CALIFORNIA COMMUNITY COLLEGES
AND
COAST
COMMUNITY COLLEGE DISTRICT

#88-0433
**PROJECT TITLE**

**Identifying Educational Needs and Successful Retention Practices of First Semester Deaf Students --- A Consortium Project**

<table>
<thead>
<tr>
<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant = $39,887</td>
<td>C --- Special Learning Needs of Ed/Dis</td>
<td>Research Model</td>
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<thead>
<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
<th>ACADEMIC SUBJECT</th>
</tr>
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<tbody>
<tr>
<td>Needs Assessment</td>
<td>Module Development</td>
<td>Inter-Disciplinary</td>
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**PROJECT DIRECTOR**

Paula Mucciaro, Prog Coord Disabled Students

**PROJECT SUPERVISOR**

William Carpenter, Dean College Services

**PROPOSAL DESCRIPTION**

This project proposes to determine the educational needs of incoming deaf and hard of hearing students and, likewise, determine what types of educational curricula and services can best ensure successful retention of these students. Nine community colleges with a combined deaf population of 725 students and with vast experience serving the deaf and hard of hearing students will participate in this project. The consortium will work, also, with CAPED (California Association of Post-Secondary Educators of the Disabled).

Using a consortium-developed survey instrument, the project will seek information from program specialists, classroom instructors, successful students, and students who have not completed programs in which they enrolled. After analysis of the compiled data, the project will develop and, subsequently, test discrete modules that will address related specific needs.
Coast Community College District

Consortium Proposal for Identifying Educational Needs and Successful Retention Practices of First Semester Deaf Students

Addressing the educational difficulties and deficiencies of incoming, first semester students, in general, has long been a major focus of community colleges in California. In the United States, educators have been attempting for more than one hundred and eighty years to find methods and approaches to educating individuals with hearing loss. Loss of hearing, however, does not create a uniform condition. The degree of disability caused by hearing loss varies in severity based on the extent of loss, age of onset, secondary involvement, cause of loss, age of detection, and many other factors. Starting in 1970, some community colleges have been attempting to deal with the educational problems unique to the deaf and hard of hearing. Section 504 of the Rehabilitation Act of 1973 requires that all colleges provide specific support services to students with disabilities. However, the cost of providing sign language and oral interpreters alone limits the amount and type of support services college programs can provide. At a time of fiscal constraints, funding to assist the deaf and hearing impaired student should be directed toward that which "works." Unfortunately, no extensive study has been done that addresses the educational needs, services, and resulting successes of this unique population.

The purpose of this proposal is to determine what the educational needs are of incoming, first-semester deaf and hard of hearing students and what types of educational curricula and services can best ensure successful retention of these students. No one program has sufficient resources, students, and staff to pursue the necessary study and development. Nine community colleges with vast experience serving the deaf and hard of hearing have formed a consortium in order to attempt this project.
Coast Community College District

Consortium Proposal for Identifying Educational Needs and Successful Retention Practices of First Semester Deaf Students

1. Specific Educational Program Being Addressed

[NO “PROGRAM” ACCOMPANIES THIS DOCUMENT.]
2. Specific Problems Being Addressed

OVERVIEW
Addressing the educational difficulties and deficiencies of incoming, first semester students, in general, has long been a major focus of community colleges in California. In the United States, educators have been attempting for more than one hundred and eighty years to find methods and approaches to educating individuals with hearing loss. Loss of hearing, however, does not create a uniform condition. The degree of disability caused by hearing loss varies in severity based on the extent of loss, age of onset, secondary involvement, cause of loss, age of detection, and many other factors. Starting in 1970, some community colleges have been attempting to deal with the educational problems unique to the deaf and hard of hearing. Section 504 of the Rehabilitation Act of 1973 requires that all colleges provide specific support services to students with disabilities. However, the cost of providing sign language and oral interpreters alone limits the amount and type of support services college programs can provide. At a time of fiscal constraints, funding to assist the deaf and hearing impaired student should be directed toward that which "works." Unfortunately, no extensive study has been done that addresses the educational needs, services, and resulting successes of this unique population.

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PROJECT SUMMARY

This project will, first, identify the first-semester educational needs of the deaf in vocational and academic courses, secondly, develop and test modules to address those needs, and, finally, demonstrate model retention practices based upon the results.

For the purpose of this project, retention is defined as successful completion of all enrolled classes as reflected in the student’s permanent transcript.

In order to accomplish such an ambitious goal, a consortium of nine (9) colleges, having a combined population this semester of seven hundred and twenty-five (725) deaf and hard of hearing students, has been formed. The participant colleges of this consortium are: American River, De Anza, El Camino, Golden West, Laney, Mt. San Antonio, Ohlone, Riverside, and San Diego.

In addition, this project will be done in cooperation with and supported by the Deaf and Hearing Impaired Division of the California Association of Post-Secondary Educators of the
Disabled (CAPED). CAPED has a network of professional specialists in the area of the deaf and hearing impaired and will be a source of some data and information which will be useful to this project.

Starting in January, 1989, members of the consortium will meet to develop survey instruments that will be used to gather information concerning the needs of first-semester deaf and hard of hearing students throughout the state. Once developed, these survey instruments will seek information from program specialists, classroom instructors, successful students, and students who have not completed enrolled programs and classes.

In March, consortium members will analyze the compiled data and begin development of discrete modules that will address related specific needs. The individual colleges represented in this consortium have various strengths in the services that they offer for the deaf and hard of hearing as well as majors and career program offerings within their colleges; therefore, the modules that will be developed will each address limited, testable needs and will be tested at several colleges. Testing of the modules will take place during the summer and early fall.

In December, the consortium members will again meet to analyze the success of the individual modules and combine the successful modules into a demonstrable model and write the final report.
3. Population To Be Served

[NO “POPULATION” ACCOMPANIES THIS DOCUMENT.]
4. Objectives

1. SURVEY INSTRUMENTS TO ASSESS NEEDS

Starting as soon after January 1, 1989, as possible, members of the consortium will assemble for two days on the campus of Golden West College to develop and assemble two (2) survey instruments (with instructions). These instruments will be designed to gather information concerning the educational needs of deaf and hearing impaired students in order to successfully complete their first semester of study. This information will be solicited from program specialists and classroom instructors, and both successful graduates and unsuccessful deaf and hearing impaired students from participating programs. The survey instrument used with the deaf and hard of hearing will be on video cassette that is signed and captioned.

A letter will be sent to all 103 community colleges in California serving these students describing the project and requesting their participation in the survey. It is anticipated that seventy programs will respond.

Areas of need which the surveys will explore are:

a. Receptive and expressive student classroom communication skills. Is there a minimum level of receptive and expressive sign and/or oral communication skills needed for the first-semester student to achieve classroom success? Are programs addressing that need? How?

b. Are there basic skill levels in English and mathematics that the first-semester student must have for success in academic and vocational classes? What are they and how are these skills measured?

c. Are there necessary services and does the first-semester student know how to use them?
   1) Interpreters -- manual/oral
   2) Notetakers
   3) Tutoring

d. Is there information necessary for appropriate career/major selection? How does the first-semester student gain that information?

Survey instruments will be mailed out to participating programs by February 1, 1989.

2. DATA COLLECTION AND MODULE CREATION

Collected data will be compiled and statistically analyzed by the Computer Center at Golden West College during February and March. In early April, members will again meet to analyze
and group like needs. Throughout the remainder of the spring semester, modules will be
developed by groups from two or three colleges with each group being responsible for the
development of one of the anticipated five (5) modules that will each address a specific need.
Specific module topics will depend on survey results, and the selection of which colleges will
be involved in which module will be based on program strengths and available faculty. One of
the modules will deal with the oral and manual communication skills necessary for student
success.

3. MODULE TESTING

These developed modules will be tested by at least two (2) participating colleges in either a
two/three-week summer vestibule-type program and/or during the fall semester.

4. MODULE EVALUATION AND FINAL REPORT

Results of student success in the modules tested will be compiled and discussed throughout
the testing. Starting in early December, successful modules will be combined into a statistically
successful model for the final report. Workshops that will demonstrate and explain the
successful model will be available.
## 5. Workplan Narrative

**PROGRAM SCHEDULE**

<table>
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<tr>
<th>Date Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>January 1, 1989</td>
<td>As soon after January 1, 1989, as individual college scheduling will allow, consortium members will meet at Golden West College for a two-day meeting to assemble, and where necessary, create survey instruments designed to gather statistical information concerning the needs to ensure successful retention of first-semester deaf and hearing impaired students.</td>
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<tr>
<td>January 30, 1989</td>
<td>Assembled survey instruments will be mailed to all community colleges in California serving deaf and hearing impaired students who have expressed the desire to participate.</td>
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<tr>
<td>January 30 - Mar 3, 1989</td>
<td>Returned surveys will be compiled and statistically analyzed by the Computer Center at Golden West College.</td>
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<tr>
<td>Week of March 3, 1989</td>
<td>Program specialists and participating classroom instructors from consortium member colleges will meet at Golden West College to analyze gathered data relating to educational needs of first-semester students. Identified needs will be assigned to groups of colleges based on individual college program strengths and participating academic and vocational classroom involvement. Each group will be responsible for developing instructional or service modules that will address the educational need.</td>
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<tr>
<td>March 10 - May 1, 1989</td>
<td>Groups will develop instructional and/or service modules that address the assigned identified educational need.</td>
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<tr>
<td>Month of May, 1989</td>
<td>Consortium members will assemble to review and refine developed modules. Planning and assignment of testing sites will take place.</td>
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<tr>
<td>August - Dec 1, 1989</td>
<td>Developed modules will be field tested on first-semester deaf and hard of hearing students on appropriate college campuses. Each module will be tested at least two (2) colleges to ensure sufficient student participation for validity of approach.</td>
</tr>
<tr>
<td>December, 1989</td>
<td>Consortium members will assemble and analyze perceived results from module testing. Successful modules will be assembled into a demonstrable model.</td>
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<tr>
<td>December 30, 1989</td>
<td>Final report completed and demonstration model available.</td>
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PROJECT ORGANIZATION

General Approach

All member colleges of this consortium as well as the involved program specialists are experienced in serving the deaf and hard of hearing population on their campuses. The nine (9) involved programs are currently serving seven hundred and twenty-five (725) deaf and hard of hearing students. This project will be coordinated by the faculty and staff of the Disabled Students Program at Golden West College. Golden West created its educational support program in 1970, thereby becoming one of the first community colleges in the nation to attempt to serve those with hearing loss in an integrated environment. During the past eighteen years, Golden West College has assisted more than one thousand seven hundred (1,700) deaf and hard of hearing students in pursuing their educational and career goals.

Staffing

Each member college has one representative who will coordinate that college's participation.

- **American River**: Jon James, Enabling and Counseling
- **De Anza**: Steve Sellitti, PhD., Associate Dean, Special Education
- **El Camino**: Steve Fasteau, D.Ed., Associate Dean, Special Resource Center
- **Golden West**: Paula Mucciaro, Program Coordinator, Disabled Students
- **Laney**: Christine Hoffman, Counselor, Enabler
- **Mt. San Antonio**: Kirsten Gonzalez, Specialist for the Hearing Impaired; Instructor, Oral Interpreting
- **Ohlone**: Ron Burdett, Associate Professor, Hearing Impaired
- **Riverside**: Paula McCroskey, Coordinator, Disabled Students Programs and Services
- **San Diego**: Tom Humphries, PhD., Associate Dean, Special Education
- **CAPED**: Bill Clary

Overall, college coordinators will average approximately two (2) hours a week of their time during the forty-four (44) weeks involved with the project. This involvement will be at no cost to the project.
Participating faculty members at Golden West College are:
Robert J. Johnson     Professor, Hearing Impaired
Dorothy Fitzgerald   Assistant Professor, Mathematics
Doug Larson          Director of Telemedia Production, Golden West College. Mr. Larson will direct the development of the videos used in the survey and the module for student communication skills. This development will be under contract to the project.

Hours of involvement for faculty members as well as identifying other involved faculty will not be determined until specific needs and topics of modules are determined.

Experience and references are detailed in resumes included in Personnel Qualifications, Section VI.

PERSONNEL QUALIFICATIONS
Resumes of project coordinator, college project coordinators, and two (2) faculty from Golden West College who will be working with the project are included. Also included is the resume of Doug Larson.
6. Expected Outcomes

[NO “OUTCOMES” ACCOMPANIES THIS DOCUMENT.]
7. Evaluation Plan

[NO “EVALUATION” ACCOMPANIES THIS DOCUMENT.]
8. Dissemination Plan

[NO “DISSEMINATION” ACCOMPANIES THIS DOCUMENT.]
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]