De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

PART 1 -	Program Information	
1a) Program Name:	**Deaf and Hard of Hearing Services (DHHS)**	Enter the name of the program being reviewed.
1b) Name(s) of the author(s) of this report:	Rosemary Jensen	Enter the name or names of those who authored this CPR.
1c) How many students are served by this program annually and is this number trending up, even, or down?	We average about 16 students per quarter. Numbers have trended up over the last 3 years.	Please discuss the number of students who are served in the program and explain whether the number of students is increasing, even, or decreasing. Are there any anticipated trends in the number of students served?
1d) Who are the typical students served by this program?	Mostly students having graduated high school within 5 years of coming to De Anza. DHHS does not specifically address "targeted" student populations.	Please discuss the typical students who are served in the program. Does the program specifically address the college's goals to increase access and success of 'targeted' student populations (Latina/o, African Ancestry, Pacific Islander, Filipino)?
PART 2 -	MISSION and Accreditation Standard II.B.1	
2a) What is the program Mission Statement?	To facilitate classroom communication, provide access to campus activities, promote campus-wide understand and responsiveness to communication needs of DHHS students.	Cut/paste or type in the program's most current Mission Statement.
2b) In what ways and to what extent does the program assure the quality of its services to students?	Hiring of skilled interpreters and captioners, keeping current with technological changes in equipment for captioning, maintaining current knowledge and requirements of media captioning processes.	Please address part 1 of **Accreditation Standard II.B.1** -The institution assures the **quality** of student support services ….
2c) In what ways and to what extent does the program demonstrate that its services support student learning and enhances the achievement of the College Mission?	DHHS services allow for communication and expression between student, instructors, peers, and other departments on a daily basis during: classes, one-on-one meetings, group work, field trips, open campus activities and events. Daily accessibility with DHHS for questions and information.	Please address part 2 of **Accreditation Standard II.B.1** -The institution … demonstrates that these services, regardless of location or means of delivery, support student learning and enhance **achievement of the mission** of the institution. The college Mission Statement can be found at: http://deanza.edu/about/mission.html

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PART 3 -	**Accreditation Standard II.B.3**	**Accreditation Standard II.B.3** - The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.
3a) In what ways and to what extent does the program assure equitable access for all students?	DHHS provides team interpreters for class lectures, critiques, guest speakers, and demonstrations. In similar situations, captioners provide real-time captioning along with edited and printed transcripts. Currently addressing captioned media needs and development of remote captioning allowing those students more freedom of choice in classroom seating i.e., not needing to sit next to a captioner and near a wall outlet. DHHS students have email and text accessibility to supervisor of department.	**Accreditation Standard II.B.3.a** - The institution assures **equitable** access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method. Please address how the program is, or plans on, incorporating universal design concepts into its operations (materials, processes, activities, professional development, etc.) to assure that the program's services are accessible and effective for all students regardless of personal demographics or background. Cite specific examples.
3b) In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility?	DHHS provides services for adjunct classes, tutoring sessions and drop-in times for Math and English labs. The department posts activities from the Deaf Community and campus-wide announcements of events to encourage participation.	**Accreditation Standard II.B.3.b** - The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students.
3c) In what ways and to what extent does the program design, maintain and evaluate counseling and/or academic advising programs?	Not applicable to DHHS.	**Accreditation Standard II.B.3.c** - The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. (Answer only if applicable to the program under review)
3d) In what ways and to what extent does the program design and maintain practices and services that support and enhance student	DHHS posts and sends notifications to students for events from a variety of groups within their culture. The same procedure is done for sponsored events on campus and we encourage reading of articles from the campus newsletter.	**Accreditation Standard II.B.3.d** - The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.

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3e) In what ways and to what extent does the program regularly evaluate admissions and placement instruments and practices to validate their effectiveness while minimizing biases?	Not applicable to DHHS.	**Accreditation Standard II.B.3.e** - The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. (Answer only if applicable to the program under review)
3f) In what ways and to what extent does the program maintain student records permanently, securely and confidentially, with provision for secure backup of all files?	Student records, i.e., current registration forms, requests for services, notices related to receiving services, are kept in the Supervisor's office, which is locked when the supervisor is not there.	**Accreditation Standard II.B.3.f** - The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.
PART 4 -	**Staffing**	
4a) Have there been any significant **staffing** changes since the last CPR in 2008-09?	Yes, a new supervisor was hired in July, 2013 due to the passing of our former supervisor. An interpreter position was eliminated, and a part-time captioner position was created.	Please explain any significant changes in **Classified, Faculty, and Administration positions** that have occurred over the past five years.
4b) Are there any significant **staffing** changes that will be needed over the next five years?	If the number of DHHS students per quarter remains similar to current numbers, then we do not anticipate any changes to staff.	Please identify any anticipated changes in **Classified, Faculty, and Administration positions** that could occur over the next five years. (Explain why these changes may be needed i.e. new directions, retirements, policy issues, etc.) (Specifically identify any anticipated **Student Success Support and Program (3SP)** connections)
PART 5 -	**Facilities**	
5a) Have there been any significant **facility** changes since the last CPR in 2008-09?	No significant changes since the last CPR in 2008-09.	Please explain any significant changes in program **facilities** that have occurred over the past five years. (Specifically identify any anticipated **3SP** connections)

5b) Are there any significant **facility** changes that will be needed over the next five years?	None that we anticipate.	Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated **3SP** connections)
PART 6 -	**Equipment**	
6a) Have there been any significant **equipment** changes since the last CPR in 2008-09?	Yes, the addition of current software and equipment for the Staff Captioners.	Please explain any significant changes in program **equipment** that have occurred over the past five years. (Instructional and non-instructional)
6b) Are there any significant **equipment** changes that will be needed over the next five years?	Since technological changes come quickly, I would say "yes", although I could not be specific. Since the work of the captioners is dependent on their equipment and software, it's reasonable to expect some important changes over the next five years.	Please identify any anticipated program **equipment** needs that could occur over the next five years. (Explain why these changes may be needed. Include both instructional and non-instructional needs) (Specifically identify any anticipated **3SP** connections)
PART 7 -	**Operational Costs**	
7a) Have there been any significant **operational cost** changes since the last CPR in 2008-09?	The hiring of more Hourly Interpreters has lessened the need for agency interpreters. And the anticipated hiring of a part-time Staff Captioner lessens the need for contract captioners.	Please explain any significant changes in program **operational funding** that have occurred over the past five years. (B budgets)
7b) Are there any significant **operational cost** changes that will be needed over the next five years?	If the numbers of registered DHHS students increases and if they take more of a class load, there will be an increase in work hours for Hourly Interpreters.	Please identify any anticipated changes to **operational cost** needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated **3SP** connections)
PART 8 -	**Organizational Alignment**	

8a) Have there been any significant **organizational alignment** changes since the last CPR in 2008-09?	I don't believe so.	Please explain any significant **organizational alignment** changes that have occurred over the past five years.
8b) Are there any significant **organizational alignment** changes that will be needed over the next five years?	Not that I'm aware of.	Please identify any anticipated changes to **organizational alignments** that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)
PART 9 -	**Regulations/Laws/Policies**	
9a) Have there been any significant changes in **regulations/laws/policies** since the last CPR in 2008-09?	DHHS, together with DSP&S, updated the Responsibility of Student form as it pertains to the use of interpreter and captioner services, and student responsibility for maintaining communication with DHHS for absences.	Please explain any significant changes in **regulations/laws/policies** that have occurred over the past five years. (Federal, State, Local, District, college, etc.)
9b) Are there any significant changes in **regulations/laws/policies** that will affect the program over the next five years?	We anticipate changes with regards to captioning protocols for media. This is currently being researched.	Please identify any anticipated changes in **regulations/laws/policies** that could affect the program over the next five years. (Federal, State, Local, District, college, etc.) (Specifically identify any anticipated **3SP** connections)
PART 10 -	**Professional Development**	
10a) Have there been any significant **professional development** activities for the program (or others)	DHHS encourages both Staff and Hourly Interpreters to attend professional growth workshops. We do in-house research on the internet to keep current with ASL vocabulary, especially as it applies to technology and current world-wide events in politics. This helps interpreters with skill building for signs and	Please explain any significant **professional development** activities that have occurred over the past five years. Include the nature, reason, significance, and outcomes of the activities.

since the last CPR in 2008-09?	interpretation.	
10b) Are there any significant **professional development** needs for the program (or others) over the next five years?	We hope to have on-campus workshops for interpreters with invited guests from our field. Staff Captioners working on developing uniformity in presentation of work with Hourly Captioners.	Please identify any anticipated **professional development** needs for the program over the next five years. Include the anticipated nature, reason, significance, and outcomes of the activities. (Specifically identify any anticipated **3SP** connections)
PART 11 -	**Curriculum, Student Success, and Equity**	The 2012-13 course data is located at: http://deanza.edu/ir/program-review.12-13.html .
11a) Have there been any significant **curriculum** since the last CPR in 2008-09?	Not applicable to DHHS.	Please explain any significant **curriculum** changes in that have occurred over the past five years.
11b) Are there any significant **curriculum** issues in that will affect the program over the next five years?	Not applicable to DHHS.	Please identify any anticipated **curriculum** issues in that could affect the program over the next five years. (Specifically identify any anticipated **3SP** connections)
11c) What is the aggregate student success rate in the instructional portions of the program? Has the **60%** requirement been met or exceeded?	Our instructional portion would deal with knowing where to find and fill in forms for services not specific to our area. This has been successful due to successive email communications to students.	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above **60%** http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf If student success rates in the program are below 60%, what plans are there to bring course success rates up to this level?

11d) What are the student success rates between groupings of students? Is there a success rate gap that exceeds **5%** between any of these groupings?	I'm not sure if or how this applies to DHHS.	The college equity goal is to have no more that a 5% student success gap between any groupings of students. Please explain any gaps exceeding **5%** and what plans are in place, or are being made, to address closing this gap
PART 12 -	**Other**	
12a) Have there been any **other** significant program changes since the last CPR in 2008-09?	Those outlined above.	Please explain any **other** significant program changes that have occurred over the past five years.
12b) Are there any **other** significant issues that will affect the program over the next five years?	With the declaration of a major, students may have an increase in class load, or classes specific to their field, more so than General Education classes.	Please identify any **other** anticipated issues in that could affect the program over the next five years. (Specifically identify any anticipated **3SP** connections)
PART 13 -	**Student Success and Support Programs (3SP)**	
13a) How will the new 3SP **orientation** requirements affect the program over the next five years?	With the possibility of field specific classes, more attention to vocab needs for interpreting purposes. Possibly orientation meetings for students prior to start of Fall quarter to explain changes in policies and procedures for the campus.	Summarize any **orientation** issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.
13b) How will the new 3SP **assessment** requirements affect the program over the next five	The need to have interpreters and captioners available for assessments.	Summarize any **assessment** issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional

years?		development, curriculum, and/or other.
13c) How will the new 3SP **student education planning** requirements affect the program over the next five years?	Students may requests more meetings with their counselor to discuss education planning. Interpreters and/or captioners will need to make available for this possible increase in counseling sessions.	Summarize any **student education planning** issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.
PART 14 -	**Student Services Learning Outcomes and Accreditation Standard II.B.4**	**Accreditation Standard II.B.4 -** The institution evaluates Student Support Services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
14a) What are the current/active program **outcome statements**?	*(Jim, I'll need to go back and see what our SSLO statements are. I remember there were 3 statements you mentioned that were for DHHS.)*	Please list all of the **Student Services Learning Outcomes (SSLO) statements** for the program. (Cut/paste from TracDat, APRU or other documents.)
14b) How many SSLO/SLO statements have been assessed since the last CPR in 2008-09?	We are currently doing an assessment. Our assessment process could not be completed as our supervisor was quite ill, though we did discuss and do some evaluation of our SSLO statements.	Please identify the SSLO statements that have been assessed over the past five years. (Cut/paste from TracDat, APRU or other documents.)
14c) Summarize the outcomes assessment findings and resulting program enhancements made since the last CPR in 2008-09.	Currently working on our SSLO statement.	Please summarize the outcomes assessment findings and resulting program enhancements made over the last five years. (Cut/paste from TracDat, APRU or other documents.)

14d) What are the program outcome assessment plans for the next five years?	We are, and will continue, to assess students' knowledge of our services.	Please indicate which SSLO/SLO statements will be assessed over the next five years and when. (Include any plans to create new outcome statements.)
Part 15 -	**CPR SUMMARY**	**Part 15** is intended to be a brief yet thorough overarching summary of **Parts 1 through 14**.
15) Where has the program come from since 2008-09, where is it now, and where does it anticipate or need to go over the next five years?	Our program has undergone a change in staffing. We have acquired advances in equipment and software for the captioners. We are focusing on the issue of captioned media. We are looking to continually improve the services in the classroom.	Based on the information provided in Parts 1 through 14 above, please summarize: 1) Where the program has come from since the last CPR (2008-09), 2) Where the program is now (2013-14), and 3) Where the program anticipates or needs to go over the next five years (up to 2018-19).
Part 16 -	**DIVISIONAL PERSPECTIVE**	**Applicable to Divisions that have multiple programs that are writing CPRs**
16a) Name of the Division and the names of the programs.	**DSP&S division:** Disability Support Services (DSS) Deaf and Hard of Hearing Services (DHHS) Educational Diagnostic Center (EDC) Adapted Physical Education (APE) HOPE – DE Anza (Alfred St. and Whittier sites)	Write the name of the division and the names of the programs that are submitting CPRs
16b) Who wrote the Divisional Perspective?	Jim Haynes – DSP&S Coordinator	Enter the name or names of those who authored this Divisional Perspective.
16c) Summarize the CPRs written by the programs of the Division.	In the coming years, there will be a greater emphasis on the services and courses for 3SP students in DSS and EDC. This will require an examination of workload adjustments as the Student Education Plan development and tracking is added on to the primary responsibilities to provide students with disabilities reasonable accommodations through the Student Education Contract (SEC) process. The APE and HOPE programs whose students are not 3SP eligible will most likely transition to non-credit offerings starting as early as 2015-16.	Please summarize all the CPRs to be submitted in the Division. Provide a Division wide perspective on the CPRs explaining how they all fit or work together into a cohesive division plan.

	The Division will also be exploring new avenues to serve emerging student populations like intellectual disability and autism. There is also an effort to begin a Workability III program in conjunction with the OTI program. The Division will also need to incorporate the new Title 5 DSP&S regulations into its policies and procedures. The Division will also be converting to a digital database management system – ClockWorks – over the next two to three years. Replacement faculty and staff will be hired for 2014-15, however, there will be staffing challenges over the next five years as at least three or more retirements are expected. Facilities continue to be a Division-wide issue. Although we have a central Division Office in the ATC, the DSS program is located in the SCC building, the EDC is located in the LCW, APE is located in the PE Quad, and HOPE runs programs at two off-campus sites. There is an ongoing shortage of adequate test accommodation space. During peak testing periods the EDC proctor a lot of exams/tests, disrupting the service delivery to its own students. Along with Foothill, the De Anza DSP&S programs are waiting for the new Title 5 regulations. Both colleges built their DSP&S programs on the laws and regulations of the late 1970s. An overarching review needs to be conducted on this model in light of the new regulations and the fiscal realities of 2015 and beyond.	