#8

COMPLETE

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First Name:	Dorian
Last Name:	Yanke
Email:	dorian.yanke@gcccd.edu
Custom Data:	American Sign Language
IP Address:	160.227.129.230

Page 1: I. Program Reflection and Description

Q1 Department(s) Reviewed:

American Sign Language

Q2 Lead Author and Collaborators:

Dorian Yanke

Q3 Dean:

Alicia Munoz

Q4 Provide a list of the recommendations from your last program review and explain how you have addressed them. Previous years' program reviews can be found here, on the IPRPC Intranet site.

- Continue seeking ways to expand our dual enrollment offerings.

Steele Canyon continues to be the only school we teach dual enrollment courses at, no other area high schools have contacted us about creating this type of relationship.

- Continue evaluating SLOs/PLOs

This is something our department discusses at each semester. We continue to try to improve ways we assess and collect that data.

- Quality of Data Analysis and Improving the Success of All Students

We have tried several different approaches from being flexible with the timeline in which our students purchase their textbooks, to encouraging students to attend free ASL tutoring services, to participating in ASL club and community events. We try to be as culturally responsive and aware as possible, and vale each student's individual culture and experiences and incorporate these in our classes in a respectful way.

Q5 Provide a list of tenured/tenure track faculty and support staff in the program as of fall 2016.

Dorian Yanke

Q6 Provide your program's mission statement.   **Respondent skipped this question**

Q7 Describe how your program supports the mission and goals of the College.

We recognize that there are so many different reasons why our students decide to sign up for ASL classes, and we feel that all of these reasons are important in all of these individual ways, whether that consists of wanting to learn ASL as a way to experience a successful and rewarding career working with deaf people or using ASL as a vehicle of some sort. Perhaps our students may have some curiosities in place about ASL or deaf people, and we do our best to try to satisfy the questions they may have, and lead them to a place where they may feel comfortable thinking about how they can use their ASL skills in more far reaching ways than initially expected. We expect our students to develop many other skills during the time they're engaged in our classes, to become good, conscientious, respectful, reliable and analytical people. We try to challenge our students so that they do not only become good signers that are culturally aware and respectful of deaf people, they also pick up many important skills along the way that will serve them in a variety of careers, such as a comfort with using basic items of technology or writing research papers/reports.

Q8 Provide the description of your program as it appears in the current college catalog, available here.

The Associate in Arts in American Sign Language is designed for students who want to acquire advanced expressive and receptive signing skills, as well as develop a greater awareness of the Deaf community and Deaf culture. The emphasis is on paraprofessional vocations and preparation for continued study in the subject. Upon completion, students may wish to transfer to an Interpreter Certification, American Sign Language, or Deaf Studies program or a four year university to continue their studies.

Page 2: II. Program Degrees and Certificates

Q9 Degree/Certificate #1

We have conferred anywhere between fifteen and eight certificates each year in the last five years. We have only recently added an AA degree in ASL and many students have indicated their excitement and enthusiasm in being able to purse an AA degree in ASL.

Our program is articulated with CSU-Northridge. CSUN has a very large ASL, Deaf Studies and ASL Interpretation program and several of our students go on to transfer to CSUN every year.

Our degree program is constructed in such a way that students should not have any issues earning a certificate or degree in two years. The surge in classes being cancelled is a concern for us, though, and we must continue to make sure our students have every opportunity to earn a certificate or degree in that two year span.

Q10 Degree/Certificate #2   **Respondent skipped this question**

Q11 Degree/Certificate #3   **Respondent skipped this question**

Q12 Degree/Certificate #4   **Respondent skipped this question**

Q13 Please upload the awards data tables for your program. You can print that worksheet from the program review data report to PDF or copy and paste into a Word document the awards data table rows for your program from the college-wide program review data report, accessible here.

ASL Awards Table.pdf (31.9KB)

Page 3: III. Curriculum Review, Development and Assessment

Q14 Access the Five Year Curriculum Review Cycle. Have all of your active course outlines been reviewed within the last five years?　　　　**Yes**

Q15 Write a paragraph about any changes planned for the curriculum, both areas of revision and areas of development and growth.

The ASL Department has submitted updates for all of the courses that needed to be reviewed prior to the Spring semester of 2019, except for ASL 140 -- Introduction to Deaf Culture. This is largely a lecture oriented class and we would eventually like to offer the class online. At this time, we are trying to be conscientious about the cost of the required textbooks for all of our ASL courses. We have had a number of discussions with our instructors about ways we may be able to teach the majority of our classes without needing to require our students to purchase a $100 textbook for the class.

Q16 Do you have an assessment plan on file with SLOAC? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.　　　　**Yes**

Q17 Following that assessment plan, is your program's data up-to-date and complete in Nuventive/TracDat (including methods of assessment, results, dialogue/actions and follow-up)? If you are not sure, please contact Institutional Effectiveness Specialist, Erich Kevari, at erich.kevari@gcccd.edu to submit your assessment data.　　　　**No**

Q18 What student learning-related successes and challenges have SLO results revealed for your department?Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful.

We meet with our instructors to discuss ways to assess our students in informative, meaningful and relevant ways. While the results/data may not always clearly indicate the same thing to all of our instructors, the steps we have taken to help our instructors improve the way they implement assessment processes and procedures and continue to make inroads towards improving the way we create and use assessment tools of all kinds are significant and continue to become stronger with each passing semester.

Q19 Do you have a PLO assessment plan on file with SLOAC? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.

No

Q20 Please provide an analysis of your program learning outcomes (PLO) findings and what changes, if any were made as a result.

Our PLOs consist of ensuring each student exits each class with an appropriate amount of communicative proficiency, cultural awareness and connections to online resources, people in the community or colleges and/or programs that will allow them to continue growing their ASL skills and work with signers of all kinds in a competent or skilled way. These PLOs have not changed.

Q21 Is this a CTE Program?

No

Page 4: CTE Programs Only

Q22 If a CTE program, provide a list of the committee members of your Advisory Committee, the chair's name, and the meeting schedule (e.g., twice yearly)

Respondent skipped this question

Q23 Summarize the recommendations from the Committee.

Respondent skipped this question

Q24 Describe changes that have been made to the program as a result of the committee's recommendations

Respondent skipped this question

Q25 If a CTE program, please discuss your labor market information. You can access labor market information on the CTE Launchboard, CTE Program Reports that have been prepared for the Governing Board, or by contacting the IESE Office at brianna.hays@gcccd.edu.

Respondent skipped this question

Page 5: IV. Program Data Analysis

Q26 How has the program's student population changed over the past 5 years (e.g., student demographics, enrollment, etc.)? Note that you can access your program's data report and the college-wide data report here.

The number of students enrolled in our ASL courses has dropped by roughly 33% over the last five years. The majority of students enrolled in our classes continue to be composed of people identifying themselves as white, currently at 36%, down from 47% in 2014. The number of hispanic students enrolled, has risen to 43%, from 37% in 2014.

Q27 How does the program's student population differ from the College's overall student population, if at all? Note that you can access your program's data report and the college-wide data report here.

The college has not had as significant a drop in enrollment, nor has there been a significant shift in the number of people identifying themselves in specific racial or ethnic ways enrolled in the college over the last five years. The students enrolled in ASL courses are somewhat different in that regard, with there being a somewhat significant drop in the number of students taking ASL courses.

Q28 What are the implications for ensuring the program is addressing the needs of its student population?

We are concerned about the drop in enrollment. We do not think that it's particularly attributable to any type of specific reason related to any particular racial or ethnic group. We are glad that the program appeals to hispanic students, though. There is a tremendous demand for trilingual signers fluent in ASL, English and Spanish and we hope that many of our signers with these skills are moving onward and helping meet this demand.

Q29 If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

Respondent skipped this question

Q30 How has the program's success rate across all courses changed over the past 5 years?

The success rate for our students enrolled in our ASL courses have remained mostly the same over the last five years, fluctuating by only a few percentage points across each course.

Q31 The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your will program help the College reach its long-term goal of increasing the course success rate to 77%. Your program may have a program-specific goal for program-wide success rate that differs from the college goal, based on historical or contextual data/information. This is intended to provide a goal for improvement only; programs will not be penalized for not meeting the goal. What is your program's one-year (2019/20) goal for success rate across all courses in the program?

As of Spring of 2018, the ASL Department had a success rate of 76%. Aside from the introductory ASL 120 course which has a lower success rate that has ranged from 73% to 69% to the current 72% over the last five years, we feel good about how we try to support our students in all of these different ways that range from encouraging our students to seek out free ASL tutoring services to being involved in various ASL Department activities. Our instructors are continually reminded that our students face many challenges outside of attending the class and keeping up with the coursework in the best possible way and we make it a point to talk about ways we can encourage continued class participation and keep students engaged in the class and program. We will keep on doing this and we feel that reaching or even exceeding the 77% number consistently is feasible.

Q32 Which specific groups (by gender and ethnicity) have success rates lower than that of the program overall?

African-American and Non-Hispanic students have had a wildly fluctuating success rate in our program, ranging from 53%, 63% all the way to 93% but this student body population makes up a very small part of our overall enrollment. Hispanic students have had a moderately lower success rate over the last four years, ranging from 80% to 77% to 72%.

Q33 What program (or institutional) factors may be contributing to these lower rates of success for these groups of students?

It's difficult to say from those wide ranging numbers. It's very important for us to use culturally respectful approaches and value all of our students and the experiences they're familiar and comfortable with.

Q34 What specific steps will the program take to address these equity gaps in the 2019/20 academic year?

The ASL Department will continue to have discussions about whether we're doing enough to retain and support each student. We will continue to look at whether we may be imposing some barriers towards success for certain student groups through our teaching practices, course material requirements and how we interact with and support our students that may be carrying significant responsibilities in addition to their Cuyamaca College studies and courses.

Q35 How do these activities inform the long-term program goals that you are setting in this comprehensive program review?

It tells us that it's going to be a continual process of engaging in dialogue with our students and finding out why they may be having a difficult time with various aspects of the course and whether there's something we may be able to do as instructors to improve the learning and educational experience for these students as well as help them stay connected to and involved in each ASL course in the best way possible.

Q36 If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

Respondent skipped this question

Q37 Does your program offer any courses via distance education (online)?

Yes

Page 6: Distance Education Course Success

Q38 Are there differences in success rates for distance education (online) versus in-person sections?

Yes

Q39 If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?

It may be too soon to evaluate the difference in distance education courses compared to our in person classes. We offered our first online ASL course during the Summer of 2018, an ASL 120 course and subsequently offered two more sections of 120 online during the Fall semester of 2018 with a very favorable success rate. It does not seem as if there is a significant disparity or difference in success rates for both types of classes.

Page 7: Strengths, Challenges & External Influences

Q40 Please describe your program's strengths.

The ASL Department and our instructional team is composed of mostly native signers that truly want to help their students learn ASL in the best possible way. Each instructor brings an unique skill set and signing style to the department. Our instructors are open to trying new teaching/instructional approaches and are great team players in terms of being willing to go to lengths to help out with out of the classroom activities such as ASL Club meetings and activities. Our instructors have tried to acquire new skills, whether that comes from taking college classes, attending trainings, or applying what they know about technology to create a great classroom experience.

Q41 Please describe your program's challenges.

At this time, there seems to be a few challenges. The ASL Department is not very visible on campus, by virtue of our department's location and that affects us somewhat in terms of recruiting new students and in generally being visible and seen by other students which often piques curiosities. We have tried to incorporate some interesting tech features into our classes, only to find that some of these approaches were more time consuming, rather than beneficial. We do not have any ASL Lab requirements that accompany our classes, one reason being is we lack both an appropriate space and the necessary items of technology to have an effective lab. It is a constant struggle to hire and secure qualified ASL instructors.

Q42 Please describe external influences that affect your program (both positively and negatively).

One significant external influence consists of the changing landscape of ASL classes. More and more ASL instruction is moving online, even though anecdotal evidence strongly suggests that many people continue to feel uncomfortable and unconvinced about the ability of students to learn ASL online as well as they would, were they enrolled in an in person class. Regardless, the rapid growth of online ASL classes has certainly impacted our program, as has San Diego State University's newfound interest in growing their ASL program. We may have lost a significant number of students in these ways. Declining enrollment means more cancelled ASL classes, more unhappy students, or more students unable to sign up for a different class just because it does not fit into their daily schedule, and it's a very real and definite concern at this time. There are things we certainly can do to counter our declining enrollment numbers, but whether we want to make a stronger push in the area of offering more online ASL classes is something that needs to be carefully considered for several different reasons.

Page 8: V. Previous Goals: Update (If Applicable)

Q43 Would you like to provide an update for your previous Goal(s)?   **Yes**

Page 9: Previous Goal 1

Q44 Previous Goal 1:

Use ipads in Classes

Q45 Link to College Strategic Goal(s):   **Basic Skills**
          Acceleration

Q46 Goal Status

Not
Started

Q47 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

We continue to have a small number of older ipads on loan. These ipads are not effective. We have had numerous issues with many of these ipads and as a result, none of our instructors have really used any of them for the last year and half. Using these ipads detract from what we try to accomplish in our classes with a limited amount of time, and the lack of an ample supply of ipads adds to the complexity of trying to include them in our class activities, and we've moved onto using other approaches that are more effective.

Q48 Please provide the rationale for this goal:

We would very much like to have thirty ipads for the ASL Department. We need to be able to quickly and efficiently connect to a variety of apps or use these ipads for different activities unencumbered by the myriad issues that surround the much older ipads we have on loan. We may at some point want to have an ASL Lab accompany some of our ASL courses. At this time, Cuyamaca does not seem to have an ideal space for this ASL lab, and we would be able to circumvent the need for this space by using ipads in our current ASL classrooms.

Q49 Please provide the goal action steps for the year (previously "Activities"):

We hope to acquire 30 ipads that we will be able to use in our ASL classes for a wide range of activities, and to help us quickly document assessment related data.

Q50 Do you have another goal to update?

Yes

Page 10: Previous Goal 2

Q51 Previous Goal 2:

Respondent skipped this question

Q52 Link to College Strategic Goal(s):

Respondent skipped this question

Q53 Goal Status

Respondent skipped this question

Q54 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

Respondent skipped this question

Q55 Please provide the rationale for this goal:

Respondent skipped this question

Q56 Please provide the goal action steps for the year (previously "Activities"):

Respondent skipped this question

Q57 Do you have another goal to update?   **No**

Page 11: Previous Goal 3

Q58 Previous Goal 3:   **Respondent skipped this question**

Q59 Link to College Strategic Goal(s)   **Respondent skipped this question**

Q60 Goal Status   **Respondent skipped this question**

Q61 How was the goal evaluated? If the goal is "in   **Respondent skipped this question**
progress," how will it be evaluated?

Q62 Please provide the rationale for this goal: **Respondent skipped this question**

Q63 Please provide the goal action steps for the year   **Respondent skipped this question**
(previously "Activities"):

Q64 Do you have another goal to update?   **Respondent skipped this question**

Page 12: Previous Goal 4

Q65 Previous Goal 4:   **Respondent skipped this question**

Q66 Link to College Strategic Goal(s)   **Respondent skipped this question**

Q67 Goal Status   **Respondent skipped this question**

Q68 How was the goal evaluated? If the goal is "in   **Respondent skipped this question**
progress," how will it be evaluated?

Q69 Please provide the rationale for this goal: **Respondent skipped this question**

Q70 Please provide the goal action steps for the year   **Respondent skipped this question**
(previously "Activities"):

Page 13: VI. New Goals

Q71 Would you like to submit any new goal(s)? **Yes**

Page 14: New Goal 1

Q72 New Goal 1:

Possible Relocation of Some ASL Classes

Q73 Link to College Strategic Goal **Organizational Health**

Q74 Please provide the rationale for this goal:

The ASL Department is located in the SE corner of the college, some might even say buried, literally and metaphorically, but the fact is that very little foot traffic passes through the department or circulates around our classes. One thing that also compounds the issue of recruiting new students to our ASL classes is that the foot traffic that circulates around the ASL Department is composed largely of ESL students. These students are already studying a new language, and learning yet another language on top of English may be the last thing these students have on their mind. Looking at the foot traffic in the afternoon, most of this traffic seems to circulate around the Student Center Building and pass around the H and F building corridors. Relocating a small number of our ASL classes to one of the classrooms behind the F building may help enhance our visibility.

Q75 Please provide the goal action steps for the year (previously "Activities"):

Discuss the possible relocation of some of our ASL classes with the administration.

Q76 How will the goal be evaluated?

Anecdotal evidence and student enrollment numbers over at least two semesters would seem to indicate whether this move was positive for the ASL Department.

Q77 Do you have another new goal? **Yes**

Page 15: New Goal 2

Q78 New Goal 2:

Increased Recruitment of ASL Instructors That are Online Savvy

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Q79 Link to College Strategic Goal **Student Validation and Engagement**

Q80 Please provide the rationale for this goal:

Students are increasingly flocking to online classes. This may not be the most ideal model for ASL instruction, but as the old saying goes, you can swim against the tide for only so long. The sparse number of online ASL courses we have offered have filled up immediately, in contrast to our in person ASL classes which have typically filled up slowly or not at all. We need more instructors comfortable and skilled in teaching online, or willing to pursue training that will allow them to develop the necessary skills to teach online.

Q81 Please provide the goal action steps for the year (previously "Activities"):

Continued recruitment of ASL Instructors that are willing and able to teach online ASL courses and possess the skills to work independently on their classes.

Q82 How will the goal be evaluated?

This goal will be evaluated through the successful procurement of instructors that are assigned an online class; successful Canvas course designs and positive student evaluations and skills assessment outcomes.

Q83 Do you have another new goal?   **No**

Page 16: New Goal 3

Q84 New Goal 3:   **Respondent skipped this question**

Q85 Link to College Strategic Goal   **Respondent skipped this question**

Q86 Please provide the rationale for this goal: **Respondent skipped this question**

Q87 Please provide the goal action steps for the year (previously "Activities"):   **Respondent skipped this question**

Q88 How will the goal be evaluated?   **Respondent skipped this question**

Q89 Do you have another new goal?   **No**

Page 17: New Goal 4

Q90 New Goal 4:   **Respondent skipped this question**

Q91 Link to College Strategic Goal   **Respondent skipped this question**

Q92 Please provide the rationale for this goal: *Respondent skipped this question*

Q93 Please provide the goal action steps for the year   *Respondent skipped this question*
(previously "Activities"):

Q94 How will the goal be evaluated?   *Respondent skipped this question*

Q95 Do you have another new goal?   **No**

Page 18: Resources Needed to Fully Achieve Goal(s)

Q96 Is the program requesting resources this year to   **Yes**
achieve this goal?

Page 19: VII. Faculty Resource Needs

Q97 Are you requesting one or more faculty positions to   **No**
achieve this goal?

Page 20: Faculty Position Request(s)

Q98 Please remember to complete the Faculty Position   *Respondent skipped this question*
Request Form (accessible here, under Staffing Request
Information) for this position that you are requesting and
upload it using the button below.The Faculty Position
Request Form (In Word) can be located here (under
Staffing Request Information).Brief Description of the
Position Requested:

Q99 Faculty Position Request 1 - Related Program   *Respondent skipped this question*
Goal(s):

Q100 Faculty Position Request Upload 1: Please upload   *Respondent skipped this question*
the completed faculty request form using the button
below. You can access the Word version of the Faculty
Position Request Form here (under Staffing Request
Information).

Q101 Faculty Position Request 2 (if applicable): Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below.The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information).Brief Description of Position Requested:

Respondent skipped this question

Q102 Faculty Position Request 2 - Related Program Goal(s):

Respondent skipped this question

Q103 Faculty Position Request Upload 2: Please upload the completed faculty request form button below. You can access the Word version of the Faculty Position Request Form here (under Staffing Request Information).

Respondent skipped this question

Page 21: VIII. Classified Staff Resource Needs

Q104 Are you requesting one or more classified positions to achieve this goal?

No

Page 22: Classified Staff Position Request(s)

Q105 Classified Staff Position Request 1: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for this position you are requesting.Brief Description of Position Requested:

Respondent skipped this question

Q106 Classified Staff Position 1 Related Program Goal(s):

Respondent skipped this question

Q107 Classified Staff Position Request Upload 1: Please upload a completed Classified Position Request Form using the button below. You can access the Word version of the Classified Position Request Form here (under Staffing Request Information).

Respondent skipped this question

Q108 Classified Staff Position Request 2: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for each position you are requesting.Brief Description of Position Requested:

Respondent skipped this question

Q109 Classified Staff Position 2 Related Program Goal(s):

Respondent skipped this question

Q110 Classified Staff Position Request Upload 2: Please upload a completed Classified Position Request Form using the button below. You can access the Word version of the Classified Position Request Form here (under Staffing Request Information).

Respondent skipped this question

Page 23: IX. Technology Resource Needs

Q111 Are you requesting technology resources to achieve this goal?

Yes

Page 24: Technology Request(s)

Q112 Technology Request 1: Please remember to complete a Technology Request Form for each request. You can access the online Technology Request Form here: Technology Request Form.

Description:	**ASL Department ipad Quote**
One time or On-going	**One time**
Amount Requested $	**$12,670.72**
Related Program Review Goal:	**Ensure we have access to necessary visual technologies to teach our classes effectively.**

Q113 Technology Request 2: Please remember to complete a Technology Request Form for each request. You can access the online Technology Request Form here: Technology Request Form.

Description:	**Office ipad Request**
One time or On-going	**One time**
Amount Requested $	**$2037.85**
Related Program Review Goal:	**My office mac is almost obsolete. I cannot create presentations using some of the newer programs out there since my mac cannot continue to be updated with the newest OS any longer.**

Page 25: X. Perkins and Strong Workforce Resource Needs

Q114 Are you requesting Perkins and/or Strong Workforce resources to achieve this goal?

No

Page 26: Perkins Request and Strong Workforce

Q115 Perkins Request and Strong Workforce 1: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Respondent skipped this question

Q116 Perkins Request and Strong Workforce 2: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Respondent skipped this question

Page 27: XI. Supplies/Equipment Resource Needs

Q117 Are you requesting supplies and/or equipment resources to achieve this goal?

No

Page 28: Supplies/Equipment Request(s)

Q118 Supplies/Equipment Request 1: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

Respondent skipped this question

Q119 Supplies/Equipment Documentation 1: Please upload any supplies/equipment quotes or additional documentation for this request.

Respondent skipped this question

Q120 Supplies/Equipment Request 2: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

Respondent skipped this question

Q121 Supplies/Equipment Documentation 2: Please upload any supplies/equipment quotes or additional documentation for this request.

Respondent skipped this question

Page 29: XII. Facilities Resource Needs

Q122 Are you requesting facilities resources to achieve this goal?

No

Page 30: Facilities Request

Q123 Facilities Request 1: Please provide the information below and remember to complete the online Facilities Request Form, accessible here: Facilities Request Form

Respondent skipped this question

Q124 Facilities Request 2: Please provide the information below and remember to complete the online Facilities Request Form, accessible here: Facilities Request Form

Respondent skipped this question

Page 31: XIII. Professional Development Resource Needs

Q125 Are you requesting professional development resources to achieve this goal?

No

Page 32: Professional Development Request

Q126 Professional Development Request 1: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Respondent skipped this question

Q127 Professional Development Request 2: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Respondent skipped this question

Page 33: XIV. Other Resource Needs

Q128 Are you requesting any other resources to achieve this goal?

No

Page 34: Other Resource Request

Q129 Other Resource Request 1: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Respondent skipped this question

Q130 Other Resource Request 2: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Respondent skipped this question

Page 35: Executive Summary

Q131 Executive Summary

Instructional Comprehensive Program Review

The ASL program continues to work towards positioning our students for success in all sign language related endeavors. We continue to have a high number of students very interested in earning an AA or certificate in ASL. Many of these students have indicated a desire to continue their ASL studies in a variety of ways that may range from transferring to a four year college to studying ASL interpretation at one of the area community colleges, or volunteering with one of the area organizations that work with or serve deaf people. And we continue to have many students that come to us because they have a deaf family member or grew up with a deaf friend and wanted to continue working on their ASL skills.

One of the greatest aspects of our program is our instructors and how willing they are to help support the things we try to do within the ASL program with our students that engender success and a commitment towards learning signs. The majority of our instructors have been happy to contribute good amounts of time outside of class to help with these efforts. Our instructors all try to create the best classes they can and everyone has been great about sharing their ideas and suggestions with the others in the ASL Department.

At the same time, it is a constant challenge securing these types of instructors, people who are either knowledgeable and fluent in ASL and pedagogical practices or have experience teaching and can easily use prior teaching experiences on top of their ASL skills to be an effective teacher. Not only that, with the surge in students flocking to online courses, this creates the need for an unique skill set that many people may not have, or want to develop. Online teaching is not for everyone, in fact, it is somewhat controversial in the field of ASL instruction. There are a significant number of people in the field who feel that it's not possible for new signers to learn many of these complex skills online. There are so many subtle shifts and behavioral mannerisms or indications that can change the entire meaning of a conceptual communication, and it is easy to understand how difficult it is to demonstrate, rehearse and assess these important skills online -- most students already have a difficult enough time picking up these skills in a face to face class.

Another shift in the community that has impacted our program somewhat is San Diego State University's decision to begin investing significant resources into growing their ASL program. We used to have a large number of students from SDSU in our ASL classes. Now, it's somewhat surprising if we have more than one or two students from SDSU in any of our ASL classes each semester.

The most important way that our assessment results have influenced our program is that it has helped all of us continually look at the ways we create these assessment tools and implement them with our students. Through reviewing our assessment results, we were able to identify some interesting but perhaps not so clear ways our instructors were assessing our students. One example of this would be assignment outlines or guides that perhaps weren't quite effective in the way of listing the specific skills each student was expected to demonstrate, or stating how these skills would be evaluated. Through reviewing the assessment results our instructors handed in, we started having regular discussions about how to clearly explain our expectations for each assignment, by possibly using rubrics, for example and how to explain to our students what we expected to see demonstrated for each particular skill that would be assessed. This has helped the majority of our instructors, that are already wonderful signers and teachers, become better versed in some of the pedagogical processes.

As things stand right now for the ASL Department, there are several things we would like to work on. As mentioned, we are going to continue to explore the viability of expanding our online classes. Preserving the quality of instruction and the skills our students exit each class with is our first and foremost concern and we want to ensure that we can comfortably ensure each online class will be able to achieve that before listing or offering the class online.

Improving our visibility on campus is another pressing need. Our college students do not seem to stick around for many things, extracurricular activities and whatnot. In the past, we have had a number of ASL events here on campus, and the majority were sparsely attended. Our ASL students were asked to perform in these presentations, which is a very stressful and nervewracking undertaking for many students, and in some semesters we were able to gather enough students for the event to go on. In one or two other semesters, this did not happen, either because not enough students volunteered to perform, or because there were conflicts with larger deaf or asl-centered events happening in the community. So, we are open to all ideas. The ASL Department has reached out to some other departments to see if they would be interested in collaborating on events or projects, but it has been somewhat difficult lining up an event that would increase exposure and benefit both our departments and students. Nonetheless, we will continue to work on increasing our exposure on campus and in the community.

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Last, we still need to have ipads on hand, at least one for each student in all of our classes. This will help us in so many different ways, and later on, should we ever determine that it may be necessary to create an one credit lab course that would accompany one or two of our ASL classes, these ipads would allow us to work around one obstacle, the lack of an open space in our college with easily accessible computers or tablets. The computer labs in the E building are not ASL friendly. There are large rows of desks with large desktop computers blocking views everywhere. With these ipads, we would be able to have lab activities in our ASL classroom, if needed.

Q132 Are you ready to submit your program review? If you click "No," you will be redirected to the start of the program review module.

Yes