disciplines to provide support instruction for CTE courses. Explore the possibility of creating new career programs within the DPP such as Elder Care and Working with Adults with Special Needs. Darline Gunsauls and Stefanie Ellis-Gonzales will continue to work with various CTE departments on campus to promote access for Deaf/HOH students in their programs, using the materials and training available through the DeafTEC grant. In addition, a faculty replacement proposal to fill the vacant Deaf Preparatory Program position will be submitted in 2015.

*What is your timeline?*

A pilot program was conducted in Spring 2014 to make CTE courses more accessible to Deaf/HOH students. This project will be replicated in Fall 2015. With feedback from faculty and students who participated in this pilot program, the quality of support will be enhanced to increase participation and improve the success rate of Deaf/HOH students in CTE courses.

*Who is going to do this?*

Darline Gunsauls, Stefanie Ellis Gonzales, Nancy Pauliukonis, and Tom Holcomb take the lead on this initiative.

*PIO Status:*

- Completed

*Closing the loop - Describe the results of your PIO implementation or completion:*

There continues to be a strong need for DPP math classes. Enrollment in DPP math courses increased 66% in the Fall 2015 semester (40 students enrolled) when compared to the Fall 2014 semester (24 students enrolled). Math courses

taught in ASL continue to be in demand due to the technical foundation that math provides students for jobs in the tech world. We believe that the increase in math enrollment is due to a number of interventions: 1. The schedule of DPP course offerings was revised to eliminate overlap of DPP math and English courses, eliminating enrollment conflicts. 2. Workshops and field trips have been arranged to build interest in math among Deaf/HOH students. 3. Math tutoring support in ASL is being offered in the Deaf Studies Lab.

*Conclusion: Complete if PIO has been completed*

PIO achieved - worked

*Fiscal Resources Status:*

**PIO Resources:**

- Resource: People Time  
Description: for meetings and to work on creating new certificate option within the dept

5. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Increase the number of Deaf/HOH students earning certificates by expanding the number of Certificate of Accomplishment options for Deaf/HOH students within the Deaf Studies Division.

*Notes (optional): Please include any notes related to your PIO. (2500 Character limit)*

*Program PIO will address the following:*

- Course Retention
- Persistence
- Success Rates
- Increase Program Enrollments
- Increase Degrees/Certifications

*How will you assess the effectiveness of your PIO:*

The approval of several new certificate options by the Curriculum Committee will be the measure of success for this PIO. Filling the vacant Deaf Preparatory Program position will serve as another source of evidence.

**PIO Action Plan:**

*How will you accomplish this?*

DPP faculty and counselors will review the existing course offerings within the Deaf and develop certificate proposals and submit them to the Curriculum Committee for approval. To support the certificate options within the division, a proposal for faculty replacement will be resubmitted for consideration in 2015 for the vacant Deaf Preparatory Program position.

*What is your timeline?*

During the spring of 2015, the work to identify possible certificate options will be conducted. Proposals will be developed and submitted to the Curriculum Committee for approval. In addition, a faculty replacement proposal will be submitted. During the spring of 2016, opportunities for students to earn certificates will commence, upon the Curriculum Committee's approval.

*Who is going to do this?*

Tom Holcomb, Nancy Pauliukonis, and Nan Zhou will be the lead people for this initiative.

*PIO Status:*

- Completed

*Closing the loop - Describe the results of your PIO implementation or completion:*

There continues to be a strong need for DPP math classes. Enrollment in DPP math courses increased 66% in the Fall 2015 semester (40 students enrolled) when compared to the Fall 2014 semester (24 students enrolled). Math courses taught in ASL continue to be in demand due to the technical foundation that math provides students for jobs in the tech world. We believe that the increase

in math enrollment is due to a number of interventions: 1. The schedule of DPP course offerings was revised to eliminate overlap of DPP math and English courses, eliminating enrollment conflicts. 2. Workshops and field trips have been arranged to build interest in math among Deaf/HOH students. 3. Math tutoring support in ASL is being offered in the Deaf Studies Lab.

*Conclusion: Complete if PIO has been completed*

PIO achieved - worked

*Fiscal Resources Status:*

**PIO Resources:**

- Resource: People Time  
Description: for meetings and to work on creating new certificates

6. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Continue to promote student success among Deaf/HOH students by improving tutoring services for Deaf/HOH hearing students: hiring student English tutors in the Deaf Studies Lab.

*Notes (optional): Please include any notes related to your PIO. (2500 Character limit)*

*Program PIO will address the following:*

- Student Learning & Achievement
- Course Retention
- Course Completion
- Persistence
- Success Rates
- Increase Degrees/Certifications
- Equity/Disproportionate Representation

*How will you assess the effectiveness of your PIO:*



The effectiveness of this PIO will be measured by increased availability of tutors in the Deaf Studies Lab and by the reduction of wait time for students to meet with a tutor. Currently: Tutoring services are provided by DPP faculty who serve a portion of their office hours in the lab. With our shrinking full time faculty, many open lab hours are not covered. Therefore, students converge on the lab when faculty members are present, resulting in a typical wait time an hour or more. Due to the unique language needs of Deaf/HOH students, hiring student tutors has been ineffective for students taking developmental or transfer-level English Courses. These students require assistance with academic reading and writing that only professionals skilled in addressing the unique language needs of Deaf/HOH students can provide. A small number of Deaf/HOH students are qualified to tutor basic skills English students; however, we currently have no funding to support student tutors in the DPP budget.

**PIO Action Plan:**

*How will you accomplish this?*

1. Explore sources of funding to support the hiring of tutors skilled in teaching English to Deaf/HOH students, including meeting with representatives from the Department of Rehabilitation. 2. Provide tutor training to qualified Deaf/HOH students to assist Deaf/HOH students in basic skills English courses. 3. Explore sources of funding to support the hiring of student English tutors.

*What is your timeline?*

This is an immediate need. We will begin exploring options to hire tutors in Spring 2015. Development of a student tutor-training project will be developed and piloted in early spring 2015.

*Who is going to do this?*

DPP faculty Nancy Pauliukonis and Tom Holcomb under the supervision of Associate Dean Darline Gunsauls.

*PIO Status:*

- Completed

*Closing the loop - Describe the results of your PIO implementation or completion:*

There continues to be a strong need for DPP math classes. Enrollment in DPP math courses increased 66% in the Fall 2015 semester (40 students enrolled) when compared to the Fall 2014 semester (24 students enrolled). Math courses taught in ASL continue to be in demand due to the technical foundation that math provides students for jobs in the tech world. We believe that the increase in math enrollment is due to a number of interventions: 1. The schedule of DPP course offerings was revised to eliminate overlap of DPP math and English courses, eliminating enrollment conflicts. 2. Workshops and field trips have been arranged to build interest in math among Deaf/HOH students. 3. Math tutoring support in ASL is being offered in the Deaf Studies Lab.

*Conclusion: Complete if PIO has been completed*

PIO achieved - worked

*Fiscal Resources Status:*

**PIO Resources:**

- Resource: Staff/Administrative Position  
Position Title: professional tutors -English for DHH students (stipends)  
FTE: 1.0  
Est. Cost: \$50,000.00
- Resource: Tutors - Students  
Description: hire students tutoring for English  
FTE: 1.0  
Est. Cost: \$20,000.00
- Resource: Other Budget Related Resources Needed  
Description: training for professional and student tutors  
Est. Cost: \$10,000.00

7. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Improve the learning environment for Deaf/HOH students by increasing the number of designated classrooms, and installing Smartboards in all DEAF designated classrooms.

*Notes (optional): Please include any notes related to your PIO. (2500 Character limit)*

Currently, there are only two designated classrooms for DEAF courses. As a result, it is difficult to coordinate and schedule all the classes offered through DPP. While general-use classrooms may be available for our use, designated classrooms are necessary because of the unique seating arrangement for class conducted in sign language. In DEAF classrooms, the seating arrangement provides an unobstructed line of view between each student and the professor as well as between each student in the class. Due to the visual nature of sign language, all DEAF (and ASL) classrooms are arranged with a U-shaped seating arrangement rather than rows of seats that are typical in all other classrooms on campus. When DEAF classes are assigned to a general-use classroom, precious time is wasted at the beginning of each class rearranging the desks to allow a clear line of sight for each student and then other five minutes is required at the end of each class to return the desks to their original positions. A typical instructor who delivers a lecture orally can, at the same time, manually operate technical devices that change screens, highlight, text, and point to objects on the screen. Instructors delivering lectures to Deaf/HOH students are using their hands to communicate, so each movement to pick up/put down a device can be distracting and interrupt the flow of the presentation. Smartboards have been found to be extremely effective in teaching Deaf/HOH students due to their visual properties. Smartboard allow instructors to make highly effective presentations in sign language, performing the functions of individual devices with a quick gesture or touch, and therefore are the preferred instructional tool in classrooms serving Deaf/HOH students. In a study at a large midwestern university, one student stated that she used the SmartBoard in her classroom frequently for class presentations, attending to and comprehending class discussion, and presenting her own work. She specifically mentioned that the SmartBoard helped her express her opinions and participate in discussions. She added that "It makes it easier for me to see what the other people are saying. It's very fluid. It helps things go nicely" (Perspectives of Assistive Technology from Deaf Students at a Hearing University 84). SmartBoards have been used effectively at the California School for the Deaf, where every classroom is equipped with a smart board.

*Program PIO will address the following:*

- Student Learning & Achievement
- Course Retention
- Course Completion
- Persistence
- Success Rates

- Service Impacts

*How will you assess the effectiveness of your PIO:*

The effectiveness of this PIO will be measured by 1) the additional of a designated classroom for DEAF classes 2) the installation of Smartboards in all DEAF-designated classrooms. 3) the number of students completing DEAF courses

**PIO Action Plan:**

*How will you accomplish this?*

1. Submit a request through Dean Gunsauls for an additional classroom in Building 6 to be made available to DEAF upon the completion of the new academic core buildings. 2. Make the request through the new equipment process for Smartboards to be purchased and installed in all DEAF-designated classrooms. (Fall 2015)

*What is your timeline?*

We will work through existing system in making the requests. Requests will be made in the 2015-2016 cycle and again during the 2016-2017 as needed.

*Who is going to do this?*

Darline Gunsauls and Tom Holcomb

*PIO Status:*

- New

*Closing the loop - Describe the results of your PIO implementation or completion:*

There continues to be a strong need for DPP math classes. Enrollment in DPP math courses increased 66% in the Fall 2015 semester (40 students enrolled) when compared to the Fall 2014 semester (24 students enrolled). Math courses taught in ASL continue to be in demand due to the technical foundation that math provides students for jobs in the tech world. We believe that the increase in math enrollment is due to a number of interventions: 1. The schedule of DPP

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*Conclusion: Complete if PIO has been completed*

*Fiscal Resources Status:*

**PIO Resources:**

8. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Improve and streamline assessment procedures for incoming students and their placements in English and Math courses by hiring two counselors to each work approximately 10 hours a week (20 hours per week total) during the months of June, July, and early August to do intake, assessment, and placement.

*Notes (optional): Please include any notes related to your PIO. (2500 Character limit)*

English skills among Deaf/HOH students vary a great deal. Some students arrive at Ohlone with rudimentary reading and writing skills, requiring a placement in the most basic English classes in the DEAF preparatory program (DPP). Other students are more appropriately prepared for transfer-level English classes. Most incoming Deaf/HOH students are somewhere between these two groups. Year to year, the skill levels of new students vary so much that it is necessary for DPP faculty to scramble to make last-minute adjustments to the course offerings to meet the needs and demands of each incoming group. We unfortunately do not have counselors available on campus during the months of June, July, and early August, and therefore the bulk of incoming student processing takes place just prior to the beginning of the semester. Initiating an early intake and assessment period during June, July, and early August will allow the time necessary for the Dean and DPP faculty make the placement decisions, adjust the course offerings, and hire adjunct faculty according to a more reasonable and efficient timeline. It will also allow the counselors to move the orientation program earlier in the summer, three weeks prior to the start of the fall semester.

*Program PIO will address the following:*

- Student Learning & Achievement
- Course Retention
- Course Completion
- Persistence
- Success Rates

*How will you assess the effectiveness of your PIO:*

1. track the number of incoming students who are assessed and registered for classes in advance of the start of a semester 2. track the number of and reason for registration changes (Adds/Drops) to assess the appropriateness of initial student placements 2. track retention and success rates of students, indicators of appropriate placements in classes 4. assess the level of student satisfaction with the intake, assessment, and placement process

**PIO Action Plan:**

*How will you accomplish this?*

1. Dean Gunsauls will meet with Dean of Counseling and DSPS Director to secure funding to hire two DEAF counselors to work during the months of June, July, and early August for 20 hours each week to meet with new incoming Deaf/HOH students and assess their English skills. 2. The data collected from the DEAF counselor will be made available to Dean Gunsauls and DEAF faculty for the purpose of adjusting course offerings for the fall semester. 3. The DEAF counselors will track the effectiveness of the June July intake, assessment, and placement process. This includes the number of students served during the months of June, July, and early August and the number of students being appropriately accommodated (placed in right classes) during the fall semester.

*What is your timeline?*

1. During the spring semester 2016, Dean Gunsauls will meet with the Dean of Counseling and DSPS Director to identify funding for the summer contract. 2. By the end of the spring semester 2016, with funding secured, one of the DEAF counselors will be given a contract to work during the months of June, July, and early August. The assessment project is expected to start in the Spring and Summer of 2016.

*Who is going to do this?*

Darline Gunsauls and Nan Zhou

*PIO Status:*

*Closing the loop - Describe the results of your PIO implementation or completion:*

There continues to be a strong need for DPP math classes. Enrollment in DPP math courses increased 66% in the Fall 2015 semester (40 students enrolled) when compared to the Fall 2014 semester (24 students enrolled). Math courses taught in ASL continue to be in demand due to the technical foundation that math provides students for jobs in the tech world. We believe that the increase in math enrollment is due to a number of interventions: 1. The schedule of DPP course offerings was revised to eliminate overlap of DPP math and English courses, eliminating enrollment conflicts. 2. Workshops and field trips have been arranged to build interest in math among Deaf/HOH students. 3. Math tutoring support in ASL is being offered in the Deaf Studies Lab.

*Conclusion: Complete if PIO has been completed*

*Fiscal Resources Status:*

**PIO Resources:**

9. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Promote student success among Deaf/HOH students by providing high quality tutoring support for Deaf/HOH hearing students. Tutoring support is needed in the form of course embedded tutors and tutors in the Deaf Studies Lab. This PIO requires the hiring of professional expert (English support) and peer tutors in English and math.

*Notes (optional): Please include any notes related to your PIO. (2500 Character limit)*

A small number of Deaf/HOH students are qualified to tutor Deaf/HOH students taking fundamental skills courses; however, we currently have no funding to support student tutors in the DPP budget. Professional Expert: Hiring student peer tutors for students taking developmental or transfer-level English courses has been ineffective. These students require assistance with academic reading and writing that only professionals skilled in addressing the unique language

needs of Deaf/HOH students can effectively provide. We continue to rely on full time faculty to provide English tutoring support to Deaf/HOH students taking advanced DEAF and mainstream English courses. Currently, tutoring services are provided by the DPP faculty who serve a portion of their office hours in the Deaf Studies Lab. With the continuous rise in Deaf/HOH student enrollment, the demand for English tutoring services has been overwhelming and cannot be adequately managed by our one full time English faculty member. Students converge on the lab when the English faculty member is present, resulting in a typical wait time of an hour or more. The Dean of the Deaf Studies Division submitted a proposal to hire a professional expert to provide tutoring support to Deaf/HOH students, but this proposal was declined. A proposal submitted to the Basic Skills Team was also declined. This continues to be a priority, and we will continue to explore options to fund such a position.

*Program PIO will address the following:*

- Course Retention
- Course Completion
- Persistence
- Success Rates
- Student Learning & Achievement

*How will you assess the effectiveness of your PIO:*

The effectiveness of this PIO will be measured by 1) increased availability of tutoring support in the Deaf Studies Lab and the reduction of wait time for students to meet with a tutor 2) a high level of student satisfaction with DPP tutoring support services 3) increases in course retention, completion, persistence, and success.

**PIO Action Plan:**

*How will you accomplish this?*

1. Explore sources of funding to support the hiring of professional tutors skilled in teaching English to Deaf/HOH students as well as hiring student peer tutors in English and math
2. Request that a permanent funding line be added to the Deaf Studies Division budget to support the cost of hiring a professional expert and student peer tutors in English and math
3. Provide tutor training to qualified Deaf/HOH students to tutor Deaf/HOH students in basic skills English and math courses.



*What is your timeline?*

This is an immediate need. We will begin exploring options to hire tutors in Fall 2015. Development of a student tutor-training project will be developed and piloted in early spring 2016.

*Who is going to do this?*

Darline Gunsauls, Tom Holcomb, and Nancy Pauliukonis will lead this effort.

*PIO Status:*

- Revised

*Closing the loop - Describe the results of your PIO implementation or completion:*

There continues to be a strong need for DPP math classes. Enrollment in DPP math courses increased 66% in the Fall 2015 semester (40 students enrolled) when compared to the Fall 2014 semester (24 students enrolled). Math courses taught in ASL continue to be in demand due to the technical foundation that math provides students for jobs in the tech world. We believe that the increase in math enrollment is due to a number of interventions: 1. The schedule of DPP course offerings was revised to eliminate overlap of DPP math and English courses, eliminating enrollment conflicts. 2. Workshops and field trips have been arranged to build interest in math among Deaf/HOH students. 3. Math tutoring support in ASL is being offered in the Deaf Studies Lab.

*Conclusion: Complete if PIO has been completed*

*Fiscal Resources Status:*

**PIO Resources:**

**Attached Files:**

- [2013-2014 Deaf Studies PIO Attachment.pdf](#)
- [OCDS Brochures.pdf](#)
- [Success Rate of Deaf HOH Students in Mainsteam English Courses.pdf](#)
- [Math in ASL Sussess Rate.pdf](#)
- [Success Rate of Deaf Students1.pdf](#)

