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PROGRAM REVIEW

FALL, 2010

January 26, 2011

To the Program Review Committee,

The following document provides an in-depth analysis of the American Sign Language (ASL) program. Everyone in the department provided information that contributed to the content. Currently, this consists of two full time instructors and seven adjunct instructors.

The statistical information has been provided by the Research and Planning office and Instructional Operations. We appreciate their time and energy.

Both full time instructors have read the document and are available for questions. We look forward to meeting with the committee.

Enjoy,

Jennifer Carmean
Professor/Coordinator
American Sign Language

Jamie Gould
Instructor
American Sign Language

AMERICAN SIGN LANGUAGE

Full time Instructors: Jennifer Carmean

Jamie Gould

Adjunct Instructors at the time of this writing:

Dr. William Clary

Venita Driscoll

Amanda Fish

Pat Griffith

J. Jerry Rhodes

Simone Laubenthal

Sherry White

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American Sign Language

SECTION 1 - BRIEF DESCRIPTION AND HISTORY OF THE PROGRAM

1.1 Introduce the self-study with a brief department history. Include changes in staffing, curriculum, facilities, etc.

Program Description:

The ASL program has evolved from offering sign language courses into a major for a transfer degree. The focus of the program is for students who want to work with Deaf people to become fluent in their communication skills and knowledge about Deaf culture and the community. The program is primarily for those who may want to work with Deaf people in some way. This may be in the way of working with Deaf consumers that frequent one's place of employment (doctor's office, DMV, Starbuck's, Walmart, FedEx), or teaching and counseling Deaf people, or fluency for communication when one has a Deaf friend or family member. The ASL degree is not an interpreting degree. It can be described as a general Deaf studies degree.

The ASL department offers 18 sections. The courses meet the industry standard with each of the lecture courses being 4 units and labs of 1 unit. This is important to note because as ASL has become recognized as a language throughout the United States for use as general education credit, the expectation is that the courses will be taught similar to foreign language courses. Therefore, programs that are still offered for 3 units do not meet the industry standard. The ASL program here at Grossmont College has added substantial content to warrant the increase to 4 units with approval from the curriculum committee.

On campus there is an official ASL club for students with an academic advisor. Every spring semester, the Deaf Deaf World cultural plunge is offered to the community on Grossmont's campus. This is an activity that gives students the opportunity to use their signing skill in a mock society. More details about this event are provided later.

The classes are staffed by 2 full time instructors and 8-10 adjuncts instructors. In Fall, 2009, 21 sections were offered. Due to recent budget cuts, the department was cut back to 18 sections. Most of the classes fill up with long waiting lists. For example, the Spring 2011 registration started November 15, 2010. At the time of this writing, December 7, 2010, ASL I, II, III were closed to registration as they are all full.

In Spring, 2007 an ASL degree was developed because of student requests, growth of the program, and increasing popularity of ASL. The state chancellor's office awarded temporary approval. This was due to the fact that the number of courses which articulated did not meet the State's requirement for a transfer degree. The ASL faculty discussed modifications. The modifications were put forth to both the curriculum committee and the State, receiving permanent degree approval in Fall, 2009. There have been a total of 15 students that have graduated with a degree or certificate in ASL since that time.

Program History:

The first sign language class at Grossmont College was offered in 1976 taught by an adjunct instructor. One section of beginning sign language (a 2 unit class) was offered under Personal Development 299 from 1976 to 1981. In 1982 the course was given a permanent number PD 140 and intermediate sign language - PD 141 was added. The courses were still 2 units while only one section of each course was offered. Unfortunately, this was the last time sign language was offered as budget cuts forced their elimination.

In 1990, Jennifer Carmean joined the faculty working in Disabled Student Services. One aspect of her duties was to work with the Deaf students on campus. Interest in sign language begun to grow as more Deaf students and interpreters were seen signing on campus.

The coordinator of the Health Professions approached Disabled Student Services and requested that a sign language class be offered. Jennifer Carmean was asked to teach one course overload. In Spring, 1991, one section of beginning sign language was offered under Personal Development 299 as a 3 unit course. This one course was offered every semester for the next few years.

In 1993, the 299 course was given the permanent number of ASL 120. In Spring, 1996 two sections of ASL 120 were offered and an intermediate sign language course was added.

In Spring, 1998, additional sections and courses were offered due to the high demand from students. That semester, four sections of ASL 120, Intermediate Sign Language, and Fingerspelling were offered. Since Jennifer was teaching overload, additional adjunct instructors were hired to teach these.

By Fall, 1999, the sign language course offerings consisted of 12 sections with 5 adjunct instructors. It was becoming obvious that a full time instructor/coordinator was desperately needed. A staffing request was submitted to the Staffing committee. Although it was ranked high, it was not funded. To this point, Jennifer Carmean had been volunteering her time to set up the schedule and assist in the hiring of adjunct instructors.

In Fall, 2001 Jennifer Carmean accepted a Counseling position at Cuyamaca college. That left the program coordination to the Dean, Janet Castanos. She coordinated the program for one year until the full time position was filled. In the Fall, 2002, through a standard hiring process Jennifer Carmean was hired full time to teach and coordinate the American Sign Language (ASL) program.

In Fall, 2005 the courses were modified from 3 units to 4 unit for ASL 120, 121, 220, and 221 (ASL I, II, III, and IV). Throughout the United States, ASL was now recognized as a foreign language. Many CSU and UCs accepted the 3rd semester of ASL to fulfill their foreign language requirement. Since most foreign languages were 5 unit courses, this meant that Grossmont's courses needed to "bulk up" and include more linguistic information as it applied to skill production. The modifications were approved.

While this was occurring, in Fall, 2003 another staffing request was submitted to the Staffing committee. The position ranked high and was granted approval for hiring. Jamie Gould was hired and began teaching full time in Fall, 2008.

Another important historical note to mention is the various divisions that ASL has been housed

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under. Since the resurrection of the ASL courses 1990, they have been housed under various divisions. From 1990 – 1993 the courses remained under Disabled Student Services. In 1993, the ASL courses were moved to the division of Humanities and Behavioral Sciences. As this division grew, it was reorganized to decrease the workload of the Dean. In Fall, 2009 the ASL department, along with Foreign Languages and Humanities were moved to the Communication and Fine Arts division. With the addition of our programs, the Communication and Fine Arts division underwent a name change to reflect the expansion. It was renamed Arts, Languages, and Communication.

Program Goals

1.2 Appendix 1 contains the most recent 6-year Unit Plan for the program. From the 6-year Unit Plan, select your most and least successful goals and answer the following questions.

For your most successful goal: **Developing an ASL transfer degree and/or certificate.**

   a) **What activities did you undertake to achieve this goal?**

   - Research CSU and UCs in California that have ASL bachelor level degrees.
   - Research community colleges in California that offer an associate in this area.
   - Discuss the idea of an ASL degree with San Diego Mesa College and Palomar College since they are the 2 local colleges that offer an interpreting degree.
   - Faculty discussions about the curriculum.
   - Develop and plan the curriculum.
   - Write the official course outlines for the curriculum committee.

   b) **Report and explain the data you have to verify progress toward your goal.**

   - The degree was made permanent in Fall, 2009.
   - To date there have been 15 students that have graduated with a degree or certificate. Additional graduates from Summer, 2010 and Fall, 2010 are not included in the data provided by Research and Planning.

   c) **How did the achievement of this goal help move the college forward toward fulfillment of the planning priority goals in its strategic plan?**

   - Goal 2 "Responding to changing community needs." East County does not have an ASL degree available where San Diego and North county areas do.
   - Goal 6 "Promote Institutional Effectiveness" the ASL classes bring many students to the college.
   - Goal 9 "Enhance Workforce Preparedness. The students who complete the ASL classes are able to communicate with Deaf people such as their family members or consumers at businesses.

For your least successful goal: **Obtain a dedicated classroom/lab for ASL classes.**

a) What challenges or obstacles have you encountered?

- Space issues as classrooms are protected and coveted spaces.
- Funding issues as a dedicated space and staffing require an increase in the budget.
- Technology support as computers, software, and staff would be necessary to make it efficient and highly recognized.
- Other community colleges that have embarked on this with vocational programs in ASL have received funding for set up. For example, San Diego Mesa College is currently setting up their dedicated ASL lab. To date, they have spent $200,000. Cuyamaca set up an ASL lab approximately 5 years ago with special funding.

b) Has this goal changed and why? No, this goal has not changed.

- It is still a goal for the ASL department. Two practicum classes have been set up in lieu of a dedicated lab. The content of the classes is similar to the content of dedicated labs. However, the focus is more of a conversational type class since we do not have a dedicated space to use technology and other equipment. The activities are similar, but not the same as if students were in a dedicated lab with computers, webcams, etc. The activities are less complex with less access to the web for individual practice. We have been resourceful in having the practicum class operate similarly to a lab-type course by using portable cameras (FLIP) and a laptop that are carted back and forth to the class everyday.

Implementation of Past Program Review Recommendations

1.3 Your program 6-year plan in **Appendix 1** contains the most recent Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review.

The most recent Program Review for the ASL department occurred in Fall, 2003. At that time, the Program Review Committee had 6 recommendations. Of those six, four have been accomplished thanks to the support of the college.

The changes that have been made based on the past recommendations are:

- The unit value of the courses has been changed from 3 to 4.
- An ASL transfer degree has been approved.
- Funds have been given to the department for purchase of software and hardware (FLIP portable cameras, 2 laptops, 4 camcorders) to develop student's receptive and expressive signing skills.
- A second full time ASL instructor has been hired.

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SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

In **Appendix 2- Catalog Descriptions**, insert copies of your catalog descriptions from the most recent college catalog (see "Courses of Instruction" section. This is the blue section). If your program has an Associate Degree program, include the relevant pages from the catalog (see "Associate Degree" section. This is the yellow section). [NOTE: Do not include your actual course outlines]

2.1 Review your courses outlines and explain how these outlines reflect currency in the field and relevance to student needs, as well as current teaching practices.

Two examples of current teaching practices are important to understand. One is the concept of "total immersion" and the other is the theories of second language learning. The current teaching practice for ASL nationally is an immersion approach where students are immersed in the target language. This means that instruction is done in silence. Instructors do not use their voice to teach. Vocabulary and grammar structures are taught using demonstration, pictures, video clips, visual-gestural communication and writing. The target language is a visual language. Therefore, students are taught with visuals. Students are immersed in a visual language while discovering the environment that Deaf people face as they reside in a hearing society and how they maneuver communication between two culturals.

The other teaching practice to understand is that of using second language learning theories when teaching ASL. Students are taught by seeing the language, discovering the patterns, and analyzing linguistic information. Second language learning methods include the use of pragmatic situations with which people will be involved. For example, it is typical in the Deaf community when a hearing student first meets a Deaf person for certain information to be shared. The hearing student is expected to explain if they are Deaf or hearing, their name, who their teacher is, where they are learning sign language. This conversation is Unit 1 in a beginning sign language class. The vocabulary is learned while applying the proper facial grammar and sentence structure. Instructors, therefore, need to be qualified to understand these two teaching methodologies, as well as, be fluent users of ASL to be able to teach grammar without talking about it—visually and silently demonstrating. All levels of ASL use these principles.

The course outlines reflect the content that is used when teaching the ASL classes. It is difficult to reflect a silent and visual course in the outlines. There are references to ASL as it is used within the Deaf community to reflect the immersion approach. The information listed on the course outlines list cultural knowledge students need in order to navigate themselves in the Deaf community. It is important to note that the outlines are not able to show how the ASL classes teach confidence in students so when they meet a Deaf person they will not embarrass themselves because of ignorance.

The techniques of the total immersion approach and using second language teaching theories are the industry standard when it comes to teaching ASL. Furthermore, there are only two published curriculums for teaching ASL at the college level. Grossmont's ASL department uses one as the required textbook and the other curriculum as the recommend textbook.

2.2   What orientation do you give to new faculty (both full- and part-time) regarding curricular expectations (i.e. SLOs and teaching to course outlines), academic standards, and department practices? How do you maintain an ongoing dialogue regarding these areas? **You are encouraged to use feedback from your Faculty Survey discussion.**

When a new adjunct instructor is invited to teach in the ASL department, a meeting is set up with the Coordinator. At this meeting the instructor is given the official course outline for the course he or she is teaching. The coordinator advises them of the kinds of things to include in their syllabus – including the senate approved statements and SLOs for their course. The new person is advised to join the "New Adjunct Faculty" orientation that is offered during flex week. A tour and general overview of the campus is given. During the meeting the following information is given:

- Department meetings and required staff development hours.
- Schedules are given - such as syllabi to the dean, drop rosters, final exams, etc.
- Email – how to receive GCCCD email.
- A discussion and/or demo of the "immersion" policy/teaching methodology.

The ASL department meeting during flex week is where ongoing dialogues occur regarding SLOs, curricular expectations, etc. For example, during the Fall, 2010 department meeting, everyone was asked to bring a teaching strategy they created. During the meeting, each faculty explained their teaching strategy while we became their students. Each strategy was demonstrated in this manner. Since the inception of the SLOs, the department always has a lively discussion about this.

The department coordinator tries to make the department meetings meaningful. In the past, various guest speakers have been invited to present. Some examples are the library personnel, campus police, and a representative from a new ASL software vendor.

The ASL department has only had one instance where a new full time faculty member was hired. The full time faculty member received a similar orientation through the "New Faculty Orientation" offered by the Vice President of Academic Affairs and the Senate President. This person is on campus much more often than adjuncts and is in the tenure process. Therefore, her "orientation" occurs daily as she becomes embedded into the college.

The Program Review Faculty Survey was sent out to instructors with a 2-week turnaround time. The ASL faculty were reminded to participate by email three times during this period. The return rate was poor as only 3 people participated – myself and two others. Since the department had 10 faculty, it doesn't seem valid to draw conclusions or make inferences about the whole program based on my survey plus two.

2.3   Give some examples of how your department members keep their instruction (i.e. delivery, content, materials, syllabus) current and relevant to student academic and/or career needs.

The current faculty are involved in the Deaf community in some way. Some instructors teach at other colleges, some are employed as interpreters, and some are officers or members in local and national organizations. Some instructors are on list-servs for the discipline and some

monitor the Facebook page of the ASL club. All instructors regularly attend conferences or workshops on teaching ASL, the linguistics of ASL, trends in the Deaf community and/or the curriculum used.

Through their involvement in the community they bring back to the department changes, conflicts, and challenges that are important. The ASL faculty is well connected to the Deaf community and the careers that involve working with Deaf people.

The ASL club and the Silent Lunches are places that ASL students can practice their signing skills with other Deaf students and our faculty. This helps the department stay connected to the students.

The ASL degree is fairly recent. Lots of time went into examining the degrees that were in the community college system, as well as the CSU/UC systems for transfer. This allowed the faculty to know the current direction ASL and California were taking.

2.4 Analyze the data in **Appendix 3 - Grade Distribution Summary Report.** Identify and explain any unusual retention patterns or grading variances. (To figure retention percentages, subtract the "W's" from the total enrollment and divide that result by the total enrollment.)

It is important to note that our department often discusses strategies to grade, rubrics faculty use, and activities used for grading at department meetings. For example, one semester videotapes were viewed of students taking their expressive final exam in an ASL II class. The students had to sign their autobiography as it related to the vocabulary learned at this level and then spontaneously respond to questions. During the department meeting, a clip was viewed and each faculty member stated the grade they would assign and their rationale. A discussion ensued.

The discussion is the important element. Some instructors choose to use assignments that other instructors feel are too difficult or are not appropriate for a specific level. Some instructors choose projects that others feel should be used for practice but not an exam.

During the discussions opinions differ. For example, some instructors assign participation points. In discussing the point scales used, the amount of points given may pull up a student's grade by one letter when their skill doesn't warrant that letter grade. Some instructors feel participation is more important and accept this nuance where others have adjusted their participation points to be weighted lower to avoid this nuance so the grade reflects the students' overall ASL skills and knowledge.

It is important to know that grading is discussed regularly and instructors within the ASL department are given the freedom to decide how to grade their students. Having said this, the grade distribution summary showed some interesting things. There are 2 instructors that tend to assign higher grades when compared to the other instructors. It is the intention of the program coordinator to share the grading distribution summary (with names deleted) to generate more discussion.

2.5 Describe strategies employed to ensure consistency in grading in multiple section courses and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught).

In the ASL department, ASL I and ASL II are the courses with multiple sections. The SLO assessment has led to discussions about the core skills to teach. It has also assisted us in providing some consistency with developing rubrics. The ASL III class has two sections which are usually taught by the same instructor. The ASL IV and practicum classes have only one section.

The implementation of the SLOs and assessments has lead to discussions about the skills and components necessary for grading. At department meetings videotapes are viewed. Instructors are seeing actual students signing and have the opportunity to ask other instructors about their opinions when significant differences arise. As a result, the department seems to be consistent on what they grade on – but a little more diverse on the weight each component should carry.

2.6 Describe and give rationale for any new courses or programs you are developing or have developed since the last program review.

There has not been any development of new courses or programs since the last program review other than establishing the ASL degree/certificate. Some discussions have occurred with regard to an interpreting program. The only two in San Diego County are at San Diego Mesa College and Palomar College. Both are vocational programs. Students often request that one be established for East County. Having a third vocational program in this area poses a challenge of having it approved. Another factor that is important is the labor market research for ASL interpreters. The previous vice president of instruction advised the department coordinator to look into this by contacting the research department to look at statistics of job growth in the east county. The research department reported that only 5 new jobs a year open up. The previous vice president would not support a program with this statistic.

Discussions have occurred for developing a "Certified Deaf Interpreter" program. This is where Deaf people learn to interpret from English to ASL to visual gestural communication. There is a national test one can take to become a certified interpreter. The person with a CDI goes into the court systems or DMV and watches the interpreter then translates the meaning of the discourse for the Deaf consumer. A program of this nature would prepare Deaf people for this exam and profession. The courses would involve topics such as English, ASL, gestural communication, diversity, psychology, society, government agencies, special populations, etc. Currently, the national exam is being revised so this idea has been put on hold.

Another discussion that has occurred is about developing a training program for working interpreters who are not familiar with the interpreting dynamic when interpreting video relay phone calls. The dynamics and ethics can be different from the face to face interpreting on site. There are 2 agencies in this area that hire interpreters with special training in video relay services. This idea has been put on hold due to the budget cuts which do not allow additional sections to be added. One year ago, the ASL department offered 21 sections. The campus as a whole has been asked to reduce sections, The ASL department now offers 18.

2.7 How are current issues (i.e. environmental, societal, ethical, political, technological) reflected in your curriculum?

The issues reflected in the curriculum stem from Deaf people living in a hearing society. Deaf people face discrimination in employment. Deaf people face communication issues when they enter businesses, hospitals, or government agencies. Deaf people face legislation and policy issues that have been set by hearing people who do not understand its affect on the Deaf community. Deaf children face public education that doesn't address their language acquisition. The Deaf community has strengthened its unification because of technology. Each course within the ASL department touches on all these issues in some way. The ASL major requires ASL 140 – American Deaf Culture – which addresses these. The textbooks acquaint students with Deaf peoples' opinions about these matters. The instructors draw out students' experiences and observations of these matters. The courses not only teach vocabulary and grammar but are designed to make hearing people aware of the day to day situations with which Deaf and Hard of Hearing people have to live.

Examples of how students are exposed to these issues are through reading material, writing research papers, writing reflection papers, having interviews with Deaf people, classroom discussion, examining popular Deaf community blogs, and using the internet to see how the Deaf community stays connected.

2.8 If applicable, provide a comparison of the retention and success rates of distance learning sections (including hybrid) and face-to-face sections. Is there anything in the data that would prompt your department to make changes? (Please see instructions for help on finding the applicable data.)

Currently, the ASL department does not have any hybrid or on-line courses.

2.9 If applicable, list the courses in the program that are duplicated at Cuyamaca College and are not aligned. Comment on the current status and describe the plans for alignment.

The duplicated courses at Cuyamaca College are ASL 120, 121, 220, and 221. All of the courses have been aligned.

2.10 If applicable, include the list of courses that have been formally articulated with the high schools. Describe any articulation and/or collaboration efforts with K-12 schools. (Contact the Career and Technical Education Partnership and Tech Prep office for help.)

The ASL department has not articulated any courses with K-12 schools. What has been discovered is that the teaching methods used in K-12 schools generally are not an immersion approach. Therefore, a no-voice policy does not exist, and the courses are taught with the instructors teaching by voicing or using interpreters. The students are allowed to use their voice

in classes. This is not the industry standard of ASL classes. It is not the position of the national American Sign Language Teachers Association on how to teach ASL classes.

Additionally, K-12 students are not required to interact with Deaf people or do reading and writing on Deaf community issues or the issues found in 2.7 of this document. Therefore, college classes are remarkably different from K-12 approaches and articulation has not been successful.

Grossmont College's ASL instructors have found that students from K-12 are not prepared for the next level because they lack the vocabulary, grammar, and knowledge of Deaf culture that community college students have.

2.11 Consult with the articulation officer and review both ASSIST.org and the Grossmont College articulation website. Please identify if there are any areas of concern or additional needs your department has about articulation with four-year institutions. Please describe how the program ensures that articulations with key four-year universities are current.

Since the ASL coordinator was previously the Articulation Officer at Cuyamaca College, be assured that articulation is always present in her mind. The ASL department has worked with the current Articulation Officer to articulate every possible thing. The working relationship between the ASL coordinator and Articulation Officer is evidenced by continual emails back and forth whenever a question arises.

Keep in mind that the ASL degree is fairly new. Being approved as a transfer degree by the Chancellor's office in the State meant that the department was meticulous about any articulation possible.

The ASL department has adjunct instructors who work at four-year institutions. They are always willing to update the faculty about any changes in ASL that may be of interest. There is a local chapter of the American Sign Language Teachers Association here in San Diego. Many of Grossmont College's instructors are members and attend the meetings on a regular basis. This is another way that changes in ASL programs are shared.

SECTION 3 - OUTCOME ASSESSMENT

Using the course Student Learning Outcome (SLO) assessment data that you've compiled in **Appendix 4 - Annual Progress Reports**, as well as **Appendix 5 – SLO Assessment Analyses** and **Appendix 6 - Course to Program SLO Mapping Document,** answer the following questions:

3.1 What is working well in your current SLO assessment process, and how do you know? What needs improvement and why?

In the SLO assessment process, having a department SLO coordinator is the key to the process

working well. Having a person track and monitor our progress has helped the department stay on track with the College SLO process. This person is Jamie Gould and she has discussed SLOs, assessment, and what the department needs to do next at every meeting.

The biggest challenge in the SLO process has been helping adjunct instructors understand the purpose of the SLOs. Through several department meetings, inviting the campus SLO coordinator to speak, and continual discussions the adjuncts instructors are beginning to be aware of the SLOs and the purpose. The discussions are good and have yielded great input about the process for our department.

We believe our assessment process is working and that our courses are successful because the assessment goals that our department has set have been met. The data is shared at department meetings. Discussion takes place to see if any adjustments are needed to the course content. The assessment process seems to be working well. The only task that needs improvement is getting some of the adjuncts to submit their assessment results by the given deadlines.

3.2 Using your course-level **SLO Assessment Analyses (Appendix 5)** this is part of your annual reporting process your **Course-to-Program SLO Mapping Document (Appendix 6)**, discuss your students' success at meeting your Program SLOs.

Our most recent assessment occurred in Spring, 2010. The department examined and discussed the results in our Fall, 2010 department meeting. The department was pleased with the outcomes. Here is a summary of the results:

Course:	Success rate:	Skill assessed:
ASL 120	89%	Receptive skills
ASL 120	92%	Expressive skills
ASL 121	89%	Knowledge of Deaf culture
ASL 122	74%	Receptive skills
ASL 196	100%	Knowledge of Deaf culture
ASL 220	87%	Expressive Skills
ASL 221	91%	Expressive Skills
ASL 222	75%	Expressive Skills

In ASL there are 3 important components to the language: 1) expressive skills – one's ability to sign; 2) receptive skills – one's ability to understand what someone is signing; 3) knowledge of the Deaf culture and its community. Generally, there are 3-4 SLOs per course - each designed for one of the three components above.

The ASL courses are sequential. This means one must pass one level in order to have a foundation of skills and knowledge to begin the next level. A student must pass ASL I in order to have the foundation to begin ASL II. Therefore, the assessment results of the SLOs show us the success rate of sections of the program. The program SLOs are meant for someone who has completed all the courses in the major.

3.3 Based on your discussion in **3.2**, are there any program SLOs that are not adequately being assessed by your course-level SLOs? If so, please indicate by clearly designated modifications to your Course-to-Program SLO Mapping Document in **Appendix 6**. Please discuss any planned modifications (i.e. curricular or other) to the program itself as a result of these various assessment analyses..

Overall, the SLOs of the courses cover the program level SLOs. Since the courses are sequential and each course is part of the "bigger picture," it would be interesting to develop an SLO tool which assessed students after they have completed all the courses in the major - or perhaps an assessment to give graduates after they have received their degree or certificate.

SECTION 4 - STUDENT ACCESS

4.1 How does facility availability affect access to your program?

The idea behind scheduling the ASL classes is to provide a balance of days and times offered so students have access and our classes can fit into their personal work life. There are two issues that affect this access. One is availability to classrooms and the other is adjunct schedules.

Availability to classrooms is a common accessibility issue. The ASL courses are 4 units meeting for one hour and 50 minutes. This often overlaps a 3-unit course that meets for one hour and 15 minutes. There are room conflicts every semester that must be worked out. Not enough classrooms means we are depended upon rooms that are available and this drives the schedule instead of student access driving the schedule.

The ASL program is supported by 8-10 adjuncts. Many of the adjuncts have full time careers. Many of them work at other colleges. Their availability to work here can be contingent upon their other jobs. Some of the adjuncts prefer to have all their classes on the same day instead of driving here 4 times a week. Most of the adjuncts are very flexibility and will work with the schedule. However, sometimes this isn't possible and the schedule is set up around adjunct availability.

The student survey showed that 60 % of students checked that they would prefer classes be held between 9am-12noon which is a difficult time to find available classrooms. Thirty-seven percent checked the 12-3pm block of which they would prefer classes. The ASL department has anywhere from 8-10 adjuncts depending upon the number of courses offered. Many of them work full time and prefer evening classes. Juggling the schedule to accommodate students' requests, classroom conflicts, and adjunct availability can be a daunting task.

4.2 Discuss what your program has done to address any availability concerns (i.e. alternative delivery methods, alternative scheduling sessions, off-site offerings).

The ASL department tried offering Saturday courses. This meant a 4-unit course met for 4 hours of signing in one day. The instructors who taught these courses gave input about the physical fatigue they experienced of signing for 4 hours. Other input included campus services unavailable for use. For example, the printing department, the cafeteria, etc. Enrollment numbers for Saturday courses were not as high as the courses offered during the regular week.

One semester, the department tried a four -hour class on Fridays. This, too, was met with fatigue and low enrollment numbers.

The ASL department offered a course with a Wednesday/Friday schedule. Room conflicts occurred in scheduling for the Wednesday meeting. Enrollment numbers were lower on these days than courses offered Monday through Thursday.

As for alternative delivery methods, the department faculty isn't sure what this would look like. The language is visual and a 3-D language needing space. DVDs and videoclips alone do not provide one with signing fluency. Online classes have not been pursued.

There have been discussions about offering the Deaf Culture lecture class on-line. The faculty is mixed about the benefit of this for students. Some feel that by having this class on site in a classroom, students get to see and meet Deaf people, sign with Deaf people, and observe the interpreters. For many people, this is a unique experience that would be eliminated if the class were offered online. Some people never meet a Deaf person. Some people are never involved in communication between Deaf and hearing people. They never see how the interpreting process works. Discussions continue about offering this online one semester and face-to-face the next semester.

4.3 Based on your analysis of the Student Survey results in **Appendix 7**, what trends did you observe that might affect student access (i.e., course offerings, communication, department and course resources)?

The Student Survey results were very positive. The survey was completed by 212 students. Out of the 212, 53 students wrote comments. Approximately 5 could be viewed as negative.

The trends that might affect student access were regarding face to face communication with their instructor, what helped students learn the course material, and who they turned to for help.

Seventy-seven percent of the students report they communicate with their instructor face-to-face. Since the ASL department has so many adjunct instructors, perhaps having office hours would help students.

Eighty-seven percent checked "lecture" that helped them learn the course material. Seventy-five percent checked "group work" as helping them learn the course material. "Lecture" and "group work" were also the top two checked for the question, "what would help *future* students learn the material?" With this information, the department can continue to discuss ideas for group work activities and innovative lecture methods.

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Seventy-five percent checked "friends who have taken the class" as who they turned to for extra help. The department can discuss continuing the socializing of the ASL students such as the coffee nights, the ASL club, the Deaf Deaf World event.

4.4 What implications do these findings from 4.3 have for your program?

Since the survey results were provided late, the semester after the semester which was designated for Program Review, the department has not had a chance to see the results. The information will be provided at the next department meeting.

Of interest to note is that 48 percent of the students checked "general education requirement" as the reason for taking ASL classes. Sixty-four percent checked "general interest" as the reason for taking ASL.

Another interesting note is about the major of the students who took the survey. One hundred seventy students did not answer this question. Forty-two students did and checked "undeclared." Several students wrote in their major. Psychology majors accounted for 21 and Nursing majors accounted for 20. 8 accounted for Business and Liberal Studies. 6 accounted for Administration of Justice majors. The other majors written in were all numbers under 3. There were not anymore significant clusters.

4.5 Based on your analysis of questions 3 through 16 in the **Appendix 7-Student Survey**, identify any changes or improvements you are planning to make in curriculum or instruction.

Since the survey results were provided after the semester of Program Review, the department has not had a chance to see the results. The information will be discussed at the next department meeting. The next department meeting will be held in Fall, 2011.

4.6 Discuss program strategies and/or activities that have been, can be, or will be used to promote/publicize the courses/program. Comment on the effectiveness of these strategies in light of the results of the **Student Survey (Appendix 7)**

In Fall, 2010 the ASL department was showcased at the Career Expo held on campus. A huge activity was stationed in the center for people to enjoy. Additionally, the ASL department had a table with information about the program.

In Fall, 2009, Jamie Gould participated in a Career Fair for high school students held at Cuyamaca College. She represented the ASL department with information about our program here.

In spring, the ASL department hosts the Deaf Deaf World event. This is an activity for ASL students and Deaf people around San Diego county. In Spring, 2009 and 2010 we had a total of 510 people attend. Some were students, some were Deaf people, some were community members. Having the event on our campus lets people know about Grossmont College and our involvement within the Deaf community. This event is in the planning stages for Spring, 2011.

The Grossmont's public relations department is always made aware of this event. Both semesters, the Summit was notified about the event, as well.

The ASL department is also in the planning stages of co sponsoring an event for the Deaf community in Spring, 2011. This event is being planned with the San Diego chapter of the American Sign Language Teacher' Association. The event will be publicized in the Deaf community, as well as, at other educational institutions.

Since the student survey showed that 75 percent of the students checked that they would turn to their friends who have taken ASL classes for help, these type of events seem to be successful and assist the students.

4.7 Explain the rationale for offering course sections that are historically under-enrolled. Discuss any strategies that were used to increase enrollment.

Historically, ASL IV is under enrolled. Students can satisfy the general education requirement by completing ASL III. Students who take ASL IV, typically, are those majoring in it or those who have a reason to become fluent in the language. Lower enrollment is common and it is believed this is why.

ASL 222 is a new course only offered 3 times. It was cancelled due to low enrollment the first semester it was offered. It is believed that students were unaware of it. In subsequent semester, the course has been offered and allowed to continue. The numbers are small as this is a course that is in the major and has a perquisite of ASL II – again limiting the number of eligible students. However, at this time, the Spring, 2011 registration is underway and this course is full with only three spaces available – yeah!

4.8 Based on an analysis and a review of your **6-year Unit Plan (Appendix 1)**, what specific strategies were utilized to address <u>access</u> issues of special populations (e.g. ethnicity, age, and gender).

The 6-year Unit Plans are linked back to the College's strategic goals. The ASL 6-year Unit Plan addresses strategies to reach Deaf students and other special populations in a general sense. Under "Student Access," goal 1 and 2 became the focus as activities were developed to reach out to all students that are in the program.

The department created "coffee night" and "ASL Silent lunch." The activities were created to invite students to a cozy, less threatening opportunity to practice their signing skills with other students and an instructor without the formality of the classroom environment. Coffee night is held once a month at a local coffee house off campus while the silent lunch is held in the cafeteria every week. In part, the goals were to provide informal signing practice and an opportunity for students from different classes to get to know each other. Through this network, students have established study groups. Additionally, we have also observed some students to discover that their signing skill isn't so bad after all as they sign with their peers from other classes.

The Deaf Deaf World event held during the semester is another opportunity for students to meet other students, sign with Deaf people, and interact to experience a minority culture. The goal is for students to use ASL to navigate their way through a mock town where only ASL is used. This event is much larger than the two activities mentioned previously. Students have expressed that they feel intimidated in the beginning as they try to navigate their way through a minority world. However, through our evaluations of the event, most report they enjoyed it and felt very comfortable while learning about how Deaf people live in a hearing society.

The Deaf community has its own groups of underrepresented people. For example, Deaf gay and lesbian groups, children of Deaf adults, etc. In Fall, 2011, Jamie developed a coffee night for Lesbian, Bisexual, Gay and Transsexual Deaf and hearing students and community members at a coffee house in San Diego. It was very popular and well received. It will continue in Spring, 2011.

Deaf Community Services is the primary non-profit agency in San Diego that provides resources to all Deaf and Hard of Hearing people. The ASL program here maintains good connections with the agency to make our students aware of any events, activities, lectures, or town hall meetings that may address specific needs in the community.

SECTION 5 - STUDENT SUCCESS

5.1 Building on your answer to question 4.8, what specific strategies were utilized to maximize <u>success</u> issues of special populations (e.g. ethnicity, age, and gender).

Since the last ASL program review, the tutoring center has acquired two ASL tutors for students. The factors that contributed to this were student request and the growth of the program. This is a great resource for instructors to refer students.

Additionally, the Tech Mall and the Library on campus, in conjunction, with the ASL department were awarded $3,000 to add software and instructional materials to enhance their collection.

Beyond the tutoring access, specific strategies have not been employed. Since the last program review, the ethnicity, age, and gender percentage have stayed consistent with slight variation from semester to semester.

5.2 Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects aimed at encouraging students to become actively engaged in the learning process inside and outside of the formal classroom.

The ASL faculty always discuss ways to help students become fluent in ASL and share their challenges. Instructors tend to email each other or meet to discuss ideas and explore different formats to enhance their lessons. Below is a sampling of activities, lessons, and projects that instructors have implemented:

Inside the classroom:

- All classes sit in a U-shape so everyone can watch each other sign.
- Dialogues with unique arrangements. For example – 2 lines where one line rotates so students practice with different partners, inner and outer circles where one circle rotates in one direction so students have different partners, round table discussion where the leaders rotate to a different table to discuss a different topic every 10 minutes.
- Having guest speakers that are Deaf give lectures in sign language.
- Deaf students volunteer in the ASL class and assist the instructor while working with students.
- Using games to practice vocabulary: crossword puzzles, "telephone," bingo, etc.
- Inclusion of popular Deaf community games for students to learn such as The Elephant Game.
- Poster Sessions where students design posters using the unit vocabulary and discuss their board.
- CSI activity where half of the students are detectives and half are suspects all involved in a crime that was committed on campus – like a laptop stolen from the library. Students use the unit vocabulary and interview each other to determine the thief.
- Using a story (ABC gum story) from the published curriculum and adding portions to assist the student in transitioning into storytelling with narratives for ASL III.
- Instructors videotape themselves signing to use on tests.
- Through an augmentation of funding, one of the ASL instructors made a DVD to use in the classroom. She worked with an editing company and had Deaf people sign biographies of historical famous Deaf people and their contributions.

Outside of the classroom:

- The creation of the Deaf Deaf World event is a mock society where the only language is ASL. There are approximately 25 stations set up as businesses. Upon entering the society, students are given a card with a situation they must solve in ASL. An example situation could be that "your checked bounced but you thought you had enough money in your account." The student must visit "The Bank" and communicate this to the "teller" and try to solve the problem. The student uses their level of ASL to communicate while the "teller" adapts their ASL to the level of the student and helps to solve the problem.
- ASL coffee night was created about 4 years ago by one of the adjunct instructor for students to practice at a local coffee house.
- LGBT (Lesbian, Gay, Bisexual, Transsexual) ASL coffee night is a very recent creation for students and members of the Deaf community to socialize together.
- The Silent lunch is an opportunity for students to meet in the cafeteria once a week with one instructor for signing practice.
- The ASL Club was created two years ago and holds regular meetings and fundraisers.
- The ASL 196 course of community service learning is still offered periodically. Students who are interested in working with Deaf people have an opportunity to volunteer and work with adults or children in different environments.
- Most instructors are diligent about announcing Deaf community events to attend.
- For many years, during disabilities awareness week every October, the ASL students

would set up tables in the quad and teach ASL to students and staff that walked by.

5.3   Explain how the program collaborates with other campus programs (e.g. interdisciplinary course offerings, learning communities, community events, tournaments, competitions, fairs) to enhance student learning inside and outside of the formal classroom.

The biggest event and most beneficial event has been the creation of the Deaf Deaf World event. Since it draws students and Deaf community members from all over San Diego County, it is the most wide reaching project in this area. The ASL department contacts other campuses with ASL programs to invite their students and faculty to participate.

In Spring, 2011 the American Sign Language Teachers Association and the ASL department will sponsor a film festival on Grossmont's campus. This will highlight the work of a Deaf film producer and Deaf actors.

In May, 2007 Grossmont's ASL department sponsored a workshop which focused on a textbook and how to incorporate the material into lesson plans. There were faculty attendance form Cuyamaca College, Mesa College, Palomar College, SDSU, and UCSD.

In the Spring, 2006 the ASL department held a Coordinator's meeting. All the ASL coordinators from around the county were invited to discuss curricula used, trends in teaching, changes in courses, students transitioning from one college to another. In attendance were faculty and staff from SDSU, UCSD, Cuyamaca College and Mesa College.

Other campuses notify us by email or send flyers to announce information to our students. Some examples are the IMAX theatre sending us their schedule of interpreted and captioned performances. A sign language company in Los Angeles sends us flyers to announce workshops in their area for faculty and students. This information is disseminated to the ASL instructors and posted on office bulletin boards.

5.4   Based on an analysis of "Reports" data (This is found on the intranet under "Reports"), discuss trends in success rates, enrollments and retention, and explain these trends (e.g. campus conditions, department practices). Provide examples of any changes you made to address these trends.

Enrollment numbers:
The enrollment numbers show that female students make up 76-79% while male students make up 20-25% of the ASL students. The majority of the ASL students are 24 years old or younger making up 40-50%. Students ranging in age 25 – 29 years make up 10% of the ASL students. In the age range of 30-49 years old, 10% is seen again. In the age range of 50 plus years, the ASL classes see only 2-3%. It is interesting to note that when compared to the ASL's previous Program Review report, the numbers remain relatively the same.

Success Rates:
The success rate chart for male students over the past five years ranges between 67.1% - 81.8%. It stays within this range without any significant increase or decrease.

The success rate chart for female students over the past five years ranges between 73.6% - 85.4%. It stays within this range without any significant increase or decrease.

It is interesting to note that the previous ASL Program Review indicates these same numbers. There hasn't been a significant change to the success rates of the students over the past several years.

Retention Rates:
The overall retention rate of the both male and female students in ASL remains constant. The range is 82.7 – 89.8%.

The retention rate for females ranges from 83.5% - 90.6%. The chart shows a steady rate with a very slight increase from semester to semester.

The retention rate for males ranges from 75.9% - 88.0%. The chart shows a steady rate with slightly more variance from semester to semester than females show.

In summary:
The helping profession has always been dominated by the female presence. The majority of ASL interpreters tend to be female, as well. The ASL program sees more female students than male students completing the program. To date, there have been 11 females and 1 male graduate with a degree or certificate in ASL. The data leans towards this, as well.

One faculty member speculates that when using ASL one's hands are exposed. Instructors may touch someone's hands to mold their fingers into correct handshapes when students struggle with certain signs. Women tend to be more comfortable when their hands are touched. Women tend to use their hands in tasks where their hands are exposed rendering them more comfortable with signing and touching. Men tend to use their hands in tasks where their hands aren't as exposed - for example the profession of mechanic. Men tend to be less comfortable with an instructor touching their hands to mold them into signs. Women tend to be comfortable with animation, facial expression, and chatting. Men tend to be less comfortable wanting to remain stoic.

As a generalization, in ASL classes we tend to see men who are "class clowns," comical or outgoing. They tend to sign more as they become comfortable. The "shy" man in an ASL class struggles with facial expression and may tend to watch more than sign. They may sign only a moment and then continue to watch. As the semester progresses and a shy student has chosen to remain in the course, instructors try to draw the student out and build his/her confidence with animation and exposure of one's hands. Of course, these are only interesting speculations and everyone is graded on their knowledge and skill – not their gender. These tendencies are fascinating as ASL is a visual gestural language – a 3-D version - with different dynamics than a spoken language.

5.5 If state or federal licensing/registration examinations govern the program, please comment on student success.

Not applicable to the ASL program at this time.

5.6   Referring to **Appendix 8- Degrees and Certificates** if the program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates.

The ASL degree is new to Grossmont College and was awarded permanent status as a transfer degree in Fall, 2009. Originally, an ASL degree was submitted to the State and given a temporary status called "limited duration" in Fall, 2008. The State wanted to see more articulation before awarding permanent status and gave us one year to increase articulation agreements. In working with the articulation officer and curriculum committee, the degree was modified to obtain 75% percent articulation which was the number required by the State for a transfer degree. The modified degree was submitted and obtained its permanent status in Fall, 2009. Fifteen students have graduated with a degree or certificate since Fall, 2010. The data provided by Research and Planning shows only eight as of Spring, 2010. However, their number does not include the most recent graduates.

The trend indicates that the number is continuing to grow. The ASL department is a close knit community like the Deaf community and students meet with the coordinator. This helps make sure the students are taking the right classes in the major, as well as, track the students as they transfer.

After graduation, these students report they are continuing their education for a bachelors degree, transferring to Mesa College to begin the interpreting program, while some have obtained employment in companies where Deaf people frequent.

5.7   Describe activities your faculty has implemented to provide and maintain connections to primary, secondary and post secondary schools.

Many of the examples previous listed are ways in which the ASL department maintains contacts with other colleges--Meetings, workshops, the local chapter of national organizations, etc.

There is less contact with elementary schools and high schools. At elementary schools, the faculty that work with deaf children meet once a month for a meeting to update each other. At times, college representatives, counselors and employees from Deaf Community Services and Department of Rehabilitation stop by to network. High school faculty often attend these meetings. Since the focus of elementary schools is about Deaf education and teaching Deaf children Grossmont's ASL department has less contact.

Equally perplexing is our contact with high schools. There is a trend at high schools to teach ASL using older methods and less inclusions of the immersion approach that most colleges use nationally. It is also noticed that high school ASL teachers tend to be hearing instructors who may not be fluent in ASL. These practices tend to be controversial when programs try to collaborate together. One example of this is when an ASL II student who was employed as a teacher at an elementary school asked the ASL coordinator to write a summary of her progress as her principal wanted to place her in a classroom to teach Deaf children. The student had her Masters in Special education but was not fluent in ASL.

Another example is from 2007 when the ASL department offered our college level ASL 121 course at a local high school. The high school did not expect their students to purchase the required textbooks. Students enrolled in this class that had ASL 120 previously were not taught

using the immersion approach which resulted in quite a challenge when the ASL 121 class *was* taught in this manner. It took about half of the semester for the issues to get worked out. These are typical situations that contribute to less collaboration between primary schools and high schools and more collaboration between post-secondary schools.

SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

6.1 Indicate how the program utilizes college support services (i.e. Learning and Technology Resources, Learning Assistance Centers, English reading and writing, tutoring, biology, math, Instructional Media Services, CATL, Library Resources).

The ASL curriculum guides how integrated the students become into student services to support their ASL work. Examples of some assignments are expressive and receptive skills tests, research papers, videotaping, and group projects. As a result, students are made aware of the services that may assist them in their success.

Instructional media services offers cameras and computers with web cams to be check out for videotaping projects. There are DVDs of Deaf people signing for students to check out on limited loan for research papers.

The Learning Assistance Center has two tutors available to the ASL students. The ASL students are made aware of this and seem to utilize them when there are signed projects due, upcoming tests, and chatting practice. Ten hours a week are delegated to ASL.

The faculty are made aware of the English reading and writing center to make referrals as they see necessary when research papers are assigned. Additionally, one of the reading textbooks can pose a challenge as the articles are extracts from publications in the 1800s while some are written in more of an ASL word order. Students may be referred to the reading center for assistance.

Over the past five years the library has updated their collection in regards to sign language. Students are able to find information to use for their papers.

Other student services offices that the ASL department has utilized is Disabled Student Services and Programs (DSPS), Counseling and the Transfer Center, Admissions and Records, and the Career Center. The DSPS office is utilized often to provide the service of test accommodations. Occasionally, a Deaf blind student will take an ASL class and accommodations are need here, as well. The Counseling Center has a liaison with the ASL department and regular contact is made. The ASL department has some courses that require prerequisite clearance and the Counseling Center is very helpful in working with our faculty and our students. The Transfer Center has regular contact with the ASL department as students want to know about ASL and where to transfer. The Career Center has regular contact with the ASL department as students want to know about jobs and advanced degrees. The Career Center showcased the ASL program at its Fall, 2010 Career Awareness Fair. Fifty one students participated at the ASL showcase event.

6.2   Analyze the results of the **Student Survey - Appendix 7** and describe student utilization and satisfaction with campus resources **as it relates to your program** (i.e. availability, usage, relevance).

The two areas on campus that appeared to be most helpful to students were the Tech Mall and the Library on campus. Forty-six percent of the students checked the Tech Mall and 46% checked the Library on campus.

The same two areas were high as the "recommended" resources to help students in the future. The Tech mall received 43% and the Library on campus received 47%. Interesting, 48% recommended the Tutoring Center to *future* students. However it was not listed very high as a resource used by the students that took the survey.

All the other areas of campus listed on the survey received 35-60%: "neither helpful or unhelpful."

With these results, the ASL department appreciates the award of funds given to the library to enhance the materials in the Tech mall.

6.3   Describe some of the activities for which your department has used the Institutional Research Office or other data sources.

Over the past five years this office has only been used once. During the 2009 school year the ASL faculty discussed offering an interpreting program here because of the many requests from students. The research office was contacted to provide us with data on the current job market for this position in East County. The result was disappointing as the data showed that approximately 5 new jobs were added every year. The current Vice President of instruction at the time indicated this was not enough to support the addition of this program. Since there are two other interpreting programs in San Diego County, the Vice President felt the area would be too saturated with a third program here.

6.4   Working with your library liaison evaluate and provide a summary of the current status of library resources (i.e. books, periodicals, video, and databases) related to the program.

In 2009-2010 the ASL department was awarded funds through the Activity Proposal process to purchase software for the library. The award was in the amount of $3000. At this time, the library resources were evaluated and the funds brought an additional computer with a webcam and several DVDs to add to their collection. This addition, along with their previous books, DVDs, and CDs makes the collection as up-to-date as it can possible be.

Students will find all the required textbooks in the library for limited loan. Several autobiographies of famous Deaf people are in the collection. Popular DVDs on Deaf culture and Deaf etiquette that are used in most instructional programs nationally are included in the library's collection. Students are able to check out the computers to videotape their projects and assignments. Controversial films on cochlear implants are in the collection and used for extra credit or instructor absences.

6.5 How does the program work with the various student support services (i.e. Counseling, EOPS, DSPS) to help students gain access to courses, develop student education plans, make career decisions and improve academic success? How does your program communicate specific and current information that can be used by those student service groups?

The most common offices used by the ASL department are Counseling and DSPS. The Counseling Center has a liaison with the ASL department and regular updates are given. The ASL department has attended the staff meetings the Counseling Center has to field ideas and questions.

The DSPS office provides test accommodations for their DSPS students in the ASL classes. DSPS students interested in the ASL major are often referred to the ASL department chair for education plans.

Since the ASL department chair was in the Student Services area for 13 years prior to arriving in ASL, many of the staff in these areas know her and pick up the phone to call with a question, ask about prerequisite clearance or clarification on an issue. For example, this semester one of the counselors noticed that the ASL 221 course was not listed under the Associate degree general education while all the other courses were. This affects a small number of students but can be detrimental. The counselor noticing this issue had worked with the ASL department chair when she was in the Student Services area. Therefore, a phone call was all it took to discuss the idea of taking the ASL 221 course to curriculum. The ASL department chair began the paperwork process and has a date set to attend the curriculum department about this course and its general education status.

6.6 Describe how the department uses available technology to enhance teaching and learning and to communicate with students? According to the Student Survey in **Appendix 7**, how do students respond to the use of technology?

The most common use of technology in the ASL department is the videotaping of assignments. Since ASL is a visual language, expressive skills documentation is necessary. "Expressive skills" refers to the signing ability of the student. Some instructors require videotaped projects for midterms and/or final exams.

The ASL 122 and 222 courses are performance courses where technology is used. Through an activity proposal request for funds, these courses were awarded $5000 in 2009-2010 to purchase technology. Two Mac laptops and 5 FLIP camcorders were purchased for these classes. The instructor brings them to the class for videotaping purposes.

A handful of the instructors use Blackboard along with their classes. The instructors use it for uploading projects, sending announcements, changes in the schedule, general communication, etc. Due to the nature of ASL and the visual 3-D language, many of the instructors prefer the face to face contact with students for most parts of their course and prefer not to use Blackboard.

Access to the internet allows students and instructors to use YouTube for the screening of the many ASL conversations, stories, interpreting demonstrations, and blogs accessible to the Deaf community.

6.7 Identify and explain additional technological resources that could further enhance student learning.

The most ideal technological resource would be a dedicated lab for the ASL department. The lab would contain several stations of computers, a computer console for the instructor to control screens and monitor computers, software, DVDs, 2 or 3 screens located at different angles of the room which do not block the whiteboard, document imagers and overhead projectors to project images onto the screens. Private booths for videotaping would be necessary, as well. The arrangement of the room would be in that of a U-shape for a clear sightline with circular work tables. Some chairs would not have arms to allow for complete use of the signing space around the person sitting in the chair. Strategic lighting is necessary for the instructor to be lit while dim lighting allows a clear crisp view of the screens.

This type of lab would be used for classes and/or students to spend time working on expressive and receptive skills. It would need to be staffed by someone fluent in ASL who could assist the students and answer their questions while tutoring them.

6.8 Comment on the adequacy of facilities that your department uses. (e.g., does the room size and configuration suit the teaching strategies?)

Since the ASL department does not have a dedicated facility, every semester the classes are located in different rooms. Room changes often occur because classes get scheduled in rooms that do not provide a clear sightline. Sometimes classes are scheduled in rooms that are shaped in a rectangle and the screen is at the far end which prevents all the students from seeing the screen. Sometimes rooms get scheduled in smaller rooms which prevent an appropriate seating arrangement for ASL. Ideally, there should be two screens on each side with the instructor in the center. Sometimes the schedule of times changes from semester to semester because rooms are available a half hour later than previously.

It is just as important to have projectors and document imagers that project a clear crisp view. Everyone needs to be able to see the crisp hand of someone fingerspelling or the crisp hand of someone using space and Classifiers in a narrative on the screen. Sometimes projectors do not portray clear images. The images on the screen are not dark, glare appears across the screen, and images are yellowed.

The lighting is another key factor that affects the ASL classes. Strategic lighting is a problem in almost all classrooms. Ideally, there needs to be light on the instructor at the front of the room while the area of the screen is dark enough to see the person signing on the screen. The lighting on the document imager needs to be crisp but prevent glare or shadows. Most classrooms do not have the ability to control the lighting of each half of the front of the room independently. At the same time, the students need some light to see each other signing while glancing at the darkened screen. Every instructor struggles with this issue.

Ideally, the type of furniture should be considered. Chairs with wheels are easier and less noisy to move when arranging groups. Chairs without arms but a moveable desk make it easier for students to use signing space and then have a desk handy to write. For larger classes, a portable platform provides ease for the instructor to stand on for elevation which allows all students to see the instructor sign.

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The favored classrooms amongst the ASL instructors tend to be room 535B and room 376. The rooms are large to accommodate seating for a clear sightline, group signing, and presentations at the front of the room with a clear view of the screen at the same time. These rooms have a screen that is placed at an angle which does not block the whiteboard. The instructors can have an image up on the screen while writing on the board next to the screen so students can see both at the same time. Lighting is still an ongoing struggle in these rooms.

The newer classroom remodels of the 300 area have a couple of satisfactory rooms that recently have been used.

SECTION 7 - COMMUNITY OUTREACH/RESPONSE

7.1   How does your program interact with the community (locally, statewide and/or nationally)? Describe activities.

The ASL department interacts with the community through communication with the other ASL programs at the colleges in San Diego County. The Deaf community is very small and instructors work at all the colleges sharing information. Deaf Community Services is the non-profit organization at which many instructors volunteer, attend their town meetings, or join committees. The San Diego chapters of the Registry of Interpreters for the Deaf and the San Diego chapter of the American Sign Language Teacher's Association hold regular workshops every semester and our ASL instructors attend these and report back on the information.

Locally, one of the full time instructors volunteers with the Alliance for Deaf Children which sponsors an ASL story hour for Deaf children at Borders Bookstore in Mission Valley. Some instructors volunteer at Deaf Community Services holiday party each year. As mentioned earlier, the ASL department sponsored a workshop with attendance by faculty from all the colleges in the county. Another earlier mention was in regards to one of the instructors holding an officer position in the local chapter of the American Sign Language Teacher's Association. Additionally, several of the adjunct instructors work full time as interpreters in San Diego.

Statewide the ASL department communicates with other programs on list-sevs, by email, and publications.

Nationally, the American Sign Language Teacher's Association holds its national conference once every two years. Faculty from Grossmont College have attended every time since its inception 8 years ago.

The list below summarizes the Fall, 2010 instructors and their affiliations. It is important to note that in the past, the ASL department had two additional instructors that were community interpreters and instructors at other colleges. However, due to the budget and section cuts, these instructors' courses were cut.

Jennifer Carmean (full time) – member of local and national chapters of the American Teacher's Association.

Jamie Gould (full time) – Nominations Officer in the local chapter of the American Teacher's Association. Member of the National American Sign Language Teachers Association. Volunteer

for Deaf Community Services. Volunteer for Alliance for Deaf Children.

William Clary (part time) – full time faculty member at Mesa College and past chair of the department.

Venita Driscoll (part time) – Professional Development committee of the local chapter of the American Sign Language Teachers Association. Member of the American Sign Language Teachers Association.

Pat Griffith (part time) – full time Interpreter coordinator for the Deaf at SDSU. Member of the local chapter of the American Sign Language Teachers Association.

Simone Laubenthal (part time) – Community Interpreter, advisor to Camp Able in Coronado.

Jerry Rhodes (part time) – member of the local chapter of American Sign Language Teachers Association.

Ishaa Vintinner (part time) – Adjunct faculty at SDSU.

Advisory Committee Recommendation

Some disciplines are required to have advisory committees. Answer this question if this is applicable to your program. In **Appendix 9**, please list the organizations represented on the Advisory Committee and include samples of the meeting minutes.

7.2 If appropriate, summarize the principal recommendations of the program advisory committee since the last program review. Describe how the program has responded to these recommendations. Include the date of last meeting and frequency of meetings. List organizations represented.

Not Applicable to ASL.

SECTION 8 - FACULTY/STAFF PROFESSIONAL DEVELOPMENT

8.1 Highlight how your program's participation in professional development activities including sabbaticals (listed in **Appendix 10**) has resulted in improvement in curriculum, instruction, and currency in the field.

The ASL instructors are diligent about possessing the knowledge to know how to teach ASL, its grammar structures, and the information to acquaint students with the Deaf community and its ways. In California workshops are offered occasionally but the discipline is unique so one has to look far and wide for relevant professional development activities. Nationally, workshops are offered here and there. However, the travel costs can become prohibitive when registration is $700-800 a conference – not including the airfare and hotel stay.

All the ASL instructors attend the professional development week offered at the College every semester and put in their required hours. Instructors have constant discussion with each other about how to teach various parts of the curriculum and share their ideas and activities each has tried. To date, since the last Program Review of ASL none of the instructors has had a sabbatical.

At the department meeting every semester, the ASL coordinator tries to provide a discussion, speaker, or resource to enhance the curriculum or instruction. For example, a new company was invited to demonstration their new product which was an interactive webpage for ASL students. After buying an access code, students entered a webpage where they would watch a signer and then answer questions. Instructors were able to see the webpage demonstrated and ask the company representative questions about the purchase, student concerns, etc.

Appendix 10 lists the instructors and their participation in various workshops. From this list, one can see that the instructors have attended a variety of topics related to their teaching.

8.2   Describe any innovative professional development activities your program has created.

In May, 2007, the ASL department sponsored a workshop for ASL faculty in San Diego County. The 8 hour workshop was about one of the textbooks used nationwide. A speaker was brought in who had used the textbook and created activities for students using this textbook in conjunction with another textbook. The workshop was attended by faculty from Cuyamaca College, Palomar College, San Diego Mesa College, Grossmont College, and San Diego State University.

8.3   Describe how your faculty shapes the direction of the college and/or the discipline (e.g., writing grants, serving on college/district committees and task forces, Academic Senate representation, presenting at conferences, etc.).

The majority of the ASL faculty are involved in campus matters in a variety of ways. Currently, one of the full time faculty members (Jamie Gould) is the SLO coordinator for the department. She is also on the Professional Development Committee. This faculty member is also the ASL club advisor.

The coordinator of the department has been the department Senator since Fall, 2001. In addition to this, she served as a Senate Office for two years. Following this term, an officer had to step down and the ASL coordinator was elected to finish out a year of his term. In Spring, 2004 she was awarded "Outstanding Faculty" in her division. In Spring, 2006, she received the rank of "Professor." Additionally, in 2009, she was selected for the award of "Innovator of the Year." The ASL coordinator regularly attends the Council of Chairs and Coordinators meetings. Over the years, the coordinator has been on committees such as the Senate Elections Task Force and the Staffing Committee. She was, also, the chair of the Council of Chairs and Coordinators for one semester.

Several of the adjunct faculty are working interpreters and bring their expertise about the Deaf community back to the department. One of the adjunct instructors is a tenured faculty member at another community college and has been chair of his department. He brings his expertise to the department while providing input for the college.

The ASL department has received support from the ASGC in the way of grants to purchase textbooks and DVDs for limited loan in the library. ASGC also authorized funds in the way of grants for our Deaf Deaf World event for students.

SECTION 9 - STAFFING TRENDS AND DECISION-MAKING

From the data provided (include the data source), please fill in the table below:

	2005	2006	2007	2008	2009	2010
# of FT faculty	1	1	1	2	2	2
# of PT faculty	8	8	9	7	6-8	6
Total Full Time FTEF	1.478	1.748	1.596	2.541	3.738	3.604
Total Part Time FTEF	6.071	7.142	8.069	7.408	6.496	5.807
Total FTEF	9.297	8.890	9.665	9.949	10.234	9.447
Total WSCH	726.26	781.93	764.26	800.64	848.69	471.61

Utilizing the data in the table **and the results of your Faculty Survey discussion**, answer the following questions:

9.1   Explain any observed trends in terms of faculty staffing and describe changes that have occurred (i.e. reassigned time, accreditation issues, expertise in the discipline, enrollment trends).

In October, 2007 the ASL degree was approved. In Fall, 2008 the 2nd full time faculty member started working here. These are the only two significant events that have influenced the numbers.

9.2   Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors.

The ASL department has had only one full time person until the Fall, 2008. At that time a second full time faculty member was hired. Since the last Program Review in 2004 the number of adjunct instructors ranges from 6-10. This number has recently fluctuated due to mandates of section cuts and the budget.

Weekly student contact hours (WSCH) show a steady increase in semesters ranging from 726-848 - needing the equivalent of 8-10 full time instructors to teach. Instead, two full time and several part time instructors (8-10) carry this load.

The availability of adjunct faculty is complex in that many people want to teach ASL. Most have not had experience in teaching. However, they may be fluent in ASL. This means when hiring someone lots of time is spent in training a newcomer on how to teach while introducing them to the curriculum and other processes at the community college. Therefore, it is much easier on the department to hire people who are both fluent in ASL AND experienced teachers of ASL. This equates to a small pool of people in the community in which ALL the community colleges compete to hire.

9.3 List and describe the duties of classified staff, work study and student workers who are directly responsible to the program. Include a discussion of any trends in terms of classified staffing and describe changes that have occurred (i.e. duties, adequate coverage, funding issues).

The ASL department does not have any classified staff, work study, or student works.

9.4 How are decisions made within your program? What role do part-time faculty and/or classified staff play in the department decision-making process?

When decisions have to be made, all the ASL faculty are solicited for their input. Usually, the decision is determined by using a consensus of opinions. A recent example affecting the department was about one of the required textbooks. The bookstore had informed us that the publisher had decided to stop printing it. A discussion ensued about how to transition out this book, which book to use in its place, and activities to use with a new textbook. Everyone contributed. Before a decision was made, the department learned that the book was not going out of print. This led to another discussion about whether to change the book anyway. The consensus of the full time and adjunct instructors was to keep the book. It was the faculty together that made this decision.

Other matters that affect the college as a whole are handled in much the same way. An issue to illustrate this is the issue of using plus or minus grading. As the department senator voting on an issue, the senator must represent the view of the department. Several discussions took place about the pros and cons and its affect on students. Instructors poled their current classes. At this point, the department senator voted in the direction that represented the consensus of the ASL instructors.

SECTION 10 - FISCAL PROFILE AND EFFICIENCY

Refer to **Appendix 11 – Grossmont WSCH Analysis** for efficiency. **Appendix 3** has the sections and class sizes. **Appendix 15 – Fiscal Data: Outcomes Profile** also has enrollment information.

10.1 Analyze and explain any trends in enrollment, numbers of sections offered, average class size and efficiency.

The ASL program has been fortunate to receive the support of administration. Since its recreation in 1991 sections have been added and the program has expanded. In 1991 there was 1 section. Over the years, the program has been able to expand and steadily increase the number of sections up to 21 sections. Campus wide departments have experienced section cuts due to the horrific State budget crisis. As a result, the ASL department was forced to cut back sections from 21 to 18 in Fall, 2009. It has become crucial that the 18 sections are courses that are used for the major and elective courses have not been offered again.

Even with the section cuts, the enrollment numbers have steadily increased. In Fall, 2005 = 412; Spring, 2006 = 439; Fall, 2006 = 447; Spring, 2007 = 457; Fall, 2007 = 513, Spring, 2008 = 526; Fall, 2008 = 561; Spring, 2009 = 566; Fall, 2009 = 600; Spring, 2010 = 658. These are unduplicated enrollment numbers.

The class maximum in ASL is limited to 30 students as are the foreign language classes. In ASL, students need a clear line of sight and overfilled classes prevent this from happening. Most of the ASL I and II classes begin the semester with 30-32 students. Courses end with 25 – 30 students.

When ASL III was first offered, the class size was small. Over the past eight years, ASL has been recognized as a language and colleges are using it to fulfill foreign language general education requirements. As a result, the ASL III class size has increased and are more consistent with ASL I and II - having 25-30 students end the semester.

ASL IV is an advanced course. The third semester of a foreign language is used to fulfill the language requirements. Therefore, we see fewer students in ASL IV. Class size tends to be between 15 – 20 students. This course is required for the major in ASL.

The two practicum classes – ASL 122 and ASL 222 – initially showed low enrollment and cancellations. However, the courses now have full enrollment and are closed for Spring, 2011 registration with 30 students.

In terms of efficiency, the ASL program is consistent with a slight increase. Using the "magic number" of 500 (provided by the research area to use for comparison of efficiency) as a benchmark for a large program, the efficiency of ASL ranges from 363-472 with a maximum percentage of 82.7 – 102.1 over the past 5 years.

10.2 Analyze the Earned WSCH/FTEF data in **Appendix 11- Grossmont WSCH Analysis.** Explain trends for your overall program and for specific courses over a five-year period.

The earned weekly student contact hours per full time equivalent faculty data shows us that there is a slight increase from semester to semester. Even with section cuts that began in Fall, 2009, the ASL program sees an increase in WSCH/FTEF semester to semester.

A new full time faculty member began in Fall, 2008 and WSCH continues to increase. Significant variations or dips have not occurred over the past five years.

10.3 Using **Appendix 14 - Fiscal Year FTES Analysis by Program Report** and **Appendix 15 - Fiscal Data: Outcomes Profile** analyze and explain the Cost/FTES of the program in relation to Earned WSCH/FTEF.

Over the past five years, the ASL FTE student has cost the college anywhere from $1896 - 2097. This is significant because over the past five years Grossmont College has received anywhere from $4100 – 4500 per FTES. Therefore, the ASL program is a low cost program.

From Fall, 2005 to Fall, 2006 the total revenue remained right around $541,834. The total revenue continued to increase each semester. In Fall, 2008, the total revenue was up to $803,090. It has stayed this high since then. The significant increase may be due to the addition of the new full time faculty member that joined the ASL program in Fall, 2008.

10.4 If your program has received any financial support or subsidy outside of the college budget process, list the amount of any outside resources and how they are being used.

The ASL department has not received any outside funding.

SECTION 11 – SUMMARY AND RECOMMENDATIONS

11.1 Summarize program strengths and weaknesses in terms of:

- teaching and learning
- student access and success
- implementing and executing the department's vision and mission statement
- fiscal stability

The Program strengths have been compiled by an informal survey of both full time and adjunct instructors. Below is a list:

- Instructors' commitment to their students.
- Instructors' willingness to be flexible in schedules/classroom assignments.
- The respect and sharing of information between the instructors.
- Its popularity among students and the full sections of the lecture classes.
- Building confidence in students as the sign in front of the class.
- The growing number of students interested in obtaining an ASL Associate degree.
- The support of the two Deans the ASL department has had.
- The support and flexibility of the Master Scheduler.

The weaknesses of the program have been compiled by an informal survey of both full time and adjunct instructors. Below is a list:

- The lack of time available and necessary to keep the webpage updated.
- The lack of a dedicated ASL lab.
- The maximum number of 30 enrollments per course makes it difficult to give individualized feedback on signing to each student. (The national organization recommends 20.)
- Having only one department meeting per semester.
- Budget cuts which prevent course additions and development of new programs.
- The limited availability of textbooks to choose from. (This isn't so much a program weakness as a discipline limitation. There are only two college-level ASL curricula to choose from. For reading books, most are over 5 years old. All the information is still relevant and accurate, however, the challenge can be with the curriculum committee or state chancellor's office in wanting currency in textbooks.)
- Recruiting more male students, diverse students, and older students.
- Collaboration at the High Schools.

11.2 Describe any concerns that have affected or that you anticipate affecting the program before the next review cycle. These may include items such as increases or decreases in number of full-time and adjunct faculty, sections offered, and growth or decline of the program.

The creation of an ASL lab is a persistent thought.
The enrollment numbers in the advanced level course of ASL IV. (This course is required for the major but not needed to meet foreign language requirements.)

11.3 Make a rank-ordered list of program recommendations. These recommendations should be clearly based on the information included in Sections 1 through 11 of this document. You may include recommendations that do not require additional fiscal resources.

- Request another full time faculty member.
- Updating the ASL department website.
- Continue to investigate an ASL lab.
- Revisit the students request for an Interpreting Program in the East County.

APPENDICES

APPENDICES

APPENDIX 1

6 Year Unit Plan/Tables

In each of the following 6-year Unit Plan sections, answer the questions below for the <u>most successful</u> goal that you addressed or achieved during this recent program review cycle.

Curriculum Development

Goal:	
Status of goal	To offer a certificate for interpreters in the area of Video Relay Services.
What activities did you undertake to achieve these goals?	Research to see if other colleges offer this kind of program. Discussions with working interpreters. Discussions with the 2 agencies in San Diego that hire interpreters for video relay services.
What challenges/obstacles have you encountered?	Competition – one agency has their own training program and prefers interpreters to go through it.
Report and explain the data that you have to verify progress toward your goal?	Documentation of dates the activities occurred. Documentation of the course list for a certificate.
Has this goal changed and why	It has changed due to the college cutting sections. Any new sections added would have to replace our most popular classes.
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	It hasn't. As the goal has not been completed.
Additional Comments?	

Student Success and Support

Goal: To develop and offer an ASL practicum class.	
Status of goal	Accomplished with success.
What activities did you undertake to achieve these goals?	Wrote the outline, approved by curriculum, received funds for equipment.
What challenges/obstacles have you encountered?	One laptop used for the class was stolen from the instructor's office.
Report and explain the data that you have to verify progress toward your goal?	The course has been offered for 3 semesters. As of the Spring, 2011 registration, both the beginning and advanced levels are full.
Has this goal changed and why	The goal has been met.
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	The students exiting the ASL program have more fluency. When they meet a Deaf person in the community, they are able to work with them and communicate effectively.
Additional Comments?	Yeah!!

Program Resources and Development

Goal: Create a campus ASL Club	
Status of goal	As fo Fall, 2010 the ASL club is now official under ASGC.
What activities did you undertake to achieve these goals?	Student recruitment, finding an advisor, setting up a schedule to hold meetings.
What challenges/obstacles have you encountered?	Students' schedules interfere with meeting times. Consistency with officers.
Report and explain the data that you have to verify progress toward your goal?	The ASGC has the ASL club charter information. The club publishes flyers to announce their meetings and they are on Facebook.
Has this goal changed and why	The only change would be to make this an ongoing goal to strengthen the club.
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	Students have a place to connect with each other and practice ASL without the formality of the classroom. Student ties have been strengthened.
Additional Comments?	

Department/Unit Name <u>ASL</u>   Month/Year <u>November, 2009</u>

Instructions:

    This Six-Year Unit Plan details the goals that you have for your department/unit in a number of areas, as well as the strategies that you plan to implement to achieve those goals. Each year, this plan will inform and be implemented through the activities in your various annual action plans. In addition, this plan is organized so that the work eventually accomplished in the areas listed can be used to complete key sections of your next program review document.

    Please fill out all portions as completely as possible. Some units in student and administrative services will need to indicate where the sections do not apply.

THE DEADLINE FOR SUBMITTING THIS COMPLETED SIX-YEAR DEPARTMENT/UNIT PLAN TO YOUR DEAN IS <u>FRIDAY, NOVEMBER 6th, 2009.</u>

    Remember, for your Six-Year Plan, you are developing your department/unit goals and strategies (activities) for each of the areas listed as plan sections on the following pages. Your goals and activities may support one or more of the following College Strategic Planning Priority Goals that are provided here for your reference:

Student Access
    Goal 1: Better serve students in historically under-served populations
    Goal 2: Respond to changing community needs
Learning and Student Success
    Goal 3: Provide an Exceptional Learning Environment to Promote Student Success
    Goal 4: Promote Student Success for Historically Under-served Populations
    Goal 5: Promote Student Success for Historically Under-prepared Populations
Robust Fiscal and Physical Resources
    Goal 6: Promote Institutional Effectiveness
    Goal 7: Develop and maintain an exceptional learning environment
    Goal 8: Maximize Revenue from Traditional and Non-Traditional Sources
Economic and Community Development
    Goal 9: Enhance Workforce Preparedness
    Goal 10: Develop Innovative Partnerships That Meet Long-term Community Needs
Value and Support of Employees
    Goal 11: Promote Employee Success

BACKGROUND

A. Please provide a list of your most recent program review recommendations.
    1. Increase the unit value of the courses from three to four units in order to regain articulation with SDSU and other institutions.
    2. Take part in foreign language festival. "Languages of the World"
    3. Develop an ASL transfer degree and/or certificate.
    4. Seek a dedicated classroom for ASL that includes storage. Explore ways in which ASL lab needs can be met.
    5. Seek funds to purchase software and hardware and other forms of media for receptive skill development and to provide staff development.
    6. Add one full time instructor provided continued growth supports the need.

3b

B. If applicable, please provide a list of any advisory committee recommendations.
N/A

C. If applicable, please provide a list of any certification/accreditation recommendations.
N/A

5) Documentation of the day and time this event is offered, number of students in attendance, community volunteers.

E. Student Success and Support
   1. What is/are your six-year goal(s) in this area?
      1) The ASL degree. The degree is new to the college. The goal is to increase the number of graduates.
      2) The new ASL practicum class. This class needs equipment, materials, and students.
      3) Begin tracking ASL graduates and their plans when they leave Grossmont.
      4) Continue offering students the ASL lunch, ASL practice coffee nights, tutors, and the Deaf Deaf World event.

Briefly explain:
     a. why each 6-year plan goal was chosen (include any supporting data)
       1) This is important to monitor so changes can be made in the degree that fit the students desires and community needs.
       2) Over the past few years, the ASL educational industry standard has evolved into lecture classes with students participating in labs. Given space and budget constraints, the ASL faculty has chosen to address this through a practicum class at this time.
       3) This is important tomonitor so changes can be made in the degree and new degrees or certificates added to the ASL discipline.
       4) Student comments tell us these activities are important to offer.

     b. how each 6-year plan goal above supports the college strategic planning priority goals
       1) - Goal 1, 2, 10
       2) - Goal 6, 7, 8
       3) - Goal 2, 10
       4) - Goal 2, 3, 4, 5

   2. What strategies/activities would you undertake to accomplish each 6-year plan goal?
      1) Publicize the degree. Meet students to discuss the degree. Be sure students understand options of major modification or how ASL classes at other colleges may fit Grossmont's degree. Increase involvement in campus activities like the career fair, transfer day, or world language festivals.
      2) Request funds for equipment. Work with facilities to obtain a dedicated room. Locate model curriculums that other ASL labs successfully use.
      3) Maintain a database of student information for surveys, phone, email contacts.
      4) Continue the request of ASL faculty to assist the planning, announcing, and attending these kinds of events.

   3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?
      1) Publicize the degree through a variety of avenues - Counselors, Classroom visits, bulletin boards, other colleges and universities.
      2) This will be assessed by the increase of instructional materials, acquisition of equipment.
      3) The accomplishment of documentation of students.
      4) Documentation of when and how often these events occur.

F. Department/Unit Resources and Development
    1. What is/are your six-year goal(s) in this area?
        1) Expand the dept course offerings.
        2) Obtain a dedicated classroom for ASL classes and the practicum classes.
        3) Develop a brochure for the ASL degree.
        4) Create a campus ASL club

    Briefly explain:
        a. why each 6-year plan goal was chosen (include any supporting data)
        1) The enrollment in the ASL courses is high. Often students are turned away due to maximum enrollments. Adding more sections is always requested.
        2) Currently, the practicum class will require the carting around of equipment, materials, etc. A dedicated room will save time, money, and stress.
        3) Student request.
        4) Student request.

        b. how each 6-year plan goal above supports the college strategic planning priority goals
        1) - Goal 3, 6, 7
        2) - Goal 6,7, 8
        3) & 4) - Goal 1, 3, 7

    2. What strategies/activities would you undertake to accomplish each 6-year plan goal?
        1) Continue to request additional sections. Work with the master scheduler and the division Dean depending on the economic times.
        2) Work with division Dean, facilities committee to try to establish this.
        3) Work with Media comm or graphics to develop. Develop a dept logo.
        4) Continue the ASL silent lunch hours. Investigate the possiblity of a faculty or DSPS Deaf student to organize.

    3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?
        1) Count the number of course offerings each semester and compare to the past.
        2) Track the progress made towards this goal, i.e, meetings to prepare, location of a room, storage area, etc.
        3) Visual observation of a completed brochure or video brochure.
        4) Documentation of its occurrence each semester.

G. Faculty/Staff Professional Development
    1. What is/are your six-year goal(s) in this area?
        1) Continue guest speakers at dept mtgs. from on campus and off campus.
        2) Training with any newly acquired technology or instructional materials.
        3) Offer workshops to campus wide employees during staff development week.

    Briefly explain:
        a. why each 6-year plan goal was chosen (include any supporting data)
        1) ASL faculty request.
        2) ASL faculty request.

3) ASL faculty request.

   b. how each 6-year plan goal above supports the college strategic planning priority goals
      1) - Goal 3, 11
      2) - Goal 3, 11
      3) - Goal 11

2. What strategies/activities would you undertake to accomplish each 6-year plan goal?
   1) Survey ASL faculty to locate speakers that fit their needs.
   2) Provide faculty with workshops.
   3) Begin planning and organization of a workshop on signing or culture.

3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?
   1) Documentation of the agenda for dept. mtgs.
   2) Documentation of the discussions or training offered.
   3) Documentation of a completed workshop.

H. <u>Curriculum Development</u>
   1. What is/are your six-year goal(s) in this area?
      1) The ASL dept would like to offer a certificate for interpreters in the area of Video Relay Services or a certificate to Deaf people in Certified Deaf Interpreting.

   Briefly explain:
      a. why each 6-year plan goal was chosen (include any supporting data)
         1) Deaf people using VRS services have expressed a need for better qualified interpreters. Deaf people have discussed a desire to have a CDI program in the southern California area.

      b. how each 6-year plan goal above supports the college strategic planning priority goals
         1) - Goal 2, 3, 10

2. What strategies/activities would you undertake to accomplish each 6-year plan goal?
   1) Investigate various curriculums and goals. Write official course outlines. Work with division Dean on the possibility of expansion.

3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?
   1) Documentation of the outlines, approval through the curriculum committee.

I. <u>Staffing Needs</u>

1. Please explain your projected needs for staffing (include data to support your needs)?
   1) Request another full time instructors. The WSCH as of 2004 was 2191. The WSCH as of 2008 was 4067. In this time period the increase is almost equivalent to 2 full time instructors.
   2) Practicum or lab assistant. It is speculated that as the class grows and a classroom is acquired, assistance will be needed. Documentation will be completed as the class is offered.

J. Student Outcomes

If you are in an instructional area and have not done so already, complete your six-year student outcome assessment plan by going to http://www.grossmont.edu/student_learning_outcomes/SLO%20Spreadsheet%20home.htm, clicking on your department link, and completing the spreadsheet. **NOTE: the student outcome plan spreadsheet was due online by October 2nd.**

THE DEADLINE FOR SUBMITTING THIS COMPLETED SIX-YEAR DEPARTMENT/UNIT PLAN TO YOUR DEAN IS FRIDAY, NOVEMBER 6th, 2009.

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ADMINISTRATION OF JUSTICE 271 †
Developing a Personal Philosophy of Leadership
2.5 units, 2.5 hours lecture

This is one of four courses in the California Public Safety Leadership and Ethics Program. It provides the participant with a deeper understanding of self in relation to leadership philosophies, knowledge, skills, and abilities. Each participant will study and explore core values, ethics, and decision-making, and will begin to develop a personal philosophy of leadership. Self-leadership and one's leadership roles in the community as well as personal and professional environments are examined.
Transfers to CSU

ADMINISTRATION OF JUSTICE 272 †
Leading Others
2.5 units, 2.5 hours lecture

This is one of four courses in the California Public Safety Leadership and Ethics Program. The course is designed to help the participant develop the knowledge, skills, and abilities necessary to lead others effectively. The participant will explore various roles of leadership as they relate to functioning as a team builder, delegator, conflict resolution facilitator, coach, and mentor. The participant will also acquire knowledge of communication processes, empowerment, and leading in a diverse environment. Theories of leadership are examined and evaluated.
Transfers to CSU

ADMINISTRATION OF JUSTICE 273 †
Organizational Leadership
2.5 units, 2.5 hours lecture

This is one of four courses in the California Public Safety Leadership and Ethics Program. The participant will explore the leadership process and the leader-follower relationship within organizational settings. The influences of organizational culture, values, and contemporary societal issues on leadership effectiveness are examined. The concepts of learning organizations, organizational health, defenses, and change will be explored. Strategies for implementing an organizational vision are studied.
Transfers to CSU

ADMINISTRATION OF JUSTICE 274 †
Ethics and the Challenge of Leadership
2.5 units, 2.5 hours lecture

This is one of four courses in the California Public Safety Leadership and Ethics Program. The participant will correlate personal core values and characteristics to ethical decisions and behaviors. Ethical and principled leadership, ethical systems, ethical dilemmas, and ethical decision-making models will be explored. The participant will also examine the challenges and develop strategies for leading in public safety organizations as they serve diverse and dynamic communities.
Transfers to CSU

ADMINISTRATION OF JUSTICE 298 ††
Selected Topics in Administration of Justice
1-3 units, 3-9 hours
Prerequisite: *Varies with topic.*
Selected topics in Administration of Justice not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Career and Technical Education/Workforce Development in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.
Non-associate degree applicable

ADMINISTRATION OF JUSTICE 299A †
Selected Topics in Administration of Justice
1-3 units, 3-9 hours
Prerequisite: *Varies with topic.*
Selected topics in Administration of Justice not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Career and Technical Education/Workforce Development in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.
Associate degree applicable

ADMINISTRATION OF JUSTICE 299B †
Selected Topics in Administration of Justice
1-3 units, 3-9 hours
Prerequisite: *Varies with topic.*
Selected topics in Administration of Justice not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Career and Technical Education/Workforce Development in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.
Baccalaureate level-CSU transfer

AMERICAN SIGN LANGUAGE (ASL)

AMERICAN SIGN LANGUAGE 120 †
American Sign Language I
4 units, 4 hours lecture

Introduction to American Sign Language as it is used within the Deaf culture. Instruction in the basic structure of the language and development of its use. Skill development practice. Introduction to the history of Deaf culture and the language. Introduction to the Deaf perspective on the establishment of Deaf communities and ASL.
Satisfies General Education for: Grossmont College C1; CSU C2; IGETC 6A
Transfers to: CSU, UC

AMERICAN SIGN LANGUAGE 121 †
American Sign Language II
4 units, 4 hours lecture
Prerequisite: *A "C" grade or higher or "Pass" in American Sign Language 120 or equivalent.*
A continuation of American Sign Language 120. Students will increase their knowledge of the Deaf community, culture, and Deaf education in a hearing world. The Deaf perspective on traditional employment of Deaf people in a hearing society will be explored. In language development, complex grammar functions, expanded vocabulary, and skill development are incorporated into the use of sign production. The course will provide an opportunity for students to improve and enhance their ability to communicate in American Sign Language.
Satisfies General Education for: Grossmont College C1; CSU C2; IGETC 3B
Transfers to: CSU, UC

AMERICAN SIGN LANGUAGE 122 †
Beginning Sign Language Practicum
1 unit, 4 hours laboratory
Prerequisite: *A "C" grade or higher or "Pass" grade in ASL 120 or equivalent.*
The practicum course is designed for the beginning ASL student to reinforce and expand the student's expressive and receptive signing ability. The practicum utilizes hands-on experiences by continuing practice of the skills learned in ASL 120 and that correlates with ASL 121. Students will practice signing exercises, view native signers, and evaluate visual comprehension activities. Students will enhance their ability to use vocabulary and grammar structures that will enable them to function in ASL in everyday contexts with Deaf people.
Transfer to: CSU

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† This course meets all Title 5 standards for Associate Degree Credit.
†† This course meets all Title 5 standards for Nondegree Credit.

AMERICAN SIGN LANGUAGE 130 †
Sign Language: Fingerspelling

3 units, 3 hours lecture
Recommended Preparation: *A "C" grade or higher or "Pass" in American Sign Language 120 or equivalent ability to sign.*
This course is taught using American Sign Language. Introduction to the American manual alphabet of fingerspelling and its use within American Sign Language. Upon completion of this course, students will demonstrate increased ability to accurately produce and comprehend ASL number systems and fingerspelling uses. Extensive drills and practice in both receptive and expressive use will be implemented.
Transfers to: CSU, UC

AMERICAN SIGN LANGUAGE 140 †
Perspectives on Deaf Culture

3 units, 3 hours lecture
This course will introduce students to the culture of Deaf people and distinguish the Deaf culture from the Deaf community. Deaf heritage, values, behaviors, historical perspectives, and the grammar structure of sign language will be examined. ASL literature, Deaf artists, social and political influences, and emerging technology for Deaf people will be studied.
Satisfies General Education for: Grossmont College C1; CSU C2; IGETC 3B
Transfers to: CSU, UC

AMERICAN SIGN LANGUAGE 160 †
Deaf People and Community Resources

3 units, 3 hours lecture
This course focuses on the implications of hearing loss and local community resources. The following topics are introduced: public education, sign language and deaf children, late deafened adults and communication issues and devices, being Deaf in a hearing family, the Americans with Disabilities Act (ADA) and interpreting services, telephone access for Deaf and hearing people, issues in employment of Deaf people, speech pathology, audiology, and social service agencies. The student will learn about local community resources, national resources, and how the Deaf consumer gains access. This course prepares the student for ASL 196 Community Service Learning.
Transfers to CSU

AMERICAN SIGN LANGUAGE 196 A-B †
Community Service Learning

1 unit, 5 work experience hours per week
Prerequisite: *A "C" grade or higher or "Pass" in American Sign Language 160 and 221 or equivalent.*
Community Service Learning Experience (CSLE) is a community outreach program which promotes the national agenda of volunteer engagement. The purpose is to provide students an opportunity to work with Deaf people by applying academic knowledge and sign language skills to explore options and careers in selected areas of study. This course includes placement in a community based site.
For work experience requirements see page 21.
Transfers to CSU

AMERICAN SIGN LANGUAGE 199
Special Studies or Projects in American Sign Language

1-3 units, 3-9 hours
Prerequisite: *Consent of instructor.*
Individual study, research or projects in the field of American Sign Language under instructor guidance. Written reports and periodic conferences required. Content and unit credit to be determined by student/instructor conferences and/or division. May be repeated for a maximum of nine units.

AMERICAN SIGN LANGUAGE 220 †
American Sign Language III

4 units, 4 hours lecture
Prerequisite: *A "C" grade or higher or "Pass" in American Sign Language 121 or equivalent.*
This course continues the study of American Sign Language. Students will continue their development of sign language vocabulary, grammar structures, and conversational skills. This course will provide an opportunity for students to greatly improve their ability to communicate in American Sign Language by studying the nuances and intricacies of the language. Students will continue to enhance their studies and awareness by focusing on the Deaf community as a culture and issues that arise between the hearing and Deaf cultures.
Satisfies General Education for: Grossmont College C1; CSU C2, IGETC 3B
Transfers to: CSU, UC

AMERICAN SIGN LANGUAGE 221 †
American Sign Language IV

4 units, 4 hours lecture
Prerequisite: *A "C" grade or higher or "Pass" in American Sign Language 220 or equivalent.*
This course is taught using American Sign Language. This is an advanced course designed to increase vocabulary, examine the use of semantic and body classifiers, expand and develop conversational signing ability through the use of appropriate grammar structures and storytelling. Popular Deaf culture stories are learned through the development of storytelling techniques. The rich heritage of Deaf people is studied through biographies of those who are famous for their contribution.
Satisfies General Education for: CSU C2, IGETC 3B
Transfers to: CSU, UC

AMERICAN SIGN LANGUAGE 222 †
Intermediate Sign Language Practicum

1 unit, 4 hours laboratory
Prerequisite: *A "C" grade or higher or "Pass" grade in ASL 121 or equivalent.*
The practicum course is designed for the intermediate ASL student to develop techniques in the various forms of creative storytelling. This course provides hands-on experiences by utilizing practice exercises, presentations and videotaping. Students will strengthen their mastery of ASL by practicing vocabulary, classifier use, facial expression, sequencing, spatial references, and character development learned in ASL 121 and that correlates with ASL 220 and 221.
Transfers to: CSU

AMERICAN SIGN LANGUAGE 250 †
Introduction to the Language Structure of ASL

3 units, 3 hours lecture
Prerequisite: *A "C" grade or higher or "Pass" in American Sign Language 220 or equivalent.*
Introduction and practice of the fundamental grammar structures of ASL. This course will examine the function and use of classifiers, syntax, semantics, phonology, morphology, discourse, sentence types, fingerspelling and lexicalized (loan) signs. Cultural aspects of language, bilingualism and society are presented. This course is designed for the student majoring in ASL.
Satisfies General Education for: Grossmont College C2
Transfers to CSU

AMERICAN SIGN LANGUAGE 298 ††
Selected Topics in American Sign Language

1-3 units, 3-9 hours
Prerequisite: *Varies with topic.*
Selected topics in American Sign Language not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Arts, Languages and Communication in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.
Non-associate degree applicable

† This course meets all Title 5 standards for Associate Degree Credit.
†† This course meets all Title 5 standards for Nondegree Credit.

AMERICAN SIGN LANGUAGE 299A †
Selected Topics in American Sign Language
1-3 units, 3-9 hours
Prerequisite: *Varies with topic.*
Selected topics in American Sign Language not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Arts, Languages and Communication in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.
Associate degree applicable

AMERICAN SIGN LANGUAGE 299B †
Selected Topics in American Sign Language
1-3 units, 3-9 hours
Prerequisite: *Varies with topic.*
Selected topics in American Sign Language not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Arts, Languages and Communication in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.
Baccalaureate level-CSU transfer

ANTHROPOLOGY (ANTH)

ANTHROPOLOGY 120 †
Cultural Anthropology
3 units, 3 hours lecture
The nature of culture; cultural growth and history; survey of the range of cultural phenomena including material culture, social organization, kinship systems, religion, language and other topics. Systematic study of similarities and differences among cultures through investigation of selected societies.
Satisfies General Education for: Grossmont College D2; CSU D1 or D3; IGETC 4A
Transfers to: CSU, UC

ANTHROPOLOGY 125 †
Cultures of the World
3 units, 3 hours lecture
Presentation and discussion of the cultural patterns of a wide range of non-western peoples. Ethnographic field methods and analysis. Ways of organizing ethnographic data. This course is offered only when there is sufficient demand.
Satisfies General Education for CSU D1
Transfers to: CSU, UC

ANTHROPOLOGY 130 †
Introduction to Physical Anthropology
3 units, 3 hours lecture
An introduction to physical anthropology, the study of human biology and behavior from an evolutionary perspective. Topics covered include evolutionary theory, principles of genetics, biology and behavior of nonhuman primates, the fossil evidence for human and primate evolution, and modern human biological and cultural diversity.
Satisfies General Education for: Grossmont College B1; CSU B2; IGETC 5B
Transfers to: CSU, UC

ANTHROPOLOGY 131 †
Physical Anthropology Laboratory
1 unit, 3 hours laboratory
Corequisite: *A "C" grade or higher or "Pass" or concurrent enrollment in Anthropology 130 or equivalent.*
A laboratory experience designed to reinforce and expand ideas introduced in Anthropology 130. Students will use physical anthropological methods and tools to solve problems in the areas of genetics, human variation, human osteology, primate biology and behavior, and human evolution.
Satisfies General Education for: Grossmont College B1; CSU B3; IGETC 5B
Transfers to: CSU, UC

ANTHROPOLOGY 140 †
Introduction to Archaeology
3 units, 3 hours lecture
An introduction to the field of archaeology, the study of past human societies through their material remains. The course will provide an introduction to field methods, categories of data and theoretical approaches in archaeology. Major developments in world prehistory will be examined using archaeological evidence. The relevance of archaeological research to contemporary society will also be addressed.
Satisfies General Education for: Grossmont College D2; CSU D1; IGETC 4A
Transfers to: CSU, UC

ANTHROPOLOGY 199
Special Studies or Projects in Anthropology
1-3 units, 3-9 hours
Prerequisite: *Consent of instructor.*
Individual study, research or projects in the field of anthropology under instructor guidance. Written reports and periodic conferences required. Content and unit credit to be determined by student/instructor conferences and/or division. May be repeated for a maximum of nine units.

ANTHROPOLOGY 215 †
(Psychology 215, Sociology 215)
Statistics for the Behavioral Sciences
3 units, 2 hours lecture, 3 hours laboratory
Prerequisite: *A "C" grade or higher in Mathematics 103 or 110 or equivalent.*
Methods and experience in defining and solving quantitative problems in the behavioral sciences. Emphasis is on the design of experiments and the application of a variety of parametric and nonparametric techniques to the analysis of data.
Satisfies General Education for: Grossmont College A3; CSU B4; IGETC 2A
Transfers to: CSU, UC (credit limited: see page 30)

ANTHROPOLOGY 298 ††
Selected Topics in Anthropology
1-3 units, 3-9 hours
Prerequisite: *Varies with topic.*
Selected topics in anthropology not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of English and Social/Behavioral Sciences in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.
Non-associate degree applicable

ANTHROPOLOGY 299A †
Selected Topics in Anthropology
1-3 units, 3-9 hours
Prerequisite: *Varies with topic.*
Selected topics in anthropology not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of English and Social/Behavioral Sciences in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.
Associate degree applicable

ANTHROPOLOGY 299B †
Selected Topics in Anthropology
1-3 units, 3-9 hours
Prerequisite: *Varies with topic.*
Selected topics in anthropology not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of English and Social/Behavioral Sciences in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.
Baccalaureate level-CSU transfer

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† This course meets all Title 5 standards for Associate Degree Credit.
†† This course meets all Title 5 standards for Nondegree Credit.

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App. 3

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G02 – Arts, Languages & Communication

ASL-120 American Sign Language I

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
2022		4.0	25	0	12	0	0	12	0	0	1	0	0	0	0	0	2	Rhodes, Joseph PT
2024		4.0	28	0	14	0	0	10	0	0	3	1	0	0	0	0	4	Carmean, Jennifer
2026		4.0	25	0	9	0	0	14	0	0	1	0	1	0	0	0	6	Carmean, Jennifer
2027		4.0	29	0	21	0	0	5	0	0	3	0	0	0	0	0	0	Laubenthal, Simone PT
2028N		4.0	21	0	16	0	0	3	0	0	2	0	0	0	0	0	4	Rhodes, Joseph PT
2029N		4.0	25	0	16	0	0	4	0	0	2	1	2	0	0	0	5	Griffith, Patricia PT
5999		4.0	31	0	21	0	0	5	0	0	3	1	1	0	0	0	3	Laubenthal, Simone PT
6001		4.0	20	0	6	0	0	7	0	0	6	0	1	0	0	0	9	Gould, Jamie
6006		4.0	30	0	8	0	0	15	0	0	6	1	0	0	0	0	2	Gould, Jamie
Course Total			234	0	123	0	0	75	0	0	27	4	4	1	0	0	35	

ASL-121 American Sign Language II

Section	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
2033		4.0	28	0	10	0	0	11	0	0	5	2	0	0	0	0	4	Carmean, Jennifer
2034		4.0	28	0	10	0	0	12	0	0	4	1	0	1	0	0	3	Carmean, Jennifer XP
2035N		4.0	26	0	9	0	0	11	0	0	4	1	1	0	0	0	1	Clary, William PT
2036N		4.0	29	0	11	0	0	16	0	0	2	0	1	0	0	0	5	Driscoll, Venita PT
6005		4.0	23	0	11	0	0	8	0	0	1	0	3	0	0	0	3	Driscoll, Venita PT
6080		4.0	18	0	11	0	0	4	0	0	3	0	0	0	0	0	1	White, Sheryl PT
Course Total			152	0	62	0	0	62	0	0	19	4	4	1	0	0	17	

ASL-130 Sign Language: Fingerspelling

Section	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
2037N		3.0	23	0	11	0	0	7	0	0	2	2	1	0	0	0	1	Griffith, Patricia PT
Course Total			23	0	11	0	0	7	0	0	2	2	1	0	0	0	1	

** = Not Valid for ADA – Not included in totals

ASL-140 Perspectives on Deaf Culture

Section	Units													Instructor	
2038	3.0	21	0	7	0	8	0	2	1	3	0	0	0	Clary, William	PT
Course Total		21	0	7	0	8	0	2	1	3	0	0	0		

ASL-160 Deaf People & Comm Resources

Section	Units													Instructor	
4886	3.0	13	0	7	0	5	0	0	1	0	0	0	0	1 Idano, Rose	PT
Course Total		13	0	7	0	5	0	0	1	0	0	0	0	1	

ASL-220 American Sign Language III

Section	Units													Instructor	
5997	4.0	23	0	8	0	11	0	3	1	0	0	0	0	5 Gould, Jamie	
5998	4.0	21	0	6	0	13	0	2	0	0	0	0	0	0 Gould, Jamie	
Course Total		44	0	14	0	24	0	5	1	0	0	0	0	5	

ASL-221 American Sign Language IV

Section	Units													Instructor	
2041	4.0	15	0	13	0	1	0	1	0	0	0	0	0	0 Sierra, George	PT
Course Total		15	0	13	0	1	0	1	0	0	0	0	0		
Subject Total		502	0	237	0	182	0	57	12	12	2	0	0	59	
Division Total		502	0	237	0	182	0	57	12	12	2	0	0	59	

Grade Distribution by Division

School: Grossmont College -- Term: 2008FA -- Division: G02 -- Subject: ASL -- Course: All Courses

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Grade Distribution by Division

School: Grossmont College -- Term: 2009SP -- Division: G02 + Subject ASL -- Course: All Courses

N = Night
** = Not Valid for ADA

G02 -- Arts, Languages & Communication

ASL-120 American Sign Language I

Section	S.T.	Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
6141			4.0	26	0	18	0	0	5	0	0	1	0	2	0	0	0	6	Rhodes, Joseph PT
6142			4.0	28	0	23	0	0	4	0	0	0	0	0	0	0	0	1	Rhodes, Joseph PT
6143			4.0	26	0	12	0	0	8	0	0	1	0	0	0	0	0	4	Carmean, Jennifer
6144			4.0	24	0	17	0	0	4	0	0	1	5	1	0	0	0	6	Laubenthal, Simone PT
6145			4.0	23	0	5	0	0	12	0	0	4	2	0	0	0	0	9	Gould, Jamie
6146			4.0	17	0	9	0	0	5	0	0	1	0	2	0	0	0	8	Carmean, Jennifer
6147			4.0	25	0	15	0	0	6	0	0	2	1	1	0	0	0	7	Kaufmann, Dan PT
6148			4.0	20	0	4	0	0	9	0	0	5	0	2	0	0	0	11	Gould, Jamie
6150N			4.0	30	0	25	0	0	3	0	0	1	0	1	0	0	0	3	White, Sheryl PT
6167N			4.0	20	0	4	0	0	7	0	0	4	5	0	0	0	0	4	Gould, Jamie XP
9206			4.0	19	0	8	0	0	4	0	0	0	1	6	0	0	0	3	Griffith, Patricia PT
Course Total				258	0	140	0	0	67	0	0	21	15	15	0	0	0	62	

ASL-121 American Sign Language II

Section	S.T.	Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
6151			4.0	26	0	16	0	0	8	0	0	1	0	1	0	0	0	2	Driscoll, Venita PT
6152			4.0	30	0	16	0	0	13	0	0	1	0	0	0	0	0	4	Laubenthal, Simone PT
6154			4.0	21	0	5	0	0	11	0	0	3	1	1	0	0	0	1	Carmean, Jennifer
9168N			4.0	23	0	9	0	0	8	0	0	1	1	3	1	0	0	4	Griffith, Patricia PT
9202			4.0	23	0	14	0	0	7	0	0	1	0	1	0	0	0	4	Driscoll, Venita PT
Course Total				123	0	60	0	0	47	0	0	7	2	6	1	0	0	15	

ASL-196A Community Service Learning

Section	S.T.	Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
9304			1.0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	1	Idano, Rose PT

** = Not Valid for ADA -- Not included in totals

Course															Instructor	
ASL-220 American Sign Language III																
Course Total		1	0	0	0	0	0	0	0	0	0	0	0	1		
6157	4.0	25	0	0	7	0	12	0	3	2	0	0	0	5	Gould, Jamie	
6158N	4.0	34	0	9	0	16	0	7	0	2	0	0	2	Clary, William	PT
Course Total		59	0	16	0	28	0	10	2	2	0	0	7			
ASL-221 American Sign Language IV																
6159	4.0	14	0	4	0	6	0	3	0	1	0	0	2	Gould, Jamie	
Course Total		14	0	4	0	6	0	3	0	1	0	0	2			
ASL-250 Intro to Lang Structur of ASL																
6160N	3.0	23	0	6	0	10	0	2	1	3	1	0	1	Clary, William	PT
Course Total		23	0	6	0	10	0	2	1	3	1	0	1			
Subject Total		478	0	226	0	158	0	44	20	27	2	0	88			
Division Total		478	0	226	0	158	0	44	20	27	2	0	88			

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Grade Distribution by Division
School: Grossmont College -- Term: 2009SP -- Division: G02 -- Subject: ASL -- Course: All Courses

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N = Night
** = Not Valid for ADA

G02 -- Arts, Languages & Communication

(Columns S.T. and Wks are blank for all rows.)

ASL-120 American Sign Language I

Section	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
2022	4.0	29	0	19	0	0	6	0	0	3	0	1	0	0	0	0	Rhodes, Joseph PT
2024	4.0	31	0	13	0	0	14	0	0	3	1	0	0	0	0	1	Carmean, Jennifer
2026	4.0	29	0	5	0	2	11	0	0	8	0	2	1	0	0	5	Gould, Jamie
2027	4.0	27	0	18	0	0	5	0	0	4	0	0	0	0	0	3	Laubenthal, Simone PT
2028N	4.0	30	0	18	0	0	10	0	0	0	0	2	0	0	0	2	Rhodes, Joseph PT
2029	4.0	30	0	13	0	0	12	0	0	3	1	1	0	0	0	1	Carmean, Jennifer
5999	4.0	23	0	6	0	0	7	0	0	7	1	2	0	0	0	7	Gould, Jamie
6001	4.0	32	0	15	0	0	8	0	0	5	2	2	0	0	0	1	Kaufmann, Dan PT
6006	4.0	28	0	16	1	0	4	4	0	0	1	2	0	0	0	5	White, Sheryl PT
9658	4.0	28	0	15	0	0	10	0	0	3	0	0	0	0	0	2	Laubenthal, Simone PT
Course Total		287	0	138	1	2	87	4	0	36	6	12	1	0	0	27	

ASL-121 American Sign Language II

Section	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
2033	4.0	25	0	5	0	0	15	0	0	3	0	2	0	0	0	4	Carmean, Jennifer
2034	4.0	20	0	12	0	0	6	0	0	2	0	0	0	0	0	4	Driscoll, Venita PT
2035N	4.0	26	0	6	0	0	10	0	0	4	1	4	1	0	0	1	Clary, William PT
2036	4.0	20	0	14	0	0	4	0	0	1	0	1	0	0	0	7	Driscoll, Venita PT
6005	4.0	26	0	5	0	0	14	0	0	5	1	1	0	0	0	2	Carmean, Jennifer XP
6080N	4.0	27	0	15	0	0	5	0	0	6	1	0	0	0	0	0	Griffith, Patricia PT
Course Total		144	0	57	0	0	54	0	0	21	3	8	1	0	0	18	

ASL-130 Sign Language: Fingerspelling

Section	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
2037N	3.0	25	0	19	0	0	4	0	0	0	0	2	0	0	0	1	Griffith, Patricia PT

** = Not Valid for ADA -- Not included in totals

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Grade Distribution by Division
School: Grossmont College -- Term: 2009FA -- Division: G02 -- Subject: ASL -- Course: All Courses

Page: 1

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Course Total		25	0	19	0	4	0	0	0	2	0	0	0	1
ASL-140 Perspectives on Deaf Culture														
9545N	3.0	20	0	1	0	10	0	3	2	0	0	1 Clary, William		PT
Course Total		20	0	1	0	10	0	3	2	0	0	1		
ASL-196A Community Service Learning														
9543	1.0	0	0	0	0	0	0	0	0	0	0	2 Idano, Rose		PT
Course Total		0	0	0	0	0	0	0	0	0	0	2		
ASL-220 American Sign Language III														
5597	4.0	22	0	9	3	1	4	0	0	1	0	3 Vintinner, Ishaa		PT
5998	4.0	26	0	7	0	12	0	6	1	0	0	5 Gould, Jamie		
Course Total		48	0	7	3	13	4	10	1	0	1	8		
ASL-221 American Sign Language IV														
2041	4.0	15	0	2	0	4	0	7	0	2	0	4 Gould, Jamie		
Course Total		15	0	2	0	4	0	7	0	2	0	4		
Subject Total		539	0	224	10	172	8	77	11	27	5	61		
Division Total		539	0	224	10	172	8	77	11	27	5	61		

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** = Not Valid for ADA   N = Night

G02 -- Arts, Languages & Communication

ASL-120 American Sign Language I

Section	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
6141		4.0	28	0	14	0	0	8	0	0	4	0	1	0	0	0	1	Rhodes, Joseph	PT
6142		4.0	27	0	17	0	0	6	0	0	1	0	3	0	0	0	1	Rhodes, Joseph	PT
6143		4.0	28	0	11	0	0	9	0	0	6	1	1	0	0	0	5	Carmean, Jennifer	XP
6144		4.0	28	0	16	0	0	10	0	0	1	0	1	0	0	0	4	Laubenthal, Simone	PT
6145		4.0	31	0	4	0	0	14	0	0	6	6	1	0	0	0	2	Gould, Jamie	XP
6146		4.0	23	0	5	0	0	9	0	0	6	2	1	0	0	0	5	Carmean, Jennifer	
6147		4.0	24	0	11	0	0	11	0	0	1	0	1	0	0	0	7	Laubenthal, Simone	PT
6150N		4.0	34	0	25	0	2	6	0	0	0	0	1	0	0	0	1	White, Sheryl	PT
6167N		4.0	33	0	7	0	0	13	0	0	4	4	5	0	0	0	1	Kaufmann, Dan	PT
9206N		4.0	26	0	22	0	0	2	0	0	0	1	0	0	0	0	6	Griffith, Patricia	PT
9902		4.0	24	0	2	0	0	11	0	0	6	4	1	0	0	0	11	Gould, Jamie	
Course Total			306	0	134	0	2	99	0	0	35	19	17	0	0	0	44		

ASL-121 American Sign Language II

Section	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
6151		4.0	28	0	4	3	2	5	4	0	6	1	2	1	0	0	2	Driscoll, Venita	PT
6152		4.0	20	0	6	0	0	8	0	0	3	1	2	0	0	0	8	Carmean, Jennifer	
6154		4.0	24	0	6	0	0	12	0	0	3	1	1	0	1	0	4	Carmean, Jennifer	
9168		4.0	25	0	11	0	0	6	0	0	3	2	3	0	0	0	0	Griffith, Patricia	PT
9202		4.0	26	0	8	2	5	5	4	1	1	0	3	0	0	0	4	Driscoll, Venita	PT
9760N		4.0	26	0	6	0	0	8	0	0	8	2	2	0	0	0	4	Clary, William	PT
Course Total			149	0	41	5	7	44	8	1	24	7	10	1	0	0	22		

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Grade Distribution by Division

ASL-122 Begin Sign Language Practicum

9761	1.0	19	9	0	9	0	5	0	1	4	0	0	0	0	5	Gould, Jamie
Course Total		19	9	0	9	0	5	0	1	4	0	0	0	0	5	

ASL-196A Community Service Learning

9304	1.0	2	2	0	2	0	0	0	0	0	0	0	0	0	1	Gould, Jamie	XP
Course Total		2	2	0	2	0	0	0	0	0	0	0	0	0	1		

ASL-220 American Sign Language III

6157	4.0	32	4	0	13	0	14	1	0	0	0	3	Gould, Jamie
6158	4.0	30	11	0	11	0	6	1	1	0	0	4	Gould, Jamie
Course Total		62	15	0	24	0	20	1	2	0	0	7	

ASL-221 American Sign Language IV

6159	4.0	23	10	0	11	0	1	0	0	1	0	4	Vintinner, Ishaa	PT
Course Total		23	10	0	11	0	1	0	0	1	0	4	

ASL-222 Intermed Sign Lang Practicum

9903	1.0	9	2	0	4	0	2	0	1	0	0	5	Gould, Jamie
Course Total		9	2	0	4	0	2	0	1	0	0	5	

Subject Total	570	0	213	5	187	8	1	83	31	30	2	1	88
Division Total	570	0	213	5	187	8	1	83	31	30	2	1	88

Grade Distribution by Division

School: Grossmont College -- Term: 2010SP -- Division: G02 -- Subject: ASL -- Course: All Courses

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HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
ASL 120	AMERICAN SIGN LANGUAGE I													
3104	3.0	12	10	3						5	31	93.0	CARMEAN	
3105	3.0	11	9		1	1				4	26	78.0	CARMEAN	
3106	3.0	12	6	4	1	1				5	29	87.0	LAUBENTHAL	
3108	3.0	9	7		1	1				4	23	69.0	CARMEAN	PT
3110N	3.0	5	11	7		2				4	29	87.0	LAUBENTHAL	XP
3111N	3.0	10	8	7		1				3	22	66.0	MORRIS	PT
3112N	3.0	3	11	5	2	1		1		9	31	90.0	MORRIS	PT
3113N	3.0	4	15	3		1				1	24	72.0	SIERRA	PT
COURSE TOTAL		66	77	23	5	8		1		35	215	642.0		
ASL 121	AMERICAN SIGN LANGUAGE II													
3115	3.0	9	6	2	2	1				2	23	69.0	CARMEAN	
3116	3.0	9	9	1	1	3				4	23	69.0	CARMEAN	
3117N	3.0	8	5	4					1	7	28	84.0	GRIFFITH	
COURSE TOTAL		26	20	7	3	4			1	13	74	222.0	GRIFFITH	PT
ASL 130	SIGN LANGUAGE: FINGERSPELLING													
3120	3.0	7	5	1	2	1				5	21	63.0	GRIFFITH	PT
COURSE TOTAL		7	5	1	2	1				5	21	63.0		
ASL 140	PERSPECTIVE ON DEAF CULTURE													
3122N	3.0	1	4	4	2	3				3	17	51.0	CLARY	PT
COURSE TOTAL		1	4	4	2	3				3	17	51.0		
ASL 199	SPECIAL STUDIES IN ASL													
3126	1.0	1	1								1	1.0	CARMEAN	
COURSE TOTAL		1	1								1	1.0		
ASL 220	AMERICAN SIGN LANGUAGE III													
3123	3.0	3	8	1	1	1				5	19	57.0	DRISCOLL	PT
3124N	3.0	3	6	5	2	1				2	18	54.0	CLARY	PT
COURSE TOTAL		6	14	6	3	1				7	37	111.0		
SUBJECT TOTAL		107	120	41	15	17		1	1	63	365	1090.0		

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GROSSMONT COLLEGE
GRADE DISTRIBUTION SUMMARY

HUMANITIES, SOCIAL & BEHAV SCIENCES   HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
ASL 120 AMERICAN SIGN LANGUAGE I															
3100		3.0	12	11	7						1	31	93.0	DRISCOLL	PT
3102	8	6.0	8	4	2							14	32.9	RHODES	PT
3103		3.0	12	8	4						2	26	78.0	CARMEAN	PT
3104		3.0	18	6	1	1					4	30	90.0	CARMEAN	PT
3105		3.0	8	12	4	1	1					26	78.0	CARMEAN	PT
3106		3.0	12	4	1	4				1	2	24	72.0	GRIFFITH	PT
3107		3.0	9	5		1	1				7	23	66.0	SIERRA	PT
3108N		3.0	13	5			1				13	32	96.0	LAUBENTHAL	PT
3109N		3.0	18	7			1		1		3	30	90.0	GRIFFITH	PT
3110N		3.0	15	7	1		2				2	27	81.0	RHODES	PT
COURSE TOTAL		3.0	125	69	20	7	6		1	1	34	263	776.9		
ASL 121 AMERICAN SIGN LANGUAGE II															
3112		3.0	17	5	3						3	28	84.0	DRISCOLL	PT
3114		3.0	5	7	1	1	1				3	18	54.0	CARMEAN	PT
3115		3.0	9	8	2		1		1	1	5	27	81.0	CARMEAN	PT
3117N		3.0	5	12	4				1		3	25	75.0	MORRIS	XP
COURSE TOTAL		3.0	36	32	10	1	2		2	1	14	98	294.0		
ASL 220 AMERICAN SIGN LANGUAGE III															
3122N		3.0	1	11	10	1	2					25	75.0	CLARY	PT
3123N		3.0	2	3	5	2					3	15	45.0	CLARY	PT
COURSE TOTAL		3.0	3	14	15	3	2				3	40	120.0		
ASL 299 AMERICAN SIGN LANGUAGE IV															
3125N		3.0	3	7	1	1						11	33.0	GERSHWIND	PT
COURSE TOTAL		3.0	3	7	1	1						11	33.0		
SUBJECT TOTAL			167	122	46	11	10		3	2	51	412	1223.9		

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HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
ASL 120 AMERICAN SIGN LANGUAGE I														
3102	4.0	29	2	1				1			33	132.0	RHODES	PT
3103	4.0	22	7							4	33	132.0	RHODES	PT
3104	4.0	15	6	1						4	26	100.0	CARMEAN	PT
3105	4.0	17	4	1						7	29	112.0	LAUBENTHAL	
3106	4.0	19	3	1	1	1				1	26	104.0	CARMEAN	PT
3108N	4.0	12	10			1		1		4	28	104.0	LAUBENTHAL	PT
3110N	4.0	14	4			2		1	1	5	27	108.0	SIERRA	PT
3111N	4.0	6	7	1						3	17	64.0	MORRIS	PT
3112N	4.0	4	10			2		1		1	18	72.0	SIERRA	PT
3113N	4.0	3	3	2	1	1				7	17	68.0	MORRIS	PT
COURSE TOTAL		141	56	7	2	7		4	1	36	254	996.0	MORRIS	
ASL 121 AMERICAN SIGN LANGUAGE II														
3115	4.0	12	4	2				2		3	23	92.0	DRISCOLL	PT
3116	4.0	11	10	1		2			1	3	28	112.0	CARMEAN	PT
3117	4.0	16	6		1			1		2	26	104.0	CARMEAN	PT
3118N	4.0	7	8	6	1	2		1		3	28	108.0	GRIFFITH	XP
COURSE TOTAL		46	28	9	2	4		4	1	11	105	416.0	GRIFFITH	
ASL 130 SIGN LANGUAGE: FINGERSPELLING														
3120N	3.0	6	6	2		4				1	19	54.0	GRIFFITH	PT
COURSE TOTAL		6	6	2		4				1	19	54.0	GRIFFITH	
ASL 220 AMERICAN SIGN LANGUAGE III														
3123	4.0	8	3	3		1				5	20	80.0	DRISCOLL	PT
3124N	4.0	1	6	9	1	3		1		4	25	96.0	CLARY	PT
COURSE TOTAL		9	9	12	1	4		1		9	45	176.0	CLARY	
ASL 221 AMERICAN SIGN LANGUAGE IV														
3126N	4.0	2	4	2						1	9	36.0	GERSHWIND	PT
COURSE TOTAL		2	4	2						1	9	36.0	GERSHWIND	
SUBJECT TOTAL		204	103	32	5	19		9	2	58	432	1678.0		

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HUMANITIES, SOCIAL & BEHAV SCIENCES   HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T. WKS HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
ASL 120											**AMERICAN SIGN LANGUAGE I**			
3099	4.0	18	8	2						4	32	128.0	RHODES	PT
3100	4.0	9	1	4		3				4	17	68.0	GRIFFITH	PT
3101	4.0	16	8	1						5	26	100.0	SIERRA	PT
3102	4.0	15	7	4	2					4	27	108.0	RHODES	PT
3103	4.0	16	9	2	1	1				1	29	116.0	CARMEAN	PT
3104	4.0	9	7	2		2		2		5	30	120.0	LAUBENTHAL	XP
3106	4.0	10	6	4						3	26	104.0	CARMEAN	PT
3107	4.0	8	7	3	1	4				3	26	104.0	LAUBENTHAL	PT
3108N	4.0			1	1			1		3	25	100.0	LINDSAY	PT
3109N	4.0				1						25	100.0	GRIFFITH	PT
COURSE TOTAL		119	68	21	5	10		3		37	263	1048.0		
ASL 121											**AMERICAN SIGN LANGUAGE II**			
3112	4.0	14	9	2				2		5	28	112.0	DRISCOLL	PT
3114	4.0	10	12	3		1				4	31	124.0	CARMEAN	
3116	4.0	13	8	3						4	29	116.0	CARMEAN	
3118N	4.0	20	9	1	1	1		2		1	31	124.0	SIERRA	PT
COURSE TOTAL		57	38	7	1	1		2		14	119	476.0		
ASL 220											**AMERICAN SIGN LANGUAGE III**			
3122	4.0	13	8	3		1				3	24	96.0	DRISCOLL	PT
3123N	4.0	3	5	3	1	2		1		3	20	80.0	CLARY	PT
COURSE TOTAL		16	13	5	1	3		1		6	44	176.0		
ASL 221											**AMERICAN SIGN LANGUAGE IV**			
3125N	4.0	5	5	2				1			13	52.0	GERSHWIND	PT
COURSE TOTAL		5	5	2				1			13	52.0		
SUBJECT TOTAL		197	124	35	6	14		6		57	439	1752.0		

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HUMANITIES, SOCIAL & BEHAV SCIENCES
HUMANITIES, SOCIAL & BEHAV SCIENCES

Course/Sec	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
ASL 120			**AMERICAN SIGN LANGUAGE I**												
3102		4.0	18	5	2	1					3	29	116.0	RHODES	PT
3103		4.0	23	4	1	1					5	34	136.0	RHODES	PT
3104		4.0	11	7	5	2					4	29	116.0	CARMEAN	PT
3105	8	8.0	7	4	3		1				1	16	51.2	LAUBENTHAL	PT
3106		4.0	11	11	3		2				1	28	112.0	CARMEAN	
3108		4.0	7	9	2		1				7	26	104.0	VINTINNER	
3110N		4.0	15	9	1						2	27	108.0	IDANO	PT
3111N		4.0	15	5	1						6	27	108.0	VINTINNER	PT
3112N		4.0	5	6	3						8	22	88.0	GRIFFITH	PT
3113N		4.0	7	10	2	2	1				1	23	92.0	SIERRA	PT
COURSE TOTAL			119	70	23	6	5				38	262	1031.2		
ASL 121			**AMERICAN SIGN LANGUAGE II**												
3115		4.0	12	4	1		1				7	25	100.0	DRISCOLL	PT
3116		4.0	11	10	3						2	26	104.0	CARMEAN	PT
3118		4.0	13	7	3						5	28	112.0	CARMEAN	XP
3119N		4.0	6	15					1		3	25	100.0	SIERRA	PT
COURSE TOTAL			42	36	7		1		1		17	104	416.0		
ASL 130			**SIGN LANGUAGE: FINGERSPELLING**												
3120N		3.0	3	3	1		1		1		7	15	45.0	GRIFFITH	PT
COURSE TOTAL			3	3	1		1		1		7	15	45.0		
ASL 220			**AMERICAN SIGN LANGUAGE III**												
3123		4.0	16	3	3						7	29	112.0	DRISCOLL	PT
3124N		4.0	5	14	1		4		1		4	29	112.0	CLARY	PT
COURSE TOTAL			21	17	4		4		1		11	58	224.0		
ASL 221			**AMERICAN SIGN LANGUAGE IV**												
3127N	8	4.0	4	3							1	8	12.8	CLARY	PT
COURSE TOTAL			4	3							1	8	12.8		
SUBJECT TOTAL			189	129	35	6	11		3		74	447	1729.0		

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HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
ASL 120													**AMERICAN SIGN LANGUAGE I**	
3098	4.0	19	8	3		1				3	34	132.0	RHODES	PT
3099	4.0	18	4	6		1				3	32	128.0	RHODES	PT
3102	4.0	9	10	1	1	1				7	29	116.0	CARMEAN	PT
3103	4.0	17	8	2							27	108.0	LAUBENTHAL	PT
3104	4.0	14	4	1		1				3	23	92.0	KAUFMANN	PT
3105	4.0	11	5	1	1					3	21	84.0	SIERRA	PT
3106	4.0	7	11							4	22	88.0	CARMEAN	PT
3107	4.0	6	7	1	1			1		10	26	104.0	CARMEAN	PT
3108N	4.0	12	6					1		4	23	92.0	IDANO	PT
3109N	4.0	9	5	1	1	1				7	24	96.0	GRIFFITH	PT
3117N	4.0	2	3	1		2		2		3	13	52.0	VINTINNER	PT
COURSE TOTAL		124	71	17	4	7		4		47	274	1092.0		
ASL 121													**AMERICAN SIGN LANGUAGE II**	
3112	4.0	15	5	2		3				3	28	112.0	DRISCOLL	PT
3114	4.0	27	4			2					33	132.0	LAUBENTHAL	PT
3116	4.0	9	9	3						9	30	120.0	GRIFFITH	PT
3118N	4.0	17	11		1					4	33	132.0	SIERRA	PT
COURSE TOTAL		68	29	5	1	5				16	124	496.0		
ASL 220													**AMERICAN SIGN LANGUAGE III**	
3122	4.0	6	7	2	1					9	25	100.0	DRISCOLL	PT
3123N	4.0	4	11			3				5	23	92.0	CLARY	PT
COURSE TOTAL		10	18	2	1	3				14	48	192.0		
ASL 221													**AMERICAN SIGN LANGUAGE IV**	
3125N	4.0	6	3							2	11	44.0	VINTINNER	PT
COURSE TOTAL		6	3							2	11	44.0		
SUBJECT TOTAL		208	121	24	6	15		4		79	457	1824.0		

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HUMANITIES, SOCIAL & BEHAV SCIENCES · HUMANITIES, SOCIAL & BEHAV SCIENCES

Sect	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
ASL 120					**AMERICAN SIGN LANGUAGE I**									
31102	4.0	10	13	3		1				1	29	116.0	RHODES	PT
31103	4.0	15	11			1				4	31	124.0	RHODES	PT
31104	4.0	15	13	1							29	116.0	CARMEAN	PT
31105	4.0	12	9	2	1			1		5	33	132.0	KAUFMANN	
31106	4.0	15	8	3		1				4	27	108.0	CARMEAN	PT
31107	4.0	6	7	3	3	5		1	1	5	31	124.0	KAUFMANN	PT
3110N	4.0	13	8	3	1	1				5	31	124.0	CARMEAN	PT
3110N	4.0	12	8	5					1	3	29	116.0	KAUFMANN	PT
3111N	4.0	17	6	1						5	25	100.0	LAUBENTHAL	PT
3112N	4.0	7	1	5	1					3	27	108.0	WHITE	PT
3113N	4.0	14	5	1	1	3			1	1	25	100.0	MILLSAP	PT
COURSE TOTAL		114	87	28	5	20		1	3	34	292	1168.0		
ASL 121					**AMERICAN SIGN LANGUAGE II**									
31115	4.0	14	8	1		2				4	29	116.0	DRISCOLL	PT
31116	4.0	12	10	1	1					5	29	116.0	CARMEAN	XP
31117	4.0	12	7	3	1	1				3	26	104.0	CARMEAN	XP
3118N	4.0	8	4							4	16	64.0	SIERRA	PT
3119N	4.0	10	3			2		1	1	4	20	80.0	GRIFFITH	PT
COURSE TOTAL		56	32	5	1	5		1	1	20	120	480.0		
ASL 130					**SIGN LANGUAGE: FINGERSPELLING**									
3120N	3.0	10	8	1	2					6	27	78.0	GRIFFITH	PT
COURSE TOTAL		10	8	1	2					6	27	78.0		
ASL 140					**PERSPECTIVES ON DEAF CULTURE**									
3121	3.0	3	1	3	4						11	33.0	CLARY	PT
COURSE TOTAL		3	1	3	4						11	33.0		
ASL 220					**AMERICAN SIGN LANGUAGE III**									
3123	4.0	12	9	2	1	1		2		4	30	112.0	DRISCOLL	PT
3124N	4.0	8	9	3	1	2				1	23	92.0	CLARY	PT
COURSE TOTAL		20	18	5	1	3		2		5	53	204.0		
ASL 221					**AMERICAN SIGN LANGUAGE IV**									
3127	4.0	6	2	2						2	10	40.0	SIERRA	PT
COURSE TOTAL		6	2	2						2	10	40.0		
SUBJECT TOTAL		209	148	42	13	27		4	3	67	513	2003.0		

GROSSMONT COLLEGE
GRADE DISTRIBUTION SUMMARY

HUMANITIES, SOCIAL & BEHAV SCIENCES

	S.T.WKS HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
ASL 120 AMERICAN SIGN LANGUAGE I														
3098	4.0	22	4	1		1				3	31	124.0	RHODES	PT
3099	4.0	22	5							3	30	120.0	RHODES	PT
3102	4.0	12	11	1	1					4	29	116.0	CARMEAN	XP
3103	4.0	18	8	1						4	31	124.0	LAUBENTHAL	PT
3104	4.0	12	6	1		5				13	37	148.0	KAUFMANN	PT
3106	4.0	11	11	3	1						26	104.0	CARMEAN	PT
3107	4.0	10	4	2	1	1		1		4	23	92.0	LAUBENTHAL	PT
3108N	4.0	13	4	1						6	24	96.0	WHITE	PT
3109N	4.0	9	7	2				1		6	25	100.0	GRIFFITH	PT
3110N	4.0	16	5	1						5	27	108.0	KAUFMANN	PT
COURSE TOTAL		145	65	13	3	7		2		48	283	1124.0		
ASL 121 AMERICAN SIGN LANGUAGE II														
3112	4.0	7	10	5	1	1				5	29	116.0	DRISCOLL	PT
3114	4.0	11	9	4	1					4	29	116.0	CARMEAN	XP
3116	4.0	8	5	3	1	1				2	20	80.0	GRIFFITH	XP
3117	4.0	8	6	7	1					6	28	112.0	GRIFFITH	PT
3118N	4.0	26								8	34	128.0	CARMEAN	PT
COURSE TOTAL		60	30	19	4	2				25	140	552.0	SIERRA	PT
ASL 160 DEAFNESS & COMMUNITY RESOURCES														
3121	3.0	7	4	1						1	13	39.0	IDANO	PT
COURSE TOTAL		7	4	1						1	13	39.0		
ASL 220 AMERICAN SIGN LANGUAGE III														
3123	4.0	3	19	2		4	1			4	33	132.0	CLARY	PT
3124	4.0	8	14	1	1		1			4	29	116.0	DRISCOLL	PT
COURSE TOTAL		11	33	3	1	4	2			8	62	248.0		
ASL 221 AMERICAN SIGN LANGUAGE IV														
3125N	4.0	11								6	17	68.0	SIERRA	PT
COURSE TOTAL		11								6	17	68.0		
ASL 250 INTRO TO LANG STRUCTURE OF ASL														
3127N	3.0	3	4	1						3	11	33.0	CLARY	PT
COURSE TOTAL		3	4	1						3	11	33.0		
SUBJECT TOTAL		237	136	37	8	13	2	2		91	526	2064.0		

HUMANITIES, SOCIAL & BEHAV SCIENCES

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ANNUAL PLANNING 2009-10 PROGRESS REPORT

Please fill out the form below on ALL activities that appeared in your 2009-10 Annual Action Plan (please see the DPM archive link http://web1.gcccd.edu/emp/emp2009). Include all activities that you planned for that year whether you requested funding or not and whether you finished them or not. Please add additional rows if needed.

DUE DATE: This report is due to the division deans/council VPs by October 15, 2010.

**Save a copy of this report using your department name as part of the file name.

Department/Program: ___ASL___

Activity (cut and paste a brief description of your activity from the DPM)	Check all that apply					If completed, what were the outcomes of the activity? Provide a summary of qualitative and/or quantitative data to show that the outcomes you listed to the left were achieved.
	In Process	**Completed**	**Funded**	**Requested funding, but did not receive it**	**Did not require funding**	
AP 517 Acquire 2 Bulletin Boards with glass cases to showcase Deaf community events, Deaf Artwork, Scholary books, etc.				XX		
AP 515 Increase community outreach by updating the ASL website and developing a brochure,increase advertising and recruitment efforts by updating and designing a logo to represent the dept.	X					This has been completed in part. A brochure has not been done. The ASL website has not been updated. The ASL logo has been used for 2 activities using flyers that the dept has been involved in.

Activity			Comments	
AP 505 Investigate the possibility of establishing a Certified Deaf Interpreter training program as part of the ASL degree.	X			
AP 504 Increase ASL involvement in campus fairs such as the Transfer Center Day by adding CSUN and its Deaf programs. Include ASL in International or World languages Day. Offer a Deaf World Cultural plunge for students.	X		The dept is involved with the Career Expo Fall 2010.	One campus involvement. Data will be collected in October when the event occurs.
AP 503 Investigate the possibility of getting software in the Tech Mall for students to use independently.		X	This activity was funded. It took the whole year to acquire the software. It was set up and ready to go Fall 2010.	At the time of this report, the software had just been installed. No data collected at this time.
AP 501 Begin offering 2 new courses - ASL 122 (beginning practicum) an ASL 222 (intermediate practicum). The courses have been approved by the curriculum committee. Recruitment and lesson plan development are being developed.		X	The new courses began being offered in Spring 2009.	We have had approximately 60 students complete these classes.
AP 497 Obtain State approval for the degree modification. Articulation needs to be increased to meet State approval for the degree. The new degree with its modifications meets the 75 percent target of the State. The new degree needs to be put into a document with appropriate college signatures and sent to the State for approval.		X	The degree is permanent. It is in the college catalog.	As of Spring, 2010, there have been 7 students who have graduated and received either a degree or certificate in ASL – yeah!!

SLO Assessment Analyses

Our most recent assessment occurred in Spring, 2010. The department examined and discussed the results in our Fall, 2010 department meeting. The department was pleased with the outcomes. Here is a summary of the results:

Course:	Success rate:	Skill assessed:
ASL 120	89%	Receptive skills
ASL 120	92%	Expressive skills
ASL 121	89%	Knowledge of Deaf culture
ASL 122	74%	Receptive skills
ASL 196	100%	Knowledge of Deaf culture
ASL 220	87%	Expressive Skills
ASL 221	91%	Expressive Skills
ASL 222	75%	Expressive Skills

	Productive Citizenry	Informational and Technological Literacy	Mathematical Literacy	Scientific Inquiry	Effective Communication	Cultural Competence	Understanding of Arts and Humanities
ARBC 120		F			S	F	S
ARBC 121		F			S	F	S
ARBC 148		F			S	F	S
ARBC 220		F			S	F	S
ARBC 221		F			S	F	S
ARBC 250		F			S	F	S
ARBC 251		F			S	F	S
ART 100	F				S	S	S
ART 120	F				S	S	S
ART 124	F				S	S	S
ART 126	F				S	S	S
ART 129	F				S	S	S
ART 140	F	F			S	S	S
ART 141	F	F			S	S	S
ART 142	F	F			S	S	S
ART 143	F	F			S	S	S
ART 145	F	F			S	S	S
ART 146	F	F			S	S	S
ART 147	F	F			S	S	S
ART 154	F	F			S	S	S
ART 171	F	F			S	S	S
ART 189	F	F			S	S	S
ASL 120					F (#2)	S (#3)	
ASL 121						S (#3 AND 4)	F (#4)
ASL 140						S (#2 AND 3)	S (#1)
ASL 220						F (#4)	
ASL 250					F (#1, 2 AND 3)		
CCS 122	F	S			S	S	S
CCS 123	F	S			S	S	S
CCS 126	F	S			S	S	S
CCS 134	F	S			S	S	
CCS 144	F	S			S	S	S
CCS 147	F	S			S	S	S
CCS 149	F	S			S	S	S
CCS 152	F	S			S	S	S
CCS 236	F	S			S	S	S
CCS 237	F	S			S	S	S
CCS 238	F	S			S	S	S
CHIN 120		F			S	F	S
CHIN 121		F			S	F	S

Grossmont College American Sign Language Department
Student Survey
Fall 2010
N=212

Q1. What is your reason(s) for taking this class? (check all that apply)

	Frequency	Percent
General interest	136	64.2
General education requirement	102	48.1
Required for major	50	23.6
Transfer	47	22.2
Improve job skills	41	19.3
Other	17	8.0
Prerequisite	17	8.0
Improve basic skills/college success	8	3.8

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 212).

Q1B What is your reason(s) for taking this class? (Other Text)

	Frequency
Always wanted to learn ASL	1
Broaden foreign language	1
Deaf friend/ want to communicate	1
Easiest foregin language	1
Family members are hard of hearing.	1
For fun	1
For the certificate of completion	1
Helps me be more expressive	1
I always wanted to learn the language.	1
I think it will be a great help in my law enforcement career to know this language.	1
I want to be able to speak to my wife in front of people privately.	1
Im going deaf	1
My AA	1
My brother is fluent in ASL. and I want to communicate with my wife privately in public settings.	1
To communicate with my deaf aunt.	1
To see if I like ASL to pursue as a career.	1
Want to become fluent.	1

Q2. How did you find out about this class?

	Frequency	Percent
Class schedule or college catalog	140	66.4
Other student recommendation	55	26.1
Friend or family member	52	24.6
Grossmont College counselor	27	12.8
Instructor	9	4.3
Other	6	2.8

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 211).

Q2B How did you find out about this class? (Other Text)

	Frequency
Second time in class	1
Always interested in learning.	1
I had another class from this instructer that I enjoyed.	1
Rate my professor.com	1
Seemed more interesting than Spanish.	1
Self	1

Q3 How many courses have you taken in this department at Grossmont College? (Including this current course and any repeated courses)

	Frequency	Percent
1	113	53.6
2	53	25.1
3	25	11.8
4	20	9.5
Total	**211**	**100.0**
No Response	1	
Total	212	

Q4. This class was delivered:

	Frequency	Percent
In a traditional classroom setting	210	99.5
Other	1	.5
Total	**211**	**100.0**
No Response	1	
Total	212	

Q4b. This class was delivered (Other text):

	Frequency
DVD w/workbook	1

Q5a. What modes of communication are made available to you by your instructor?

	Frequency	Percent
Face to Face	205	97.6
Email	147	70.0
Telephone/Voice Mail	23	11.0
Other	7	3.3

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 210).

Q5b. What modes of communication do you use most often when contacting your instructor?

	Frequency	Percent
Face to Face	175	82.5
Email	76	35.8
Telephone/Voice Mail	2	.9

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 212).

Q5c. What modes of communication do you prefer your instructor to use when responding to your message?

	Frequency	Percent
Face to Face	163	77.6
Email	109	51.9
Telephone/Voice Mail	4	1.9
Other	1	.5

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 210).

Q6. Which of the following do you check most frequently for course information and/or messages?

	Frequency	Percent
Email	148	70.8
Blackboard announcements	51	24.4
Other	39	18.7
Voicemail	4	1.9

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 206).

Q6B Which of the following do you check most frequently for course information and/or messages?(Other Text)

	Frequency
In class	18
Syllabus	13
Classmates	2
Handouts	2
None	2
Teacher announcements	2
Ask teacher	1
Face to face	1
N/A	1
Text	1

Q7. When I have questions or need to talk about course content or assignments, I usually meet/talk to my instructor:

	Frequency	Percent
Via telephone	177	83.9
Before or after my class meets	60	28.4
During office hours/appointment	18	8.5
Via email	2	.9
Never - explain why	2	.9

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 211).

Q7B When I have questions or need to talk about course content or assignments, I usually meet/talk to my instructor: (Explanation Text)

	Frequency
Just ask the other students	1
I havent needed to so far, instruction has been clearly conveyed.	1

Q8. Who else or what else do you turn to for extra help?

	Frequency	Percent
Friends who have taken the class	152	75.2
Other	49	24.3
Websites (identify)	50	24.8

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 202).

Q8B Who else or what else do you turn to for extra help? (Other Text)

	Frequency
Classmates	16
Textbook/Workbook/ASL Book/Books	10
Tutoring/ Learning Center in the Tech Mall	6
Friend that knows ASL	4
Deaf friends	3
DVD	3
Family	3
ASL Apps	1
ASL Dictionaries	1
ASL manuel	1
Deaf people and people who know ASL	1
Google	1
None needed	1
Notes	1
One on one interpreters assigned to me due to me being blind	1
Parents	1

Q8C Who else or what else do you turn to for extra help? (Website Text)

	Frequency
www.aslpro.com	22
Google ASL	3
www.signingsavvy.com	3
Sign language online dictionaries	2
ASL fingerspelling site	1
ASL pro plus others	1
ASL website	1
You Tube	1
Web Advisor	1
website, online vidoes	1

Q9. Which of the following course resources helped you learn the course material?

	Frequency	Percent
Lecture	186	87.7
Group work in class	160	75.5
Textbook	127	59.9
Videos/DVDs	116	54.7
Homework/assignments	94	44.3
Handouts	85	40.1
Quizzes	82	38.7
Study groups	53	25.0
PowerPoint slides	42	19.8
Transparencies	31	14.6
Computer presentations	23	10.8
Other	15	7.1
Course Blackboard site	12	5.7
Instructor website	2	.9

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 212).

Q9B Which of the following course resources helped you learn the course material? (Other Text)

	Frequency
ASL Websites	4
Deaf culture events	3
Family members	2
Friends	2
ASL Lab	1
Games	1
Personal interaction with the deaf community	1
Tutoring	1

Q10. Which of the following course resources do you feel would help future students learn the course material?

	Frequency	Percent
Lecture	156	73.9
Group work in class	144	68.2
Videos/DVDs	122	57.8
Textbook	112	53.1
Study groups	99	46.9
Homework/assignments	93	44.1
Handouts	92	43.6
Quizzes	71	33.6
PowerPoint slides	47	22.3
Course Blackboard site	32	15.2
Transparencies	27	12.8
Instructor website	27	12.8
Computer presentations	21	10.0
Other	18	8.5

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 211).

Q10B Which of the following course resources do you feel would help future students learn the course material? (other text)

	Frequency
Deaf culture events	3
Internet	2
Activities	1
ASL lab	1
CD with text	1
Computer presentations online	1
For there to be another instructor to help with questions	1
Friends	1
Handouts showing ASL structure written out	1
In class discussion, relevant DVD's with explanation	1
Instructor one on one time	1
Meeting with Deaf people and higher level ASL classes	1
New textbook	1
Tutoring	1
Website for sign language	1

Q11A1 Were required to use/or voluntarily used any of the following campus resources? (Assessment & Testing Center)

	Frequency	Percent
Required	7	8.0
Voluntary	81	92.0
Total	**88**	**100.0**
No Response	124	
Total	212	

Q11A2 Did you find the resource helpful or not helpful? (Assessment & Testing Center)

	Frequency	Percent
Very Helpful	9	16.4
Somewhat Helpful	8	14.5
Neither Helpful nor Unhelpful	33	60.0
Somewhat Unhelpful	2	3.6
Very Unhelpful	3	5.5
Total	**55**	**100.0**
No Response	157	
Total	212	

Q11B1 Were required to use/or voluntarily used any of the following campus resources? (English Writing Lab)

	Frequency	Percent
Required	2	2.4
Voluntary	82	97.6
Total	**84**	**100.0**
No Response	128	
Total	212	

Q11B2 Did you find the resource helpful or not helpful? (English Writing Lab)

	Frequency	Percent
Very Helpful	10	19.2
Somewhat Helpful	9	17.3
Neither Helpful nor Unhelpful	28	53.8
Somewhat Unhelpful	1	1.9
Very Unhelpful	4	7.7
Total	**52**	**100.0**
No Response	160	
Total	212	

Q11C1 Were required to use/or voluntarily used any of the following campus resources? (Tech Mall)

	Frequency	Percent
Required	2	1.9
Voluntary	104	98.1
Total	**106**	**100.0**
No Response	106	
Total	212	

Q11C2 Did you find the resource helpful or not helpful? (Tech Mall)

	Frequency	Percent
Very Helpful	34	46.6
Somewhat Helpful	14	19.2
Neither Helpful nor Unhelpful	22	30.1
Somewhat Unhelpful	1	1.4
Very Unhelpful	2	2.7
Total	**73**	**100.0**
No Response	139	
Total	212	

Q11D1 Were required to use/or voluntarily used any of the following campus resources? (Library - online resources)

	Frequency	Percent
Required	4	3.8
Voluntary	102	96.2
Total	**106**	**100.0**
No Response	106	
Total	212	

Q11D2 Did you find the resource helpful or not helpful? (Library - online resources)

	Frequency	Percent
Very Helpful	31	43.1
Somewhat Helpful	12	16.7
Neither Helpful nor Unhelpful	25	34.7
Very Unhelpful	4	5.6
Total	**72**	**100.0**
No Response	140	
Total	212	

Q11E1 Were required to use/or voluntarily used any of the following campus resources? (On-Campus Library)

	Frequency	Percent
Required	6	6.2
Voluntary	91	93.8
Total	**97**	**100.0**
No Response	115	
Total	212	

Q11E2 Did you find the resource helpful or not helpful? (On-Campus Library)

	Frequency	Percent
Very Helpful	35	46.1
Somewhat Helpful	16	21.1
Neither Helpful nor Unhelpful	22	28.9
Somewhat Unhelpful	1	1.3
Very Unhelpful	2	2.6
Total	**76**	**100.0**
No Response	136	
Total	212	

Q11F1 Were required to use/or voluntarily used any of the following campus resources? (Math Study Center)

	Frequency	Percent
Voluntary	81	100.0
Total	**81**	**100.0**
No Response	131	
Total	212	

73

Q11F2 Did you find the resource helpful or not helpful? (Math Study Center)

	Frequency	Percent
Very Helpful	10	20.0
Somewhat Helpful	8	16.0
Neither Helpful nor Unhelpful	27	54.0
Somewhat Unhelpful	1	2.0
Very Unhelpful	4	8.0
Total	**50**	**100.0**
No Response	162	
Total	212	

Q11G1 Were required to use/or voluntarily used any of the following campus resources? (Tutoring Center)

	Frequency	Percent
Required	1	1.1
Voluntary	88	98.9
Total	**89**	**100.0**
No Response	123	
Total	212	

Q11G2 Did you find the resource helpful or not helpful? (Tutoring Center)

	Frequency	Percent
Very Helpful	12	23.1
Somewhat Helpful	10	19.2
Neither Helpful nor Unhelpful	27	51.9
Very Unhelpful	3	5.8
Total	**52**	**100.0**
No Response	160	
Total	212	

Q11H1 Were required to use/or voluntarily used any of the following campus resources? (DSPS)

	Frequency	Percent
Required	4	4.8
Voluntary	79	95.2
Total	**83**	**100.0**
No Response	129	
Total	212	

74

Q11H2 Did you find the resource helpful or not helpful? (DSPS)

	Frequency	Percent
Very Helpful	13	25.5
Somewhat Helpful	4	7.8
Neither Helpful nor Unhelpful	31	60.8
Somewhat Unhelpful	1	2.0
Very Unhelpful	2	3.9
Total	**51**	**100.0**
No Response	161	
Total	212	

Q11I1 Were required to use/or voluntarily used any of the following campus resources? (EOPS)

	Frequency	Percent
Required	1	1.3
Voluntary	79	98.8
Total	**80**	**100.0**
No Response	132	
Total	212	

Q11I2 Did you find the resource helpful or not helpful? (EOPS)

	Frequency	Percent
Very Helpful	8	16.7
Somewhat Helpful	4	8.3
Neither Helpful nor Unhelpful	31	64.6
Somewhat Unhelpful	1	2.1
Very Unhelpful	4	8.3
Total	**48**	**100.0**
No Response	164	
Total	212	

Q11J1 Were required to use/or voluntarily used any of the following campus resources? (Dept Computer Labs)

	Frequency	Percent
Voluntary	75	100.0
No Response	137	
Total	**212**	

Q11J2 Did you find the resource helpful or not helpful? (Dept Computer Labs)

	Frequency	Percent
Very Helpful	7	15.9
Somewhat Helpful	4	9.1
Neither Helpful nor Unhelpful	29	65.9
Somewhat Unhelpful	2	4.5
Very Unhelpful	2	4.5
Total	**44**	**100.0**
No Response	168	
Total	212	

Q11K1 Were required to use/or voluntarily used any of the following campus resources? (Blackboard Help Line)

	Frequency	Percent
Required	3	3.9
Voluntary	74	96.1
Total	**77**	**100.0**
No Response	135	
Total	212	

Q11K2 Did you find the resource helpful or not helpful?(Blackboard Help Line)

	Frequency	Percent
Very Helpful	8	17.4
Somewhat Helpful	9	19.6
Neither Helpful nor Unhelpful	25	54.3
Somewhat Unhelpful	1	2.2
Very Unhelpful	3	6.5
Total	**46**	**100.0**
No Response	166	
Total	212	

Q11L1 Were required to use/or voluntarily used any of the following campus resources? (Other)

	Frequency	Percent
Required	4	50.0
Voluntary	4	50.0
Total	**8**	**100.0**
No Response	204	
Total	212	

Q11L21 Did you find the resource helpful or not helpful? (Other)

	Frequency	Percent
Very Helpful	4	66.7
Somewhat Helpful	1	16.7
Neither Helpful nor Unhelpful	1	16.7
Total	**6**	**100.0**
No Response	206	
Total	212	

Q11L22 Were required to use/or voluntarily used any of the following campus resources? (Other Text)

	Frequency
ASL	1
ATC	1
Deaf activity	1
Deaf friends	1
Home study group	1
Internet	1
Show up in class	1

Q12A Which of the following campus resources would you recommend to future students to assist in completing this course? (Assessment & Testing Center)

	Frequency	Percent
N/A	97	80.2
Recommend Use	24	19.8
Total	**121**	**100.0**
No Response	91	
Total	212	

Q12B Which of the following campus resources would you recommend to future students to assist in completing this course? (English Writing Lab)

	Frequency	Percent
N/A	100	82.0
Recommend Use	22	18.0
Total	**122**	**100.0**
No Response	90	
Total	212	

Q12C Which of the following campus resources would you recommend to future students to assist in completing this course? (Tech Mall)

	Frequency	Percent
N/A	78	56.9
Recommend Use	59	43.1
Total	**137**	**100.0**
No Response	75	
Total	212	

Q12D Which of the following campus resources would you recommend to future students to assist in completing this course? (Library- online resources)

	Frequency	Percent
N/A	70	50.0
Recommend Use	70	50.0
Total	**140**	**100.0**
No Response	72	
Total	212	

Q12E Which of the following campus resources would you recommend to future students to assist in completing this course? (On-Campus Library)

	Frequency	Percent
N/A	73	52.9
Recommend Use	65	47.1
Total	**138**	**100.0**
No Response	74	
Total	212	

Q12F Which of the following campus resources would you recommend to future students to assist in completing this course? (Math Study Center)

	Frequency	Percent
N/A	103	83.1
Recommend Use	21	16.9
Total	**124**	**100.0**
No Response	88	
Total	212	

Q12G Which of the following campus resources would you recommend to future students to assist in completing this course? (Tutoring Center)

	Frequency	Percent
N/A	73	51.4
Recommend Use	69	48.6
Total	**142**	**100.0**
No Response	70	
Total	212	

Q12H Which of the following campus resources would you recommend to future students to assist in completing this course? (DSPS)

	Frequency	Percent
N/A	98	81.7
Recommend Use	22	18.3
Total	**120**	**100.0**
No Response	92	
Total	212	

Q12I Which of the following campus resources would you recommend to future students to assist in completing this course? (EOPS)

	Frequency	Percent
N/A	102	85.0
Recommend Use	18	15.0
Total	**120**	**100.0**
No Response	92	
Total	212	

Q12J Which of the following campus resources would you recommend to future students to assist in completing this course? (Dept Computer Labs)

	Frequency	Percent
N/A	96	82.1
Recommend Use	21	17.9
Total	**117**	**100.0**
No Response	95	
Total	212	

Q12K Which of the following campus resources would you recommend to future students to assist in completing this course? (Blackboard Help Line)

	Frequency	Percent
N/A	92	72.4
Recommend Use	35	27.6
Total	**127**	**100.0**
No Response	85	
Total	212	

Q12L Which of the following campus resources would you recommend to future students to assist in completing this course? (Other)

	Frequency	Percent
Recommend Use	3	100.0
Total	**3**	**100.0**
No Response	209	
Total	212	

79

Q12L2 Which of the following campus resources would you recommend to future students to assist in completing this course? (Other Text)

	Frequency
Study Groups	2
Interaction	1

Q13. What I am learning/have learned in this class could be useful outside of the classroom for purposes other than achieving my academic goals.

	Frequency	Percent
Yes	207	98.6
No	3	1.4
Total	**210**	**100.0**
No Response	2	
Total	212	

Q142 How satisfied are you with the availability of courses in this department?

	Frequency	Percent
Very Satisfied	72	34.8
Satisfied	79	38.2
Neutral	33	15.9
Dissatisfied	19	9.2
Very Dissatisfied	4	1.9
Total	**207**	**100.0**
No Response	5	
Total	212	

Q15a. What would be your preferred start time(s) for courses to be offered? (Weekdays)

	Frequency	Percent
9am-noon	127	60.2
12-3pm	79	37.4
4pm-10pm	45	21.3
7am-8am	42	19.9
No preference	33	15.6

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 211).

Q15b. What would be your preferred start time(s) for courses to be offered? (Saturdays)

	Frequency	Percent
No preference	73	64.0
9am-noon	28	24.6
12-3pm	12	10.5
7am-8am	11	9.6
4pm-10pm	4	3.5

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 114).

Q15c. What would be your preferred start time(s) for courses to be offered? (Sundays)

	Frequency	Percent
No preference	83	79.8
9am-noon	11	10.6
12-3pm	8	7.7
7am-8am	6	5.8
4pm-10pm	2	1.9

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 104).

Q1517 What would be your preferred start time(s) for courses to be offered? (Online)

	Frequency	Percent
Online	38	100.0
No Response	174	
Total	**212**	

Q162 Gender

	Frequency	Percent
Male	56	26.8
Female	153	73.2
Total	**209**	**100.0**
No Response	3	
Total	212	

Q172 Age

	Frequency	Percent
Under 20	51	24.3
20 - 24	112	53.3
25 - 29	24	11.4
30 - 49	19	9.0
50 or older	4	1.9
Total	**210**	**100.0**
No Response	2	
Total	212	

Q18. Ethnicity

	Frequency	Percent
Asian	8	3.8
African American	12	5.7
Filipino	7	3.3
Hispanic	28	13.2
Midde Eastern	2	.9
Native American	2	.9
Pacific Islander	1	.5
Two or more	13	6.1
White (Not of Middle Eastern Descent)	130	61.3
Unknown/Not reported	9	4.2
Total	**212**	**100.0**

Q19 What is your primary language?

	Frequency	Percent
English	197	95.6
Korean	1	.5
Spanish	3	1.5
Tagalog	1	.5
Vietnamese	1	.5
Other	3	1.5
Total	**206**	**100.0**
No Response	6	
Total	212	

Q19B What is your primary language? (Other Text)

	Frequency
ASL	2
Cambodian	1
Thai	1

Q20 What is your major?

	Frequency	Percent
Undeclared	42	100.0
No Response	170	
Total	**212**	

Q20B What is your major? (Text)

	Frequency
3D Drafting and Design	1
Accounting	1
American Indian Studies- Anthropology	1

Q20B What is your major? (Text)

	Frequency
Animal Science	1
Anthropology/ASL	1
AOJ	1
AOJ/ Audiology	1
Art Therapy	1
ASL	9
Audiology	1
Baking and Pastry	1
Biology	1
Business/Business Administration	8
Cardiovascular Tech	1
Chemistry	1
Child Development	2
Communication	5
Computer Science/Computer Information Systems	2
Criminal Justice	6
COP	1
Culinary Arts	2
Culinary/Pastry/Sign Language	1
Digital Media	1
English-Single Subject Teaching	1
English	2
English/Literature	1
Exercise Science	1
Fiance	1
Food and Nutrition	1
Forensic Science	1
Forensic Tech	1
General	1
History	3
Hospitality	1
Humanities with emphasis in American Sign Language	1
Interpreting	1
Journalism	2
Liberal Studies	8
Linguistics	1
Mass Media	1
Math	1
Math Teacher	1
Math/Kinesiology	1
Mathematics	1
Mechanical Engineering	1
Media Studies	1
Multimedia Design	1
Nursing-Pre Med	1
Nursing	20
Paralegal Studies	1
Polital Sciences	3
Political Science/Communication	1
Psychology	21
Psychology/ASL	1

Q20B What is your major? (Text)

	Frequency
Public Administratioon	1
Religion Studies	1
Respiratory Therapy	1
Sciences	1
Sign Language	1
SLHS	1
SLP	2
SLPA	1
Social Science	1
Social Work	2
Sociology	1
Sociology and Multimedia	1
Spanish	1
Special Education	1
Speech Language and Pathology	2
Speech Pathology	2
Sports Med	1
Technical Theater	2
Theater	2
Web Design	1
Undeclared	42

COMMENTS:

1. Accommodations and resources for students with little or no vision in the future would be greatly appreciated.

2. Amazing ASL teacher!

3. ASL if fun, great course.

4. Awesome class and awesome teacher!

5. Better classroom. setup is needed for ASL courses. We all need to see the professor.

6. Better understanding of signing in ASL not English-not clear on this no one has taught us.

7. Books that apply and correspond to the class!

8. Encourage students to meet people in the deaf community. My experience was very helpful.

9. Great Class

10. Great class!

11. Great class, great department, I couldn't be more satisfied with my experience.

12. Great course.

13. I enjoy ASL!

14. I find Blackboard to be difficult. I find your website more difficult and confusing compared to Mesa/City.

Log on is a constant problem.

15. I have had a great experience with ASL at Grossmont College.

16. I have loved this class so far. The best language class I have ever had.

17. I love ASL!

18. I loved that I had basically no knowledge of ASL going into this course and I really enjoyed the class. Loved that the teacher signed I was able to learn some sign that way and want to take ASL in the future.

19. I loved this class very much! Awesome teacher!

20. I think this was a great class. I would highly recommend it to anyone.

21. I would love it if a finger spelling class and an ASL class were a combined class offered at GC.

22. Improve availability of classes is possible!

23. Instructor is great, couldn't ask for a better teacher.

24. It would be helpful if my professor posted grades on blackboard or had a website.

25. Jerry is doing a great job. Grossmont College would not be the same without him. He has made learning fun again. Something other teachers has lost.

26. Jerry Rhodes is a fabulous teacher.

27. Jerry Rhodes is a great teacher, very interesting class, I love it!

28. Love the teacher and the class.

29. Love this class.

30. Lower amount of deaf events that need to be completed.

31. More one on one time with each student.

32. More practice groups.

33. Mrs. Venita Driscoll is a very good teacher, she explains the material so that everyone can not only understand but can put it into action.

34. Not cutting anymore classes would be awesome.

35. Option for later ASL practice lab in the day on additional days (Fridays)

36. Please! We need more ASL related classes!

37. Professor Driscoll is a great teacher, patient, understanding of the new signers yet sets high standards! Awesome class.

38. Professor Rhodes is great! You should have him teach ASL 2 and 3!

39. Really like the class. Fun to be in. Need more available classes.

40. Rhodes should teach ASL at Grossmont, he is the only teacher I want to take it with.

41. Some sign course should be offered every semester not just every other.

42. Stop being so cheap with his dept. because it offers very successful courses.

43. The class I've taken has been excellent.

44. The program is very good, but I would like to see improvements in the ASL 4 class.

45. The teacher needs to be more fluent in her teaching when it comes to the order in which she teaches.

46. The textbook is awful. The book is so old and outdated the signs are not accurate. 5 deaf events are requirement which is hard to achieve.

47. There should be more ASL classes provided.

48. There should be more classes for ASL and also for Culinary Arts.

49. There were really bad class times to choose from for this class this semester.

50. This class provided a great experience for people that aren't familiar with communication in ASL. Although i would prefer to complete this class online.

51. This department is very helpful. I would recommend this to everyone.

52. This is a great ASL class.

53. Tutoring, office hours, practice lab.

App. 8

Degrees & Certificate

Semester	Degrees	Certificates
2002 SP	0	0
2002 FA	0	0
2003 SP	0	0
2003 FA	0	0
2004 SP	0	0
2004 FA	0	0
2005 SP	0	0
2005 FA	0	0
2006 SP	0	0
2006 FA	0	0
2007 SP	0	0
2007 FA	0	0
2008 SP	0	0
2008 FA	0	0
2009 SP	1	0
2009 FA	0	0
2010 SP	3	.

App. 8

Degrees and Certificates by Year

Legend:
- Degrees
- Certificates

Year	Degrees	Certificates
2002 SP	0	0
2002 FA	0	0
2003 SP	0	0
2003 FA	0	0
200 SP	0	0
200 FA	0	0
2005 SP	0	0
2005 FA	0	0
2006 SP	0	0
2006 FA	0	0
2007 SP	0	0
2007 FA	0	0
2008 SP	0	0
2008 FA	0	0
2009 SP	1	0
2009 FA	0	0
2010 SP	3	4

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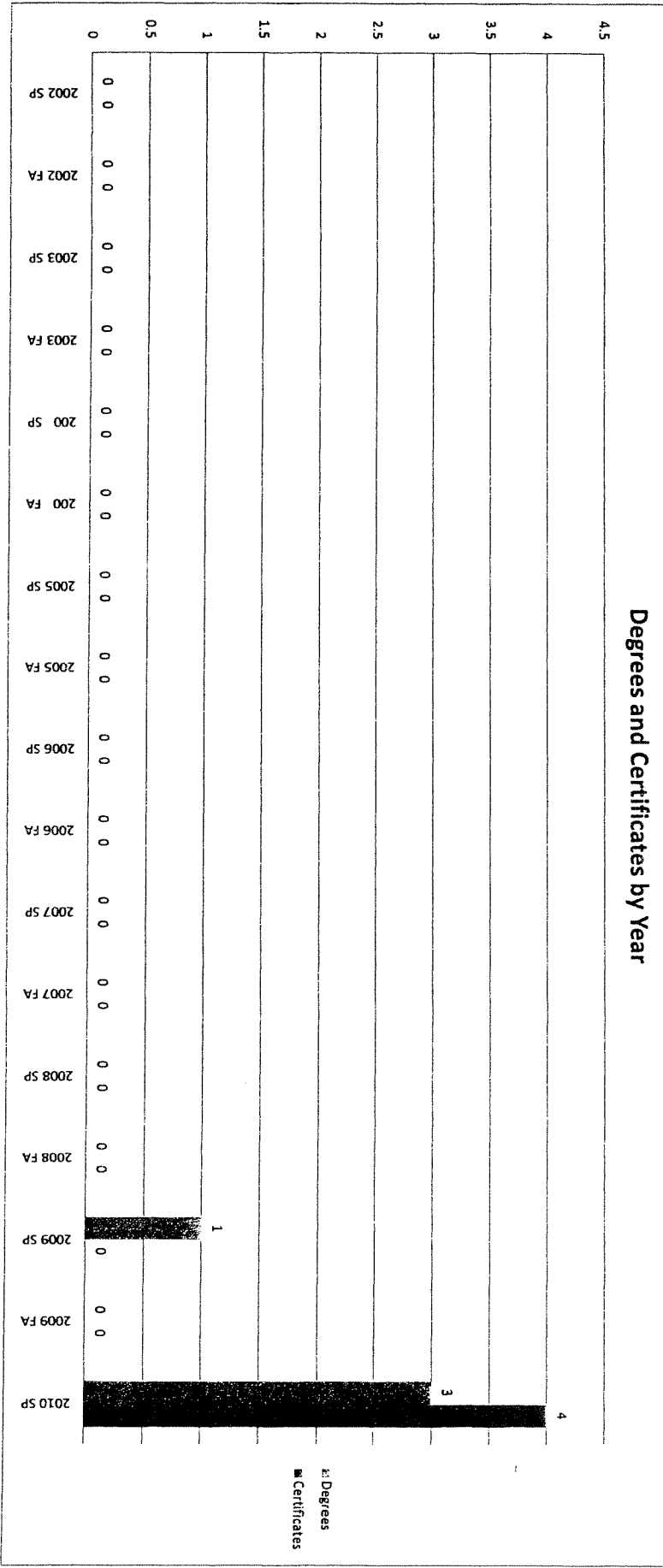
APPENDIX 9 - Organizations Represented on Advisory Committee

ASL does not have one.

App. 10

Sabbaticals, Conference, Workshop and Staff Development Activities

Name	Activity	Relevance
Jennifer Carmean	Theatre Mime Class	Visual Gestural Communication
Jennifer Carmean	Trix Bruce Classifier Workshop	Classifiers
Jennifer Carmean	Signing Naturally Curriculum Update	How to use the required textbook
Jennifer Carmean	"Learning American Sign Language"	Textbook strategies
Jamie Gould	ASLTA Conference	Networking, Discipline teaching standards
Jamie Gould	The SLO conference	SLO coordination
William Clary	"Learning American Sign Language"	Textbook strategies
Venita Driscoll	Signing Naturally Curriculum Update	Using the required textbook
Pat Griffith	Signing Naturally Curriculum Update	Using the required textbook
Simone Laubenthal	Signing Naturally Curriculum Update	Using the required textbook
Jerry Rhodes	Signing Naturally Curriculum Update	Using the required textbook
Jerry Rhodes	International Day of the Deaf	French and American Sign language
Jerry Rhodes	Semester long observation of another ASL instructor – both ASL 120 and ASL 121	Teaching strategies

App. 11

Grossmont WSCH Analysis using Census Enrollment for 2008FA

ivision	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max
		PHOT 154	0.200	60.00	300.00	20	78.00	390.00	26	130.00
		PHOT 159A	0.900	0.00	0.00	0	462.00	513.33	154	0
		PHOT 167	0.333	120.00	360.36	20	78.00	234.23	13	65.00
		PHOT 158	0.333	120.00	360.36	20	180.00	540.54	30	150.00
		PHOT 156	0.999	360.00	360.36	60	339.00	339.34	57	94.17
		PHOT 259A	0.600	240.00	400.00	80	183.00	305.00	61	76.25
		PHOT 165	0.333	120.00	360.36	20	150.00	450.45	25	125.00
		PHOT Total	**6.029**	**2,028.00**	**336.37**	**388**	**2,472.00**	**410.02**	**533**	**121.89**
	ASL									
		ASL 120	2.403	1,080.00	449.44	270	1,076.00	447.77	269	99.63
		ASL 121	1.602	720.00	449.44	180	676.00	421.97	169	93.89
		ASL 130	0.200	84.00	420.00	28	72.00	360.00	24	85.71
		ASL 140	0.200	90.00	450.00	30	63.00	315.00	21	70.00
		ASL 160	0.200	90.00	450.00	30	42.00	210.00	14	46.67
		ASL 220	0.534	240.00	449.44	60	196.00	367.04	49	81.67
		ASL 221	0.267	96.00	359.55	24	60.00	224.72	15	62.50
		ASL Total	**5.406**	**2,400.00**	**443.95**	**622**	**2,185.00**	**404.18**	**561**	**91.04**
	CHIN									
		CHIN 120	0.333	150.00	450.45	30	125.00	375.38	25	83.33
		CHIN Total	**0.333**	**150.00**	**450.45**	**30**	**125.00**	**375.38**	**25**	**83.33**
	COMM									
		COMM 120	6.000	2,790.00	465.00	900	2,661.00	443.50	857	95.38
		COMM 122	4.400	1,980.00	450.00	660	1,809.00	411.14	603	91.36
		COMM 123	0.200	90.00	450.00	30	72.00	360.00	24	80.00
		COMM 124	0.800	360.00	450.00	120	366.00	457.50	122	101.67
		COMM 128	0.200	150.00	750.00	50	93.00	465.00	31	62.00
		COMM 135	0.200	90.00	450.00	30	93.00	465.00	31	103.33
		COMM 137	2.000	900.00	450.00	300	675.00	337.50	225	75.00
		COMM 144	0.200	90.00	450.00	30	48.00	240.00	16	53.33
		COMM 145	0.800	360.00	450.00	120	357.00	446.25	119	99.17
		COMM 240A	0.555	260.00	468.47	26	170.00	306.31	17	65.38
		COMM Total	**15.355**	**7,070.00**	**460.44**	**2266**	**6,344.00**	**413.16**	**2045**	**89.73**
	DANC									
		DANC 068A	0.111	50.00	450.45	25	26.00	234.23	13	52.00
		DANC 071A	0.111	50.00	450.45	25	44.00	396.40	22	88.00
		DANC 074A	0.111	50.00	450.45	25	30.00	270.27	15	60.00
		DANC 078A	0.111	50.00	450.45	25	36.00	324.32	18	72.00
		DANC 080A	0.501	225.00	449.10	75	216.00	431.14	72	96.00
		DANC 080B	0.167	75.00	449.10	25	63.00	377.25	21	84.00
		DANC 081A	0.167	75.00	449.10	25	48.00	287.43	16	64.00
		DANC 082A	0.167	75.00	449.10	25	78.00	467.07	26	104.00

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vision	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max
		PHOT 152	0.333	144.00	432.43	24	102.00	306.31	17	70.83
		PHOT 154	0.400	144.00	360.00	48	153.00	382.50	51	106.25
		PHOT 252	0.333	120.00	360.36	20	168.00	504.50	28	140.00
		PHOT 159A	0.900	0.00	0.00	0	450.00	500.00	150	0
		PHOT 256	0.333	120.00	360.36	20	126.00	378.38	21	105.00
		PHOT 158	0.333	120.00	360.36	20	102.00	306.31	17	85.00
		PHOT 156	0.666	240.00	360.36	40	201.00	301.80	34	83.75
		PHOT 259A	0.600	240.00	400.00	80	222.00	370.00	74	92.50
		PHOT 165	0.333	144.00	432.43	24	150.00	450.45	25	104.17
		PHOT Total	**6.229**	**2,136.00**	**342.91**	**420**	**2,520.00**	**404.56**	**558**	**117.98**
	ASL									
		ASL 120	2.937	1,200.00	408.58	300	1,276.00	434.46	319	106.33
		ASL 121	1.335	600.00	449.44	150	540.00	404.49	135	90.00
		ASL 196A	0.011	50.00	4,587.16	10	10.00	917.43	2	20.00
		ASL 220	0.534	240.00	449.44	60	264.00	494.38	66	110.00
		ASL 221	0.267	120.00	449.44	30	64.00	239.70	16	53.33
		ASL 250	0.200	90.00	450.00	30	69.00	345.00	23	76.67
		ASL Total	**5.284**	**2,300.00**	**435.28**	**580**	**2,223.00**	**420.71**	**561**	**96.65**
	CHIN									
		CHIN 120	0.333	150.00	450.45	30	135.00	405.41	27	90.00
		CHIN 121	0.333	150.00	450.45	30	45.00	135.14	9	30.00
		CHIN Total	**0.666**	**300.00**	**450.45**	**60**	**180.00**	**270.27**	**36**	**60.00**
	COMM									
		COMM 120	8.000	3,600.00	450.00	1200	3,234.00	404.25	1078	89.83
		COMM 122	5.200	2,328.00	447.69	776	2,070.00	398.08	690	88.92
		COMM 123	0.200	90.00	450.00	30	117.00	585.00	39	130.00
		COMM 124	0.800	360.00	450.00	120	354.00	442.50	118	98.33
		COMM 128	0.200	150.00	750.00	50	108.00	540.00	36	72.00
		COMM 137	1.800	810.00	450.00	270	741.00	411.67	247	91.48
		COMM 145	0.800	351.00	438.75	117	351.00	438.75	117	100.00
		COMM 199	0.000	1.13	0	1	1.13	0	1	100.00
		COMM 240A	0.555	260.00	468.47	26	150.00	270.27	15	57.69
		COMM Total	**17.555**	**7,950.13**	**452.87**	**2590**	**7,126.13**	**405.93**	**2341**	**89.64**
	DANC									
		DANC 071A	0.111	50.00	450.45	25	50.00	450.45	25	100.00
		DANC 074A	0.111	50.00	450.45	25	44.00	396.40	22	88.00
		DANC 078A	0.111	50.00	450.45	25	38.00	342.34	19	76.00
		DANC 080A	0.501	225.00	449.10	75	213.00	425.15	71	94.67
		DANC 080B	0.167	75.00	449.10	25	72.00	431.14	24	96.00
		DANC 081A	0.167	75.00	449.10	25	57.00	341.32	19	76.00
		DANC 082A	0.167	75.00	449.10	25	114.00	682.63	38	152.00

ivision	Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max
		PHOT 151	0.333	144.00	432.43	24	150.00	450.45	25	104.17
		PHOT 152	0.333	144.00	432.43	24	144.00	432.43	30	100.00
		PHOT 154	0.400	120.00	300.00	40	171.00	427.50	57	142.50
		PHOT 159A	0.900	0.00	0.00	0	531.00	590.00	177	0
		PHOT 167	0.333	120.00	360.36	20	132.00	396.40	22	110.00
		PHOT 158	0.333	120.00	360.36	20	138.00	414.41	23	115.00
		PHOT 156	0.999	360.00	360.36	60	375.00	375.38	65	104.17
		PHOT 259A	0.450	180.00	400.00	60	231.00	513.33	77	128.33
		PHOT 165	0.333	120.00	360.36	20	132.00	396.40	22	110.00
		PHOT Total	6.079	2,028.00	333.61	388	2,814.00	462.91	633	138.76
	ASL									
		ASL 120	2.670	1,200.00	449.44	300	1,248.00	467.42	312	104.00
		ASL 121	1.602	720.00	449.44	180	648.00	404.49	162	90.00
		ASL 130	0.200	84.00	420.00	28	78.00	390.00	26	92.86
		ASL 140	0.200	90.00	450.00	30	63.00	315.00	21	70.00
		ASL 196A	0.011	100.00	9,174.31	20	10.00	917.43	2	10.00
		ASL 220	0.534	240.00	449.44	60	224.00	419.48	56	93.33
		ASL 221	0.267	120.00	449.44	30	76.00	284.64	19	63.33
		ASL Total	5.484	2,554.00	465.73	648	2,347.00	427.98	598	91.90
	CHIN									
		CHIN 120	0.333	150.00	450.45	30	185.00	555.56	37	123.33
		CHIN 121	0.333	150.00	450.45	30	95.00	285.29	19	63.33
		CHIN Total	0.666	300.00	450.45	60	280.00	420.42	56	93.33
	COMM									
		COMM 120	7.000	4,551.00	650.14	1037	4,233.00	604.71	964	93.01
		COMM 122	4.000	1,800.00	450.00	600	1,800.00	450.00	600	100.00
		COMM 123	0.200	90.00	450.00	30	66.00	330.00	22	73.33
		COMM 124	0.800	360.00	450.00	120	333.00	416.25	111	92.50
		COMM 128	0.200	90.00	450.00	30	72.00	360.00	24	80.00
		COMM 135	0.200	90.00	450.00	30	87.00	435.00	29	96.67
		COMM 137	1.800	810.00	450.00	270	726.00	403.33	242	89.63
		COMM 144	0.200	90.00	450.00	30	48.00	240.00	16	53.33
		COMM 145	0.800	360.00	450.00	120	378.00	472.50	126	105.00
		COMM 240A	0.555	260.00	468.47	26	180.00	324.32	18	69.23
		COMM Total	15.755	8,501.00	539.57	2293	7,923.00	502.89	2152	93.20
	DANC									
		DANC 068A	0.111	50.00	450.45	25	34.00	306.31	17	68.00
		DANC 078A	0.111	50.00	450.45	25	44.00	396.40	22	88.00
		DANC 080A	0.501	225.00	449.10	75	201.00	401.20	67	89.33
		DANC 080B	0.167	75.00	449.10	25	72.00	431.14	24	96.00
		DANC 081A	0.167	75.00	449.10	25	75.00	449.10	25	100.00

Grossmont WSCH Analysis using Census Enrollment for 2010SP

Division Subj	Course	Total FTEF	Max WSCH	Max WSCH/FTEF	Max Enroll	Earned WSCH	Earned WSCH/FTEF	Earned Enroll	% of Max
	PHOT 159A	0.900	0.00	0.00	0	480.00	533.33	160	0
	PHOT 267	0.333	120.00	360.36	20	114.00	342.34	19	95.00
	PHOT 256	0.333	120.00	360.36	20	156.00	468.47	26	130.00
	PHOT 158	0.333	120.00	360.36	20	138.00	414.41	23	115.00
	PHOT 156	0.666	240.00	360.36	40	252.00	378.38	45	105.00
	PHOT 259A	0.450	180.00	400.00	60	234.00	520.00	78	130.00
	PHOT 165	0.333	120.00	360.36	20	144.00	432.43	24	120.00
	PHOT Total	**6.412**	**2,172.00**	**338.74**	**416**	**2,883.00**	**449.63**	**630**	**132.73**
ASL									
	ASL 120	2.937	1,320.00	449.44	330	1,396.00	475.31	349	105.76
	ASL 121	1.602	720.00	449.44	180	684.00	426.97	171	95.00
	ASL 196A	0.022	50.00	2,293.58	10	15.00	688.07	3	30.00
	ASL 220	0.534	240.00	449.44	60	276.00	516.85	69	115.00
	ASL 221	0.267	120.00	449.44	30	100.00	374.53	25	83.33
	ASL 122	0.200	120.00	600.00	30	152.00	760.00	38	126.67
	ASL Total	**5.562**	**2,570.00**	**462.08**	**640**	**2,623.00**	**471.61**	**655**	**102.06**
CHIN									
	CHIN 120	0.333	150.00	450.45	30	165.00	495.50	33	110.00
	CHIN 121	0.333	150.00	450.45	30	95.00	285.29	19	63.33
	CHIN Total	**0.666**	**300.00**	**450.45**	**60**	**260.00**	**390.39**	**52**	**86.67**
COMM									
	COMM 120	6.600	2,914.31	441.56	986	2,881.05	436.52	972	98.86
	COMM 122	4.400	1,980.00	450.00	660	1,995.00	453.41	665	100.76
	COMM 123	0.200	90.00	450.00	30	93.00	465.00	31	103.33
	COMM 124	0.800	275.63	344.53	120	263.44	329.30	115	95.58
	COMM 128	0.200	90.00	450.00	30	90.00	450.00	30	100.00
	COMM 136	0.200	90.00	450.00	30	57.00	285.00	19	63.33
	COMM 137	1.400	630.00	450.00	210	612.00	437.14	204	97.14
	COMM 144	0.200	90.00	450.00	30	63.00	315.00	21	70.00
	COMM 145	0.600	270.00	450.00	90	270.00	450.00	90	100.00
	COMM 240A	0.555	260.00	468.47	26	180.00	324.32	18	69.23
	COMM Total	**15.155**	**6,689.94**	**441.43**	**2212**	**6,504.49**	**429.20**	**2165**	**97.23**
DANC									
	DANC 078A	0.111	50.00	450.45	25	54.00	486.49	27	108.00
	DANC 080A	0.501	225.00	449.10	75	228.00	455.09	76	101.33
	DANC 080B	0.167	75.00	449.10	25	72.00	431.14	24	96.00
	DANC 081A	0.167	75.00	449.10	25	93.00	556.89	31	124.00
	DANC 082A	0.167	75.00	449.10	25	120.00	718.56	40	160.00
	DANC 084A	0.501	225.00	449.10	75	219.00	437.13	73	97.33
	DANC 084B	0.167	75.00	449.10	25	72.00	431.14	24	96.00
	DANC 088A	0.334	150.00	449.10	50	177.00	529.94	59	118.00

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

GROSSMONT ( )LEGE
SUBJECT WSCH ANALYSIS
*** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ANTH120	220200	1.400	1050.00	750.00	657.00	469.28	62.57
ANTH130	220200	1.800	1350.00	750.00	867.00	481.66	64.22
ANTH140	220200	.400	300.00	750.00	117.00	292.50	39.00
*** ANTH		3.600	2700.00	750.00	1641.00	455.83	60.77
ARBC120	111200	.666	300.00	450.45	285.00	427.92	95.00
ARBC121	111200	.666	280.00	420.42	210.00	315.31	75.00
ARBC220	111200	.333	125.00	375.37	80.00	240.24	64.00
ARBC221	111200	.333	125.00	375.37	65.00	195.19	52.00
ARBC250	111200	.200	60.00	300.00	57.00	285.00	95.00
*** ARBC		2.198	890.00	404.91	697.00	317.10	78.31
ASL120	085000	2.670	1200.00	449.43	1124.00	420.97	93.66
ASL121	085000	1.335	600.00	449.43	552.00	413.48	92.00
ASL160	085000	.534	240.00	449.43	248.00	464.41	103.33
ASL220	085000	.267	120.00	449.43	68.00	254.68	56.66
ASL250	085000	.400	180.00	450.00	72.00	180.00	40.00
*** ASL		5.206	2340.00	449.48	2064.00	396.46	88.20
CCS114	220300	.600	384.00	640.00	276.00	460.00	71.87
CCS115	220300	.400	300.00	750.00	213.00	532.50	71.00
CCS119	220300	.200	150.00	750.00	81.00	405.00	54.00
CCS126	220300	.400	300.00	750.00	96.00	240.00	32.00
CCS131	220300	.200	150.00	750.00	63.00	315.00	42.00
CCS132	220300	.200	135.00	675.00	99.00	495.00	73.33
CCS147	220300	.200	150.00	750.00	105.00	525.00	70.00
CCS181	220300	.200	150.00	750.00	159.00	795.00	106.00
CCS238	220300	.400	210.00	525.00	105.00	262.50	50.00
*** CCS		2.800	1929.00	688.92	1197.00	427.50	62.05
CHIN120	110700	.333	150.00	450.45	140.00	420.42	93.33
CHIN121	110700	.333	150.00	450.45	55.00	165.16	36.66
*** CHIN		.666	300.00	450.45	195.00	292.79	65.00
ECON110	220400	.400	300.00	750.00	210.00	525.00	70.00
ECON120	220400	1.800	1590.00	883.33	1530.00	850.00	96.22
ECON121	220400	.750	1350.00	1800.00	1048.00	1397.33	77.63
ECON122	220400	.750	1440.00	1920.00	447.00	596.00	31.04
ECON123	220400	1.800	1200.00	666.67	800.00	444.44	66.66
*** ECON		5.500	5880.00	1069.09	4035.00	733.63	68.62
ED159	086000	.175	120.00	685.71	24.00	137.14	20.00
ED200	080200	.600	333.00	555.00	231.00	385.00	69.36
ED299	080200	.100	150.00	1500.00	24.00	240.00	16.00
*** ED		.875	603.00	689.14	279.00	318.85	46.26
ENGL090	150100	1.500	672.00	448.00	560.00	373.33	83.33

SKDSOW-INS
RUN ON: 10-18-2010 10:43:47
REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE
SUBJECT WSCH ANALYSIS

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This reports excludes sections with method of instruction 40 work experience and non-credit.
Current enrollment is used for OE/OE and positive attendance sections.
Census enrollment is used for all other sections.
Sections coded not valid for FTES are omitted.

SUBJECT	TOP	HEADCNT	EARN WSCH	FTEF	WSCH/FTEF
ANTH	2202000	596	1788.00	3.8000	470.5263
AOJ	2105000	1362	5404.89	11.7643	459.4315
ARBC	1112200	1147	6697.00	12.1980	317.1064
ART	1002100	681	24457.00	53.7730	425.6677
ART	1002200	3002	11812.00	27.9960	453.4534
ART	1002310	2555	12284.00	33.9350	438.0757
ART	1002230	1226	12703.00	29.1150	332.3877
ART	1002200	1228	5561.00	21.9570	286.6632
ART	0850000	479	20664.00	55.2060	595.7500
ASL	1911000	2203	14437.00	24.4060	591.5517
ASTR	0401000	1251	12381.18	17.8995	381.9366
BIO	0514200	511	3014.00	7.6330	54.9399
BOT	0514200	63	1444.00	4.4160	285.1538
BOT	0502000	6551	1481.00	4.4160	346.8636
BOT	0506000	1331	19953.00	44.0730	443.7142
BOT	0506000	779	13916.00	55.7000	280.2322
BUS	0502000	1107	31116.00	51.7140	614.7142
BUS	0502000	588	2915.00	6.4330	290.0000
BUS	0509000	57	1174.91	4.0360	415.7142
BUS	0501000	511	1118.00	8.2670	185.0000
BUS	0514000	65	1153.00	3.2400	280.8568
BUS	2203000	1279	15333.00	8.0850	445.0000
CA	1306300	7713	35598.60	9.0850	450.0958
CCS	2203000	399	16794.80	8.5660	474.5989
CD	1305000	22332	19195.80	9.5660	292.7927
CD	1905000	9936	67765.00	17.5550	385.3602
CHEM	1107000	374	44440.50	11.5880	383.1981
CHIN	1506000	616	20005.00	6.4160	312.5000
COMM	0701000	1345	11821.95	6.9060	371.3717
CSIS	1213000	8	204.00	5.5170	733.6363
CVTE	1008000	1111	3333.16	1.5000	1337.1428
DANC	2204000	4298	13178.16	42.2150	312.1677
ECON	0860000	816	1440.88	9.9060	338.0842
ED	0802000	360	8589.36	6.6570	411.4285
ED	1501000	3681	16625.00	3.3220	365.9085
ENGL	4930021	1049	4318.38	16.4253	262.9102
ENGL	4930070	1175	87.00	20.4000	217.5000
ENGL	4930070	440	120.00	2.6768	300.0000
ENGL	0835500	204	980.00	4.0830	366.0087
ES	0835000	29	1957.00	4.3332	479.3044
ESL	4931500	2044	965.00	2.7310	416.1666
ESL	4930082	1652	971.00		353.3504
FREN	1102010	303			
FS	1301000	205			
GEOG	2206000				
GEOL	1914000				
GERM	1103000				

SKDSQW-INS
RUN ON: 10-18-2010 10:34:50
REPORT INCLUDES: GROSSMONT COLLEGE ONLY   *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE
SUBJECT WSCH ANALYSIS
*** CENSUS CLASSES ***

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DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ANTH120	220200	1.000	750.00	750.00	567.00	567.00	75.60
ANTH130	220200	2.000	1455.00	727.50	969.00	484.50	66.60
ANTH140	220200	.200	150.00	750.00	90.00	450.00	60.00
*** ANTH		3.200	2355.00	735.93	1626.00	508.12	69.04
ARBC120	1111200	.999	450.00	450.45	480.00	480.48	106.66
ARBC121	1111200	.3333	125.00	375.37	120.00	360.36	96.00
ARBC220	1111200	.3333	150.00	450.45	150.00	450.45	100.00
ARBC250	1111200	.200	60.00	300.45	60.00	300.00	100.00
*** ARBC		1.865	785.00	420.91	780.00	418.23	99.36
ASL 120	0850000	2.670	1200.00	449.43	1168.00	437.45	97.33
ASL 121	0850000	1.335	600.00	449.43	516.00	386.51	86.00
ASL 130	0850000	.320	144.00	450.00	144.00	450.00	100.00
ASL 140	0850000	.200	90.00	450.00	90.00	450.00	100.00
ASL 220	0850000	.534	240.00	449.43	66.00	123.60	27.50
ASL 221	0850000	.147	66.00	449.00	19.00	129.25	28.78
*** ASL		5.206	2340.00	449.48	2003.00	384.74	85.59
CCS 115	2200300	.400	375.00	937.50	300.00	750.00	80.00
CCS 119	2200300	.200	105.00	525.00	87.00	435.00	82.85
CCS 126	2200300	.200	96.00	480.00	42.00	210.00	43.75
CCS 130	2200300	.400	360.00	900.00	144.00	360.00	40.00
CCS 132	2200300	.200	150.00	750.00	51.00	255.00	34.00
CCS 134	2200300	.200	105.00	525.00	54.00	270.00	51.42
CCS 145	2200300	.200	120.00	600.00	112.50	562.50	93.75
CCS 147	2200300	.200	150.00	750.00	75.00	375.00	50.00
CCS 150	2200300	.200	150.00	750.00	39.00	195.00	26.00
CCS 180	2200300	.200	174.00	870.00	161.00	805.00	92.52
*** CCS		2.400	1785.00	743.75	1065.00	443.75	59.66
CHIN120	1110700	.333	150.00	450.45	140.00	420.42	93.33
CHIN121	1110700	.333	150.00	450.45	50.00	150.15	33.33
*** CHIN		.666	300.00	450.45	190.00	285.28	63.33
ECON110	2204000	.400	318.00	795.00	270.00	675.00	84.90
ECON120	2204000	2.600	2172.00	835.38	1824.00	701.53	83.97
ECON121	2204000	1.800	1344.00	746.66	882.00	490.00	65.62
ECON122	2204000	1.050	1545.00	1471.42	1083.00	1031.42	70.09
ECON123	2204000	.750	765.00	1020.00	405.00	540.00	52.94
*** ECON		6.600	6144.00	930.90	4464.00	676.36	72.65
ED 159	086000	.175	120.00	685.71	9.00	51.42	7.50
ED 200	080200	.600	396.00	660.00	201.00	335.00	50.75
ED 214	080200	.200	150.00	750.00	42.00	210.00	28.00
*** ED		.975	666.00	683.07	252.00	258.46	37.83
ENGL090	1501000	1.750	784.00	448.00	760.00	434.28	96.93
ENGL090R	1501000	1.500	672.00	448.00	632.00	421.33	94.04

GROSSMONT COLLEGE
SUBJECT WSCH ANALYSIS

is reports excludes sections with method of instruction 40 work experience and non-credit.

i t enrollment is used for OE/OE and positive attendance sections.

rren enrollment is used for all other sections.

ctions coded not valid for FTES are omitted.

SUBJECT	TOP	HEADCNT	EARN WSCH	FTEF	WSCH/FTEF
ANTH	2202000	542	1626.00	3.2000	508.1250
AOJ	2105000	1317	5279.38	11.8250	470.3108
ARBC	1111200	164	780.00	1.8650	418.2305
ART	1100200	813	2781.00	6.0150	462.3441
ART	1100210	257	1542.00	3.3300	463.0630
ART	1100230	254	1332.00	3.2640	408.0882
ART	1100220	1113	618.00	2.0400	302.9411
ASL	1011100	1152	2003.00	5.1570	299.0264
ASTR	1911100	510	2236.00	5.2060	384.7483
BIO	0401100	412	2005.00	4.1570	515.1836
BOT	0501400	2213	12514.22	18.0010	695.1836
BOT	0501420	10655	27722.22	7.5225	3631.8779
BOT	0501420	388	1507.00	4.6330	2336.9668
BOT	0501500	66	1557.00	4.0350	4377.4038
BIO	0501400	6399	1906.00	4.3330	4399.8799
BUS	0505200	100	1957.00	4.5300	3300.8799
BUS	0509000	86	3258.00	1.8000	322.5000
BUS	0501000	780	3120.00	5.0730	615.0206
BUS	0501300	899	267.00	4.6000	445.0206
BUS	0508000	655	1167.00	5.5330	313.1445
BUS	0506300	39	1117.00	2.2000	585.0000
CA	2203000	4424	12572.00	7.5000	454.3030
CCS	2203000	1264	3658.00	9.6666	516.3020
CD	1305000	7759	4836.00	9.5000	509.0526
CHEM	1905000	388	1906.00	2.6666	285.2206
CHIN	1107000	2003	61907.00	15.2660	3997.5276
COMM	1506000	9988	43907.53	12.2460	3558.4671
CSIS	0701000	3772	21332.00	5.5840	3391.3612
CVTE	0701000	5871	11794.00	4.6750	6776.36612
DANC	1213000	1488	4464.00	6.1750	51.4285
ECON	2204000	3	9.00	0.0000	303.7500
ED	0860000	81	243.00	39.3530	340.8746
ED	0860200	4354	13414.44	11.6550	365.4791
ENGL	1501000	1069	13364.66	16.8340	454.6666
ENGL	4930021	3441	77702.50	16.4400	457.5561
ENGL	4930070	34423	24490.00	4.4400	560.8108
ENGL	0835070	249	3972.63	15.1120	262.8791
ES	0835500	944	1135.00	0.4000	3337.5000
ES	0835550	45	51.00	2.0640	2555.0000
ESL	4931100	17	927.00	1.8640	3323.6731
ESL	4930310	1993	438.00	1.0000	438.0000
ESL	4931082	146	1728.00	3.4000	473.4246
ESL	4930082	576	839.00	1.9670	426.5378
ESL	4930083	2889	942.00	2.7310	344.9285
FREN	1102000	2202	3029.00	4.6670	649.0250
FS	1302000	1039			
GEOG	2206000				
GEOL	1914000				
GERM	1103000				
HED	0837000				

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GROSSMONT COLLEGE
SUBJECT WSCH ANALYSIS
*** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ANTH120	2202000	1.000	750.00	750.00	648.00	648.00	86.40
ANTH130	2202000	1.800	1350.00	750.00	1086.00	603.33	80.44
ANTH140	2202000	.200	150.00	750.00	81.00	405.00	54.00
ANTH199	2202000		6.00	6.00	6.00	6.00	100.00
***** ANTH		3.000	2256.00	752.00	1821.00	607.00	80.71
ARBC120	1111200	.666	300.00	450.45	335.00	503.00	111.66
ARBC121	1111200	.333	150.00	450.45	110.00	330.33	73.33
ARBC220	1111200	.333	125.00	375.37	81.00	243.00	64.80
ARBC250	1111200	.200	60.00	305.00	44.00	220.00	72.06
***** ARBC		1.532	635.00	414.49	570.00	372.06	89.76
ASL 120	0850000	2.937	1320.00	449.43	1092.00	371.80	82.72
ASL 121	0850000	1.068	480.00	449.43	496.00	464.41	103.33
ASL 220	0850000	.534	240.00	449.43	192.00	359.55	80.00
ASL 221	0850000	.267	120.00	449.43	44.00	164.79	36.66
***** ASL		4.806	2160.00	449.43	1824.00	379.52	84.44
CCS 114	2203000	.600	384.00	640.00	222.00	370.00	57.81
CCS 115	2203000	.400	300.00	750.00	195.00	487.50	65.00
CCS 119	2203000	.200	105.00	525.00	54.00	270.00	51.42
CCS 126	2203000	.400	300.00	750.00	133.00	332.50	44.33
CCS 131	2203000	.200	150.00	750.00	51.00	255.00	34.00
CCS 132	2203000	.200	150.00	750.00	66.00	330.00	44.00
CCS 145	2203000	.200	150.00	750.00	78.00	390.00	52.00
CCS 147	2203000	.200	150.00	750.00	111.00	555.00	74.00
CCS 181	2203000	.200	105.00	525.00	54.00	270.00	51.42
CCS 238	2203000	.200	150.00	688.92	111.00	353.57	51.32
***** CCS		2.800	1929.00	688.92	990.00	353.57	51.32
CHIN120	1110700	.333	150.00	450.45	160.00	480.48	106.66
CHIN121	1110700	.333	150.00	450.45	65.00	195.19	43.33
***** CHIN		.666	300.00	450.45	225.00	337.83	75.00
ECON110	2204000	.600	450.00	750.00	237.00	395.00	52.66
ECON120	2204000	1.800	1590.00	883.33	1347.00	748.33	84.71
ECON121	2204000	1.800	1350.00	750.00	888.00	493.33	65.77
ECON299	2204000	1.500	2820.00	1880.00	1839.00	1226.00	65.21
***** ECON		5.700	6210.00	1089.47	4311.00	756.31	69.42
ED 200	080200	.800	510.00	637.50	240.00	300.00	47.05
***** ED		.800	510.00	637.50	240.00	300.00	47.05
ENGL090	1501010	1.500	672.00	448.00	476.00	317.33	70.83
ENGL090R	1501010	1.000	448.00	448.00	332.00	332.00	74.10
ENGL098	1501021	9.241	3528.00	381.77	2624.00	283.90	74.37
ENGL098R	1501070	3.500	1568.00	448.00	1356.00	387.42	86.47
ENGL105	1501010	1.000	420.00	420.00	231.00	231.00	55.00
ENGL108	1501010	.133	56.00	421.05	56.00	421.05	100.00

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GROSSMONT CO..GE
SUBJECT WSCH ANALYSIS
*** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE ONLY ***

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INCLUDES: GROSSMONT COLLEGE ONLY ***

reports excludes sections with method of instruction 40 work experience and non-credit.

enrollment is used for OE/OE and positive attendance sections.

nt enrollment is used for all other sections.

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ions coded not valid for FTES are omitted.

SUBJECT	TOP	HEADCNT	EARN WSCH	FTEF	WSCH/FTEF
ANTH	2202000	658	1977.00	3.2000	617.8125
AOJ	2105000	1368	5394.28	12.2137	441.6581
ARBC	1112000	122	5770.00	6.3072	372.06626
ART	1002000	786	26548.000	2.9931	420.80022
ART	1002010	234	14404.000	2.9971	468.45684
ART	1002200	259	13320.000	2.8901	450.45582
ART	1002210	98	5566.000	1.8719	299.47108
ART	1002300	6220	28396.000	4.8060	325.61078
ASL	0850000	456	11263.000	4.5508	379.52555
ASTR	1911000	4421	18824.000	4.2208	495.29441
BIO	0401000	2080	21113.32	17.4680	271.38808
BOT	0514000	806	15553.000	7.7810	300.60000
BOT	0514200	820	980.000	4.0283	346.28897
BOT	0501000	40	1887.000	1.2830	446.28857
BIO	0599000	629	3554.000	4.2200	295.08900
BUS	0501010	1118	2891.000	1.8060	323.03333
BUS	0501020	766	3064.000	5.0730	603.90900
BUS	0509000	558	1174.000	2.6730	290.37180
BUS	0501400	510	1105.38	4.4330	243.67188
BUS	0508000	40	1225.000	4.3680	339.37180
BUS	0514000	41	93.000	0.3680	348.31460
CA	1306000	4337	13111.000	7.2670	385.58882
CCS	2203000	1152	4578.000	9.2670	461.46696
CD	1305000	1711	225.000	0.6660	508.75550
CHEM	1905000	45	66668.000	17.1550	337.83758
CHIN	1107000	2200	45525.000	11.9460	388.69133
COMM	1506000	999	21172.000	7.0000	378.78878
CSIS	0701000	404	43106.750	5.3920	339.79997
CVTE	1213000	696	43311.000	11.4110	400.79908
DANC	1008000	1437	2240.000	5.7000	756.88428
ECON	2204000	80	125557.48	41.0644	300.79844
ED	0802000	4165	13556.60	0.8000	305.44116
ENGL	1501000	709	81105.60	16.4410	286.42285
ENGL	1501000	3339	157575.000	33.9500	354.64098
ENGL	1501000	3467	37739.000	6.7900	317.42933
ENGL	4930070	897	9974.000	2.8640	340.08037
ES	0835500	1171	459.000	1.0000	459.00000
ES	0835000	204	18884.000	4.0000	471.0000
ESL	4931000	153	6668.000	1.8500	361.42163
FREN	1102000	628	10028.000	2.7310	376.41880
GEOG	2206000	228	2668.000	4.2000	638.57714
GEOL	1914000	894	66.000	0.4000	165.00000
GERM	1103030	2708	8124.00	15.2000	534.47360
HED	0837000				
HESC	2199000				
HIST	2205000				

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SKDSQW-INS
RUN ON: 10-18-2010 10:12:48
REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***
DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

GROSSMONT ...LLEGE
SUBJECT WSCH ANALYSIS
*** CENSUS CLASSES ***

PA.. 8
SPR..NG 2006

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ANTH120	220200	1.200	894.00	745.00	648.00	540.00	72.48
ANTH130	220200	1.600	1200.00	750.00	918.00	573.75	76.50
*** ANTH		2.800	2094.00	747.85	1566.00	559.28	74.78
ARBC120	1111200	.666	300.00	450.45	260.00	390.39	86.66
ARBC121	1111200	.333	150.00	450.45	115.00	345.34	76.66
ARBC220	1111200	.333	125.00	375.37	90.00	270.27	72.00
ARBC250	1111200	.200	60.00	300.00	42.00	210.00	70.00
*** ARBC		1.532	635.00	414.49	507.00	330.90	79.84
ASL 120	0850000	2.670	1200.00	449.43	1048.00	392.50	87.33
ASL 121	0850000	1.068	480.00	449.43	476.00	445.69	99.16
ASL 220	0850000	.534	240.00	449.43	152.00	194.75	63.33
ASL 221	0850000	.267	120.00	449.43	76.00	194.75	63.33
**** ASL		4.539	2040.00	449.43	1752.00	385.98	85.88
CCS 115	2203000	.400	300.00	750.00	246.00	615.00	82.00
CCS 119	2203000	.200	105.00	525.00	78.00	390.00	74.28
CCS 126	2203000	.400	300.00	750.00	162.00	405.00	54.00
CCS 131	2203000	.200	150.00	750.00	66.00	330.00	44.00
CCS 132	2203000	.200	150.00	750.00	66.00	330.00	44.00
CCS 145	2203000	.200	150.00	750.00	66.00	330.00	44.00
CCS 147	2203000	.200	150.00	675.00	72.00	360.00	44.00
CCS 181	2203000	.200	150.00	750.00	112.00	560.00	57.14
CCS 238	2203000	.200	150.00	750.00	112.00	557.14	62.33
**** CCS		2.200	1545.00	702.27	963.00	437.72	62.33
CHIN120	1110700	.333	150.00	450.45	150.00	450.45	100.00
*** CHIN		.333	150.00	450.45	150.00	450.45	100.00
ECON110	2204000	.400	300.00	750.00	207.00	517.50	69.00
ECON120	2204000	1.800	1770.00	983.33	1236.00	686.66	69.83
ECON121	2204000	1.650	1380.00	836.36	843.00	468.33	61.08
ECON299	2204000	1.650	2790.00	1690.90	2037.00	1234.54	73.01
**** ECON		5.650	6240.00	1104.42	4323.00	765.13	69.27
ENGL090	1501000	1.500	672.00	448.00	552.00	368.00	82.14
ENGL090R	1501000	1.250	560.00	448.00	428.00	342.40	76.42
ENGL098R	4930021	.992	3136.00	392.39	2400.00	342.00	76.53
ENGL105	4930070	.800	336.00	420.00	201.00	251.25	59.50
ENGL110	1501000	10.450	4125.00	394.73	3498.00	334.73	84.80
ENGL110R	1501000	1.250	560.00	448.00	464.00	371.20	82.85
ENGL112	1501000	1.200	525.00	525.00	435.00	435.00	82.85
ENGL118	1501000	.250	105.00	420.00	87.00	348.00	62.48
ENGL122	1501000	.800	3411.00	413.45	2643.00	330.36	77.48
ENGL124	1501000	4.250	4120.00	412.94	2641.00	261.17	63.24
ENGL126	1501000	.750	315.00	420.00	219.00	292.00	69.52

SKDSOW-IN...
RUN ON: 10-18-2010 10:12:48
REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE
SUBJECT WSCH ANALYSIS

PA   30
SPRING 2006

This reports excludes sections with method of instruction 40 work experience and non-credit.
Current enrollment is used for OE/OB and positive attendance sections.
Census enrollment is used for all other sections.
Sections coded not valid for FTES are omitted.

SUBJECT	TOP	HEADCNT	EARN WSCH	FTEF	WSCH/FTEF
ANTH	2202000	581	1743.000	3.0000	581.0000
AOJ	2105000	1444	5727.006	11.9836	477.9081
ARBC	1112000	107	507.000	1.5320	330.9399
ART	1002000	671	2283.000	4.5990	496.4122
ART	1002010	220	1110.000	2.2980	495.4954
ART	1002100	2310	11110.000	4.5980	495.4517
ART	1002300	1130	7556.000	16.8964	447.2517
ART	1011000	2431	24333.000	53.9364	451.0144
ASTR	1911000	5455	17552.000	45.0000	390.0444
ASL	0850100	3883	11749.000	30.3000	385.5010
BIO	0401000	20021	11054.112	28.5800	386.8881
BOT	0514200	689	17762.112	66.9988	265.1998
BOT	0514000	37	891.000	2.2008	405.0000
BOT	0502100	623	1869.000	4.5980	314.4876
BOT	0502000	93	2779.000	4.5980	325.0000
BUS	0506000	1114	3401.500	8.0900	348.7500
BUS	0509000	650	2528.000	4.5900	335.0000
BUS	0509020	99	297.000	4.6530	556.9508
BUS	1301000	77	1655.000	4.2680	495.0508
BUS	0501000	211	990.330	2.2680	391.8244
BUS	0514000	445	1323.000	7.3300	370.7865
CA	1305030	441	31104.119	8.2180	472.5000
CCS	2203000	1117	4580.400	11.3300	391.1791
CD	1305000	702	4580.400	16.7550	456.0623
CHEM	1905000	130	64666.880	16.3300	452.4827
CHIN	1107000	2147	44991.500	11.3820	385.9671
COMM	1506000	1023	22220.000	6.4160	394.0099
CSIS	0701000	428	18861.000	4.9562	375.4892
CVTE	1213000	618	43323.100	5.6500	346.0000
DANC	1008000	1441	1107.109	4.5650	301.5926
ECON	2204000	36	12512.088	38.0474	267.8474
ED	0802000	3870	13372.880	8.3250	392.0000
ENGL	1501000	628	75559.100	16.5670	456.2745
ENGL	4930021	343	15710.000	4.5290	352.5239
ENGL	4930070	3369	37108.000	11.5290	321.7972
ES	0835000	3172	4714.000	1.0000	305.1675
ES	0835350	875	1878.000	4.2000	471.0000
ESL	4930100	1582	8708.000	4.2530	447.1428
FREN	1102000	1157	9980.000	22.7310	343.4662
FS	1301000	6624	2448.000	3.7010	358.8429
GEOG	2206000	266	2262.600	4.0253	256.1200
GEOL	1914000	212	7183.13	14.4000	498.8284
GERM	1103000	816			
HED	0837000	555			
HESC	2199000	2396			
HIST	2205000				

KDSQW-INS 10-18-201 0 10:20:59
RUN ON: 1
REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES
DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

GROSSMONT (COLLEGE
SUBJECT WSCH ANALYSIS
*** CENSUS CLASSES ***

PAGE 8
F. 1 2006

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ANTH120	220200	.800	600.00	750.00	507.00	633.75	84.50
ANTH130	220200	1.600	1200.00	750.00	909.00	568.12	75.75
ANTH140	220200	.200	150.00	750.00	117.00	585.00	78.00
*** ANTH		2.600	1950.00	750.00	1533.00	589.61	78.61
ARBC120	111400	.666	300.00	450.45	300.00	450.45	100.00
ARBC121	111400	.3333	125.00	375.37	65.00	195.19	52.66
ARBC220	111400	.3333	150.00	450.45	130.00	390.39	86.66
ARBC250	111400	.2000	60.00	300.00	66.00	330.00	110.00
*** ARBC		1.532	635.00	414.49	561.00	366.18	88.34
ASL120	085000	2.403	1080.00	449.43	980.00	407.82	90.74
ASL121	085000	1.068	480.00	449.43	416.00	389.51	86.66
ASL130	085000	.534	240.00	449.43	224.00	419.47	93.33
ASL220	085000	.200	90.00	449.46	45.00	395.00	50.00
*** ASL		4.205	1890.00	449.46	1665.00	395.95	88.09
CCS115	220300	.400	375.00	937.50	339.00	847.50	90.40
CCS119	220300	.200	105.00	525.00	75.00	375.00	71.42
CCS126	220300	.200	96.00	480.00	66.00	330.00	68.75
CCS128	220300	.200	150.00	750.00	48.00	240.00	32.00
CCS132	220300	.200	150.00	750.00	81.00	442.50	54.00
CCS133	220300	.200	150.00	900.00	76.00	381.00	50.50
CCS145	220300	.200	150.00	720.00	162.00	810.00	54.00
CCS147	220300	.200	150.00	750.00	51.00	255.00	34.00
CCS150	220300	.200	150.00	750.00	138.00	690.00	92.00
CCS180	220300	.400	1830.00	762.50	1173.00	488.75	64.09
*** CCS		2.400	1830.00	762.50	1173.00	488.75	64.09
CHIN110	110700	.333	125.00	375.37	105.00	315.31	84.00
CHIN120	110700	.333	125.00	375.00	105.00	315.31	84.00
*** CHIN		.333	125.00	375.00	105.00	315.31	84.00
ECON110	220400	.400	330.00	825.00	273.00	682.50	82.72
ECON120	220400	2.000	1710.00	855.00	1287.00	643.50	75.26
ECON121	220400	1.800	1344.00	746.66	843.00	468.33	62.72
ECON299	220400	6.150	6738.00	1095.60	4533.00	737.07	67.27
*** ECON		10.350	10122.00		6936.00		
ED200	08C200	.400	180.00	450.00	138.00	345.00	76.66
ED214	08C200	.200	150.00	750.00	60.00	300.00	40.00
*** ED		.600	330.00	550.00	198.00	330.00	60.00
ENGL090	150100	1.750	784.00	448.00	700.00	400.00	89.28
ENGL090R	150100	1.500	672.00	448.00	588.00	392.00	87.50
ENGL098	150100	10.323	3964.00	383.99	3848.00	372.75	97.07
ENGL098R	150100	3.000	1344.00	448.00	1380.00	460.00	102.67
ENGL105	150100	1.400	579.00	413.57	342.00	244.28	59.07
ENGL110	150100	11.500	4470.00	388.69	3894.00	338.60	87.11
ENGL110R	150100	1.500	672.00	448.00	644.00	429.33	95.83

SKDSQW-INS
RUN ON: 10-18-2010 10:20:59
REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***
DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES

GROSSMONT COLLEGE
SUBJECT WSCH ANALYSIS
*** DAILY CENSUS CLASSES ***

PAGE 21
F. 2006

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ASL 120	085000	.267	120.00	449.43	64.00	239.70	53.33
ASL 221	085000	.267	60.00	224.71	14.00	52.43	23.33
***** ASL		.534	180.00	337.07	78.00	146.06	43.33
CCS 118	220300	.200	150.00	750.00	99.00	495.00	66.00
CCS 119	220300	.200	150.00	750.00	141.00	705.00	94.00
***** CCS		.400	300.00	750.00	240.00	600.00	80.00
ENGL090	1501000	.250	110.25	441.00	70.88	283.52	64.29
ENGL098	4930021	1.599	675.85	422.67	619.24	387.26	91.62
ENGL108	1501000	.1333	70.00	526.31	52.00	390.97	74.28
ENGL110	1501000	.5000	210.00	420.00	186.00	372.00	88.57
ENGL120	1501000	1.0000	419.13	419.13	332.23	332.23	79.26
ENGL124	1501000	.1250	105.00	420.00	123.00	492.00	117.14
***** ENGL		3.732	1590.23	426.10	1383.35	370.67	86.99
ESL 104	4931000	.200	75.00	375.00	48.00	240.00	64.00
ESL 105	4931000	.200	75.00	375.00	72.00	360.00	96.00
***** ESL		.400	150.00	375.00	120.00	300.00	80.00
HIST105	2205000	.400	300.00	750.00	156.00	390.00	52.00
HIST106	2205000	.200	144.00	720.00	138.00	690.00	95.83
HIST108	2205000	.400	293.10	732.75	260.16	650.40	88.76
HIST109	2205000	.400	300.00	750.00	216.00	540.00	72.00
***** HIST		1.400	1037.10	740.78	770.16	550.11	74.26
HUM 130	490300	.200	150.00	750.00	132.00	660.00	88.00
***** HUM		.200	150.00	750.00	132.00	660.00	88.00
POSC121	220700	.200	150.00	750.00	165.00	825.00	110.00
***** POSC		.200	150.00	750.00	165.00	825.00	110.00
PHIL110	1509000	.200	150.00	750.00	60.00	300.00	40.00
PHIL130	1509000	.200	150.00	750.00	108.00	540.00	72.00
***** PHIL		.400	300.00	750.00	168.00	420.00	56.00
PSY 134	200100	.200	147.00	735.00	150.00	750.00	102.04
***** PSY		.200	147.00	735.00	150.00	750.00	102.04
RELG120	1551000	.200	150.00	750.00	111.00	555.00	74.00
RELG130	1551000	.200	150.00	750.00	69.00	345.00	46.00
RELG150	1551000	.200	150.00	750.00	81.00	405.00	54.00
RELG199	1551000		1.50	750.00	1.50	1.000	100.00
***** RELG		.600	451.50	752.50	262.50	437.50	58.13

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SKDSOW-INS
RUN ON: 10-18-2010 10:20:59
REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE
SUBJECT WSCH ANALYSIS

PA 28
FALL 2006

This reports excludes sections with method of instruction 40 work experience and non-credit.
Current enrollment is used for OE/OE and positive attendance sections.
Census enrollment is used for all other sections.
Sections coded not valid for FTES are omitted.

SUBJECT	TOP	HEADCNT	EARN WSCH	FTEF	WSCH/FTEF
ANTH	220200	511	1533.00	2.6000	589.6153
AOJ	210500	1366	5507.63	11.1995	491.7746
ARBC	111200	204	5561.000	15.1320	366.1879
ART	100200	2205	26557.000	51.5906	517.3421
ART	100210	1166	11179.000	23.7390	470.4764
ART	100220	568	11113.000	25.8980	428.4064
ART	100230	443	26074.000	72.9000	357.6719
ART	101100	1951	6676.000	17.1600	387.9991
ART	100220	759	17443.000	33.5000	520.5198
ART	101400	23	11248.000	30.6000	367.6275
ASL	085100	40	2076.000	7.2440	286.5100
ASTR	191100	630	693.000	2.4160	286.6000
BIO	040100	109	18584.000	41.1330	449.5576
BOT	051400	994	3313.000	4.1806	577.6110
BOT	051420	676	27776.000	4.6060	385.0110
BOT	050600	96	2288.000	6.0000	380.0000
BOT	050200	74	2057.000	4.6000	480.0000
BOT	050100	25	1475.000	2.0600	2790.6428
BUS	050600	471	14143.000	8.7330	375.6000
BUS	050200	1130	33544.000	8.6840	501.8716
BUS	050900	777	49324.000	8.5080	504.6428
BUS	050100	21	10554.000	6.3350	315.5200
BUS	050800	1917	58136.000	19.2120	580.2352
BUS	030630	992	43914.000	10.5420	315.9460
CA	030600	403	23636.000	12.5420	426.5684
CCS	220300	580	45343.000	14.0330	426.4080
CD	130500	1511	198.000	0.6000	405.4400
CHEM	190500	66	127744.000	38.9310	737.0731
CHIN	110700	4139	44674.240	11.9220	330.1218
COMM	150600	11221	77350.000	34.7050	328.7055
CSIS	070100	3345	23305.000	57.0000	360.7055
CVTE	121300	3396	3477.000	16.4400	474.7744
DANC	100800	2233	994.000	4.0960	524.3561
ECON	220400	820	420.000	2.1090	313.3561
ED	080200	208	17113.000	11.8640	347.0670
ENGL	150100	140	7559.000	12.0960	347.0000
ENGL	493021	571	9644.000	3.8500	420.0000
ENGL	493070	253	2697.000	1.9000	444.9350
ENGL	150100	899	2416.000	2.7310	399.4736
ES	083500	141	7091.000	3.8000	352.9842
ES	083550	2364	1380.00	3.8000	709.7368
ESL	493100	460	1380.00	3.8000	363.1578
FREN	110200				
FS	130100				
GEOG	220600				
GEOL	191400				
GERM	110300				
HED	083700				
HESC	219900				
HIST	220500				
HUM	490300				

SKDOW-INS
RUN ON: 10)-2010 09:18:49
REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES

GROSSMONT ...LEGE
SUBJECT WSC ANALYSIS
SUBJECT WSC, ...

PA( )9
F, L 2005

DIVISION -- HUMANITIES, SOCIAL & BEHAV SCIENCES   *** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
ANTH120	220200	1.000	750.00	750.00	603.00	603.00	80.40
ANTH130	220200	1.000	750.00	750.00	690.00	690.00	92.00
***** ANTH		2.000	1500.00	750.00	1293.00	646.50	86.20
ARBC120	1111200	.666	300.00	450.45	325.00	487.98	108.33
ARBC121	1111200	.333	125.00	375.37	90.00	270.27	72.00
ARBC220	1111200	.333	150.00	450.45	90.00	270.00	60.00
ARBC250	1111200	.200	60.00	300.45	54.00	270.00	90.00
***** ARBC		1.532	635.00	414.49	559.00	364.88	88.03
ASL 120	0850000	2.670	1200.00	449.43	996.00	373.03	83.00
ASL 121	0850000	1.068	480.00	449.43	416.00	389.51	86.66
ASL 130	0850000	.534	240.00	449.43	176.00	329.58	73.33
ASL 220	0850000	.267	120.00	449.43	36.00	134.83	30.00
ASL 221	0850000	.200	90.00	449.46	54.00	270.00	60.00
***** ASL		4.739	2130.00	449.46	1678.00	354.08	78.77
CCS 115	2220300	.400	300.00	750.00	330.00	825.00	110.00
CCS 119	2220300	.200	105.00	525.00	81.00	405.00	77.14
CCS 126	2220300	.200	150.00	750.00	51.00	255.00	34.00
CCS 128	2220300	.400	360.00	900.00	222.00	555.00	61.66
CCS 130	2220300	.200	150.00	750.00	51.00	255.00	34.44
CCS 132	2220300	.200	150.00	750.00	153.00	765.00	92.00
CCS 134	2220300	.200	150.00	750.00	153.00	765.00	51.44
CCS 145	2220300	.200	144.00	720.00	138.00	690.00	61.78
CCS 147	2220300	.200	150.00	750.00	228.00	285.00	64.16
CCS 180	2220300	.200	105.00	525.00	51.00	255.00	48.57
CCS 299	2220300	.600	300.00	750.00	57.00	285.00	38.00
***** CCS		2.600	1959.00	753.46	1257.00	483.46	64.16
CHIN110	1107000	.333	125.00	375.37	135.00	405.40	108.00
CHIN120	1107000	.333	125.00	375.37	135.00	405.40	108.00
***** CHIN		.666	250.00	375.37	270.00	405.40	108.00
ECON110	2204000	2.400	2202.00	917.50	1329.00	553.75	60.35
ECON120	2204000	1.800	1464.00	813.33	1047.00	581.66	71.51
ECON121	2204000	.900	1452.00	1613.33	747.00	830.00	51.44
ECON299	2204000	.200	150.00	750.00	132.00	660.00	88.00
***** ECON		5.300	5268.00	993.96	3255.00	614.15	61.78
ED 200	0802000	.400	240.00	600.00	81.00	202.50	33.75
ED 214	0802000	.200	90.00	450.00	33.00	165.00	36.66
***** ED		.600	330.00	550.00	114.00	190.00	34.54
ENGL090	1501000	1.750	780.00	445.71	684.00	390.85	87.69
ENGL090R	1501000	1.500	668.00	445.33	544.00	362.66	81.43
ENGL098	4930021	9.591	3732.00	389.11	3552.00	370.34	95.17
ENGL098R	4930070	3.000	1332.00	444.00	1316.00	438.66	98.17
ENGL105	1501000	1.400	588.00	420.00	414.00	295.71	70.40
ENGL110	1501000	10.750	4104.00	381.76	3687.00	342.97	89.83

GROSSMONT COLLEGE
SUBJECT WS ANALYSIS

F ALL 2005

This reports excludes sections with method of instruction 40 work experience and non-credit.
Current enrollment is used for OE/OE and positive attendance sections.
Census enrollment is used for all other sections.
Sections coded not valid for FTES are omitted.

SUBJECT	TOP	HEADCNT	EARN WSCH	FTEF	WSCH/FTEF
ANTH	220200	431	1293.00	2.0000	646.5000
AOJ	210500	1400	5272.50	10.9158	483.0154
ARBC	1112000	1119	5559.00	11.5320	481.8825
ART	1002000	7763	26220.00	45.3720	578.7793
ART	1002100	2591	11506.00	24.0634	478.0534
ART	1002300	2311	11555.00	29.3110	394.0623
ART	1002100	1124	4720.00	12.8901	380.9523
ART	1011000	5225	24445.00	63.3872	382.8088
ART	0850100	4111	16781.00	47.7396	354.0831
ASL	1911100	20224	112351.00	219.3680	513.1259
ASTR	0401100	8911	23461.00	32.4680	723.1259
BIO	0514000	591	691.00	1.4160	345.0043
BOT	0514200	607	1809.00	4.3330	417.3461
BOT	0502100	100	300.00	1.5390	300.0000
BOT	0502200	6711	26884.00	41.4390	591.3196
BOT	0502600	42	126.00	1.0900	315.0000
BOT	0509000	98	294.00	1.4600	490.0000
BUS	0506000	86	224.00	1.7337	354.0000
BUS	0501000	733	1221.00	3.0300	362.0018
BUS	0508000	4882	14446.00	6.8817	482.9300
BUS	0506300	11996	45578.00	30.7337	305.2754
CA	2203000	7726	45557.00	8.2000	405.4000
CCS	1305000	19227	60660.00	14.5430	416.0898
CD	1305050	19994	43354.00	11.5550	377.7198
CHEM	1905000	10560	21754.00	14.6041	356.9399
CHIN	1107000	3378	13757.00	6.0980	428.7457
COMM	1506000	5806	3255.00	6.0410	614.6334
CSIS	0701000	10885	81.00	5.0400	202.5000
CVTE	1213000	27	127.48.63	38.6719	329.6613
DANC	1008000	41145	14105.36	10.9230	375.8454
ECON	2204000	1027	1316.00	3.0000	438.6666
ED	0802000	13229	2510.00	16.3230	457.3153
ENGL	1501000	33228	7470.00	4.4440	565.3153
ENGL	4930021	2551	3675.00	11.2790	325.8710
ENGL	4930070	8553	912.00	2.8640	318.4357
ENGL	1501000	190	477.00	1.5000	477.0000
ES	0835500	1159	1686.00	3.5000	481.7142
ES	0835000	5562	807.86	1.9670	410.7066
ESL	4931000	2884	860.00	2.7310	314.9029
FREN	1102000	186	2775.70	4.1000	608.7500
FS	1301000	9925	6867.00	12.6000	545.0000
GEOG	2206000	2199	608.70	1.6000	545.0000
GEOL	1914000	22271	6867.00	12.6000	608.7500
GERM	1103000	444	1332.00	3.4000	391.7647

Equivalency Criteria for American Sign Language at Grossmont College

Note the following information:

✓ ► The discipline of American Sign Language currently falls under the California Community Colleges list of "Disciplines in Which a Master's Degree is not Generally Expected or Available." (pg. 20, Minimum Qualifications for Faculty and Administrators in California Community Colleges, February, 2008)

✓ ► If one does not have a Master's degree or equivalent foreign degree in Sign Language OR a Master's degree and Bachelor's degree in a reasonably related discipline, the following minimum qualifications are acceptable:

(1) Possession of a bachelor's degree, or equivalent foreign degree, plus two years of professional experience directly related to the faculty member's assignment; or

(2) Possession of an associate degree, or equivalent foreign degree, plus six years of professional experience directly related to the faculty member's assignment. (pg. 20, Minimum Qualifications for Faculty and Administrators in California Community Colleges, February, 2008)

✓ ► This document is what the American Sign Language (ASL) department prescribes as the equivalencies to meet the minimum qualifications that are currently in place through the California Community Colleges.

✓ ► These equivalencies are based on the idea that basic teaching knowledge comes from coursework and/or work in the work force.

✓ ► These equivalencies should assist one in deciding whether or not he/she meets the requirements to apply and, possibly, interview for a teaching position. They do not guarantee an interview.

✓ ► Should one believe he/she has the background to teach ASL, contact the Department Chair or Coordinator. It is possible that the person's background is acceptable but his/her's exact combination of work, certifications, professional experiences were not listed.

Equivalency for Bachelors degree and two years of professional experience:

• Native or near native fluency in sign language.

• **And** certification in one of the following:

-American Sign Language Teacher's Association (ASLTA) Professional or Qualitative level certification.

-Signing Naturally curriculum training.
-Professional Certificate in Teaching Second Languages

- **And** 18+ units of upper division and/or post baccalaureate coursework in teaching, ASL, Deaf studies, or related field.

- **And** 6+ years of demonstrated work or a body of research in the field of sign language.

Equivalency for Associate degree and Six years of professional experience:

- Native or near native fluency in sign language.

- **And** certification in one of the following:

  -American Sign Language Teacher's Association (ASLTA) Professional or Qualitative level certification.
  -Signing Naturally curriculum training.
  -Professional Certificate in Teaching Second Languages

- **And** 30 units of upper division coursework in teaching, ASL, Deaf studies, or related field.

- **And** 10+ years of demonstrated work or a body of research in the field of sign language.

**Developed by the ASL dept, Spring, 2008

Efficiency

	2003 FA	2004 SP	2004 FA	2005 SP	2005 FA	2006 SP	2006 FA	2007 SP	2007 FA	2008 SP	2008 FA	2009 SP	2009 FA	2010 SP
Total FTEF	2.333	2.550	3.000	3.200	4.739	4.539	4.205	4.806	5.206	5.206	5.406	5.284	5.484	5.562
Earned WSCH	1087	1104	1090	1191	1678	1752	1665	1824	2003	2064	2185	2223	2347	2623
Earned WSCH/FTEF	465.9	432.9	363.3	372.2	354.1	386.0	396.0	379.5	384.7	396.5	404.2	420.7	428.0	471.6
% of Max	103.5	95.6	80.7	82.7	78.8	85.9	88.1	84.4	85.6	88.2	91.0	96.7	91.9	102.1

Efficiency

Number/Percent	2003 FA	2004 SP	2004 FA	2005 SP	2005 FA	2006 SP	2006 FA	2007 SP	2007 FA	2008 SP	2008 FA	2009 SP	2009 FA	2010 SP
Total FTEF	2	3	3	3	5	5	4	5	5	5	5	5	5	6
Earned WSCH/FTEF	466	433	363	372	354	386	396	380	385	396	404	421	428	472
% of Max	103.5	95.6	80.7	82.7	78.8	85.9	88.1	84.4	85.6	88.2	91.0	96.7	91.9	102.1

Axis: 0.000, 50.000, 100.000, 150.000, 200.000, 250.000, 300.000, 350.000, 400.000, 450.000, 500.000
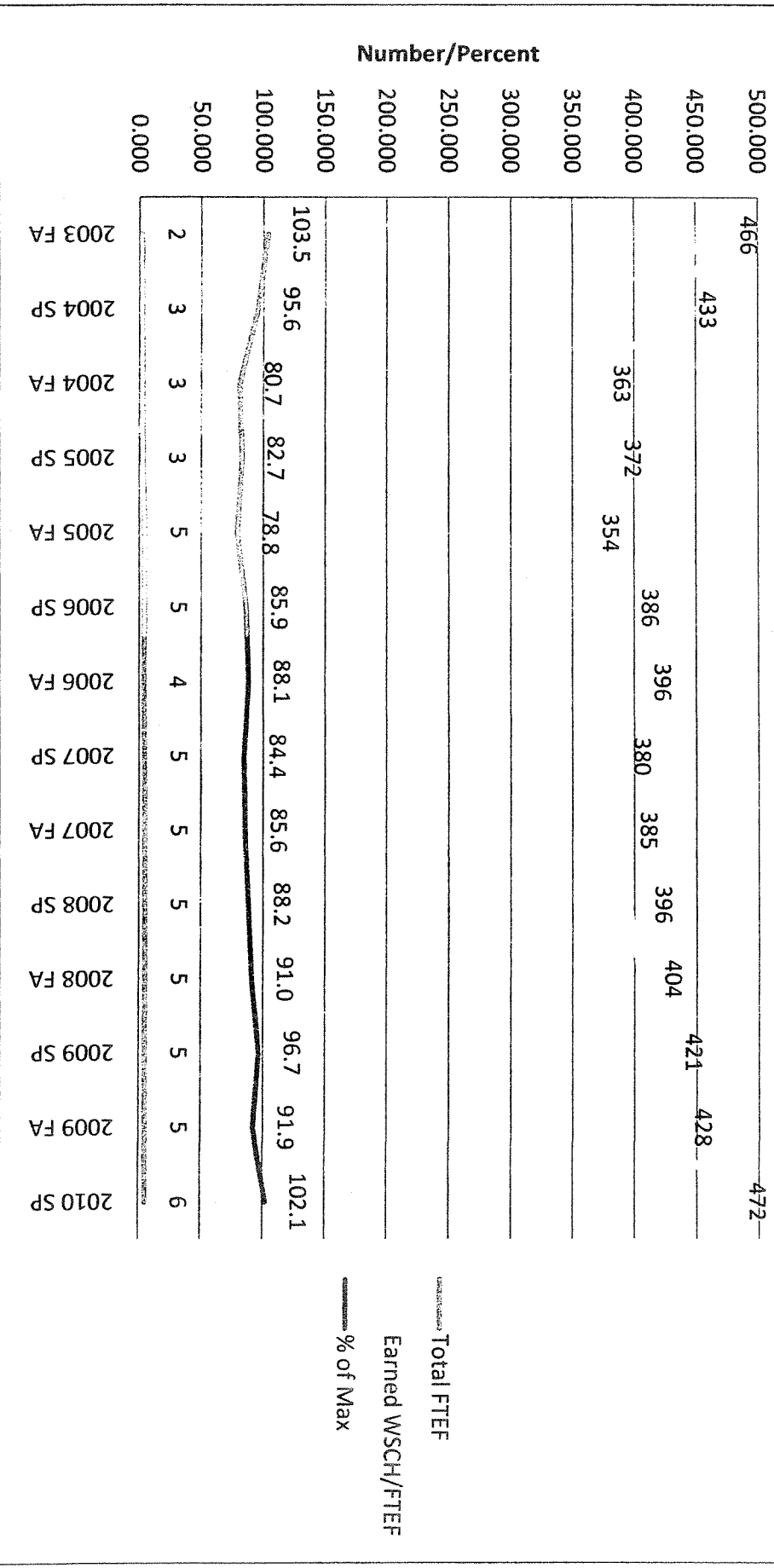
Legend: Total FTEF — Earned WSCH/FTEF — % of Max

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GCCCD
10/11 Grossmont College Program Review (New Request)
Program Data Elements

American Sign Language (085000)

Course #

ASL 120	ASL 196A
ASL 121	ASL 199
ASL 122	ASL 220
ASL 130	ASL 221
ASL 140	ASL 250
ASL 160	ASL 299

		03/04	04/05	05/06	06/07	07/08	08/09	09/10
FTES								
Summer		393	348	327	376	544	870	846
Fall		1,087	1,090	1,678	1,743	2,003	2,185	2,347
Spring		1,104	1,233	1,752	1,824	2,064	2,223	2,623
Total WSCH		2,584	2,671	3,757	3,943	4,611	5,278	5,816
Total FTES		86.13	89.03	125.23	131.42	153.71	175.93	193.87
Top 085000	ASL - Unrestricted	$163,805	$182,387	$233,652	$270,404	$310,934	$368,946	$378,588
Costs per FTES		$1,901.83	$2,048.60	$1,865.78	$2,057.56	$2,022.86	$2,097.12	$1,952.79
085000	ASL - Restricted	$0	$0	$0	$0	$0	$0	$0

Fiscal Data: Outcomes Profile

1. Semester/Year	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
2. Enrollment	421	439	439	457	496	510	527	561	579	633
3. Earned WSCH/FTEF	354.08	385.98	395.95	379.52	384.74	396.46	404.18	420.71	427.98	471.6?
4. Total FTES	125.23		131.42		153.71		175.93		193.87	
5. Cost/FTES	$1,865.78		$2,057.56		$2,022.86		$2,097.12		$1,952.79	
6. Total Cost/Fiscal Year	233.652		270,404		310,934		368,946		378,58?	
7. Total Revenue	562,908		541,834		701,600		803,090		849,98?	
8. Other Revenue										

COST – Cost will vary from one department/program to another for many reasons, e.g., department size. Further variation can be caused by (1) the specific step and class standing of the individual faculty members in a department/program, (2) the lack of costs associated with a chair or coordinator (i.e., another department is carrying this charge), and (3) the costs charged to the department/program for fulfilling a college or district function (e.g., miscellaneous reassigned time).

EARNED WSCH/FTEF – These numbers are found in "Reports" or can be taken from the Earned WSCH/FTE in Appendix 11-Grossmont WSCH Analysis Report. They reflect a department/program's revenue per faculty costs. ("Earned" WSCH is actual student enrollment as compared to "Max" WSCH which is determined purely by classroom size.)

COST/FTES – These figures were taken from Appendix 14, Fiscal Year FTES Analysis by Program/TOPS Report. They will most often reflect the WSCH PER FTEF ratio (i.e., a department/program with a low COST PER FTES will have a high WSCH PER FTEF). If this is not the case, then the figures indicate that an above average percentage of the direct COST of the department/program is attributed to non-faculty costs.

TOTAL REVENUE – General fund money that the department/program earns from the state for each Full Time Equivalent Student (FTES). For example, in Spring 2010, that amount was $4564.83 for Credit FTES and $2744.96 for Non-Credit FTES. Other revenue is non-general fund money such as fees, grants, donations, ROP, non-resident student tuition.

AMERICAN SIGN LANGUAGE PROGRAM REVIEW

Questions and Responses

What is an interpreting degree?

An interpreting degree prepares one for the field of interpreting by teaching students how to interpret English meanings in to ASL when a Deaf person signs. The degree also teaches students the reverse so when a Deaf person signs, the interpreter knows which English words, sentences, and phrases to use that correspond to the Deaf person's level of literacy. Students entering interpreting degrees are expected to have ASL fluency before starting interpreting classes. Therefore, the lower levels of courses (ASL I, II, and II) are not included as part of the degree. Interpreting degrees are considered vocational degrees. Courses do not articulate.

An Interpreting degree generally follows the courses listed below:

- Interpreting Skills I, II, and III
- Sign to Voice I, Ii, and III
- Fingerspelling for interpreters
- Ethics
- Specialized Settings
- Practicum classes

Our ASL degree is a transfer degree and 75% of the courses articulate. Our degree teaches students to be fluent in ASL. Interpreting is not a part of the degree. As a transfer degree students continue on for a Bachelors level degree while beginning their upper division courses fluent in ASL. In order for the committee to understand our degree, here is a list of courses in the major for comparison with an interpreting degree:

- ASL I, II, III, and IV
- Deaf culture
- Practicums I and III
- Intro to Psych

Do you want one?

We constantly hear students asking for an interpreting degree here. We would like one. However, as stated in the document, vocational degrees cannot be duplicated in an area without the approval of the Region X's Dean council. To date, we have been told that the Dean's council will not approve it.

Yes, we want one. We set up our transfer degree because there is not a transfer degree in the San Diego area. When our degree was established, our students transferred to SDSU for their Deaf studies bachelors, speech pathology, and liberal studies. Students completed our degree and were fluent signers so whatever program they transferred to, students could communicate

with Deaf people. With current budget cuts, SDSU has put their Deaf Studies degree on hold and has stopped offering the bachelor level courses.

What options have you explored?

Unsure of how to answer as it seems it has been answered.

Medical or legal specialties?

Interpreters who specialize in these fields have been out in the field practicing for years and years before they specialize. Specialty areas are not associated with community colleges. The working interpreter usually attends workshops where these specialties are taught by prestige, scholar interpreters who are paid thousands of dollars to give the workshops or present at conferences.

Pg 3. Is the current placement of ASL working in the division and with the foreign language?

The ASL department is an independent department and not part of the foreign language department. It should remain as such.

ASL is the study of a language, its grammar structure, and its people. It is about the humanistic perspective of another culture and that culture's history, folklore, and struggles. Its current placement is in a division where literature is learned through different forms of expression such as theatre, painting, and drama.

Where do you feel would be the best fit for ASL?

In a division related to cross-cultural studies, history, languages, a study of people who are different than hearing people.

How does the degree fit in with SB 1440? Is ASL on the list?

Each "list" contains about 10-15 disciplines. Once those disciplines are completed, the next "list" is worked on. ASL is in the 4th list down.

Having a transfer degree with articulation, may be beneficial to pose our degree as a model degree when the ASL discipline comes up.

Section 1.2

Have you considered looking at the SLPA space in the new health sciences building?

Yes. It looks like a space we could use for our practicum classes.

Section 1.3

Do you participate in the foreign language festival?

We have not to date. ASL is not a foreign language. ASL is not universal to other countries as each country has its own signed language. People fluent in ASL cannot understand French sign language or Mexican sign language.

We have participated in the college clubs festival.

Have you looked at working with foreign languages on collaborating on interpretation and interpretation programs?

No. We do not have the degree of interpreting. Students cannot work as interpreters once they complete our ASL degree.

Section 2.4

Is the issue of participation points resolved?

There isn't an "issue" needing resolution within the department. Participation points was used as one example to help the readers understand the varying viewpoints on grading.

Have you had the discussion of grade distribution yet?

Yes. In the Spring, 2011 department meeting time was spent on viewing the report in the Program Review document. Our department discussed the varying view points on grading. There was speculation about the differences in the grade distribution. The faculty decided that we should continue our discussions. The faculty believes in each other and stated that if integrity was maintained and we were meeting our SLOs, then we would continue to use our own grading systems without trying to standardize the grading system.

2.5 Is the rubric helping with achieving a greater consistency?

Not sure at this time. The SLO rubrics are tools we have been using to assess students and the outcomes. Generally, they do not fit in to the specifics of each person's course assignments. For example, one semester the SLO rubric was a dialogue to assess fluency. The scores were based on the following categories: 2-word phrases, complex sentences, sentences signed naturally without hesitations between signs in the sentences. My course grade for this dialogue was based on the specifics of handshape production, facial expression, grammar structure of the sentences, and fingerspelling.

What has occurred through discussions about grade distribution and the SLO rubrics is a broadening of instructors' knowledge of assessment ideas. Some instructors have commented that they may adjust their current grading and try to fit the basic idea of the rubrics into their system.

2.6 Since there are already two programs in the county, is this countywide data or just east county? What about turnover? We seem to hire more than 5 on this campus alone. So the question is could the labor market statistics support a third program?

What I have been told is in order to create a duplicate program, the labor market statistics are supposed to be from the area the college serves. Therefore, the research department provided statistics for East County only which was that there are only 5 new interpreting jobs that come available per year. This statistic does not support duplication of a program. There isn't a statistic that shows replacement positions. The statistics do not account for individual situations that arise such as if someone leaves the area or begins an assignment in North County for an extended period of time and is no longer working in assignments in East County.

Grossmont College has approximately 15 interpreters on staff at any time. These interpreters are the same ones that work for the entire community. They are "freelance" and contact the other colleges for work. They contact the 2 interpreting agencies in San Diego that send interpreters out to assignments all over the San Diego County.

With the new Vice President, we can certainly revisit this process. Should we revisit this and statistics show that a third program could be supported in the east county, the next step would be to have Mesa College approve and support another vocational program in our area.

2.11 K-12 does not follow the immersion approach. How does this work for articulation from the high schools. Could you give us some examples of some of the issues and their resolutions?

2.11 question addresses the articulation from Grossmont to UC and CSU systems and ASSIST.org.

If the committee is referring to section 2.10, then examples of the issues are stated in that section.

Resolution has not occurred.

3.1 Have you made any adjustments in your program or classes as a result of your SLO assessments? Can you give an example?

We have not made any adjustments in courses because the assessment results have been good and we are satisfied with the outcomes. 3.2 lists the specific percentages. Since the assessment

results have been good, the department believes that the students are learning what the curriculum teaches.

The ASL 122 and 222 assessment results are at 75%. These are courses we could look at improving due to the lower assessment results. The courses are new and have only been offered a few times. Difference instructors have been scheduled to teach it each semester. Perhaps some inconsistencies have occurred.

3.2 What did you learn from this? Has this improved your program? Did you use your grading rubrics for assessment of your SLO's?

Our assessments had very good results therefore we have not made changes to the curriculum. The assessments were developed at department meetings. Instructors brought in samples of what they use to assess students. We examined them. Most are very specific to the instructor's course so we could not just pick one for all of us to use. We decided on a format based on the rubrics brought in by the instructor and we adjusted it to assess the SLO that was up for assessment.

ASL 122 has a success rate of 74% when receptive skills of ASL were assessed. This is the lowest percentage. Perhaps this course could use improvement based on this SLO assessment.

4.2 Have you considered hybrid?

We have some instructors that use BlackBoard with their course. Hybrid courses have been discussed and not considered due to the fact that people do not learn ASL accurately when they try to learn it on line. Fluency is not mastered. Students need the ongoing usage weekly with a live person to succeed and refine their handshapes, use facial grammar, and use space appropriately.

There have been a couple of students that have learned ASL from a website – Signing On line. The students are able to join ASL I and do well since they have been exposed to the basic foundation of ASL. However, they did not learn the same information to bypass ASL 120.

4.6 We're interested in the Deaf Deaf World event. Be prepared to share more when you come. Is the 510 per event or total?

As stated in the document, the total for Spring 2009 and Spring 2010 was a *total* of 510 people. However, there was a typo and the number actually is 519. There were 249 from Spring, 2009 and 270 from Spring, 2010.

4.7 Any ideas what's turning around the enrollment in ASL IV?

The document states the reasons for lower enrollment.

This semester (Spring, 2011) we have two sections of ASL III. We polled the students to find out how many plan to take ASL IV in Fall, 2011. Of those students, we asked what days and times they would they prefer to take it. Of the 2 sections, 29 students said they were planning on taking it in Fall, 2011. Twenty-seven of the students requested Monday/Wednesdays 12 – 1pm. Two students requested Tuesday/Thursdays from 9-11am.

Therefore, in Fall, 2011 our plan is to follow our informal survey of the current ASL III students to see if we can increase the enrollment. If Fall does not yield a higher enrollment, than we will look at offering it once a year.

4.8 We're not seeing your demographic information except from your student survey? Do members of the Deaf community take your classes? How do you work on access for male students? Are there issues with other areas of diversity? Does ESL have any implications for ASL? What about age?

The statistical charts were not copied and placed in the document because we were not told to do this. They have been copied and provided.

The strategies listed in 4.8 and 5.1 are general strategies to make ALL students comfortable to practice their signing skills.

The statistical numbers are listed in 5.4 under the section addressing "reports." The document addresses enrollment, success, and retention rates.

Over the last 10 years, we have only had about 6 Deaf students take the classes. Here are some examples of reasons the Deaf students take ASL: One Deaf student is getting the ASL degree this June and plans to transfer to SDSU or CSU Northridge to continue her studies in Deaf Education. Another Deaf student took one semester of an ASL course to "see how it is taught to hearing people." Currently, there are two Deaf students taking ASL because they grew up in an environment that uses the sign system of Signing Exact English and they want to learn the grammar structure of ASL.

The statistical data shows a steady increase in the enrollment of male students over the past five years. According to Jerry, our numbers are consistent with the college. Specific strategies to recruit male students have not been developed.

Sixty to seventy percent of the ASL students are white, non-Hispanic. The other student ethnicity groups make up thirty to forty percent. The statistics for the college indicate that white non-Hispanic students make up forty-six to fifty-one percent. This is a significant difference.

The only common issue that instructors have found in regards to ESL students is the level of their written grammar skills in papers. The department has had this discussion frequently about how to grade their papers.

5.1 You haven't addressed the academic success of your students? What strategies have you used? We're not seeing your success data. Do you notice a difference in the participation and success of male and female students?

Section 5.1 addresses targeting specific populations. As stated in the document, the tutoring center has acquired tutors to assist students having problems with grades. Our department has set up the ASL club and signing lunches to draw students. Specific strategies for specific populations has not been done.

Section 5.4 lists the specific statistics taken from "Jerry's Binder" that address enrollment, success rates, and retention rates. Again, there was not any indication that the charts needed to be copied and provided.

Section 5.4 also gives some information about male and female students.

5.4 Can you compare this data to the college numbers as well as other foreign languages.

ASL is not a foreign language. Foreign languages like Spanish and French are spoken and focus on listening and speaking skills where ASL is visual. Therefore, we are not sure the purpose for comparing ASL to Spanish, French, etc.

Jerry Buckley has indicated that the ASL department enrollments are consistent with the college in terms of gender and age. The overall retention rate is slightly above the college statistic. The college retention rate since 2006 ranges from 78 to 81%. The ASL retention rate ranges from 82 to 89% over the past five years.

5.6 What types of employment do Deaf people frequent?

Deaf people frequent the same establishments and businesses that you or I frequent. When there is someone at the establishment that signs, business procedures and communication go so much smoother. Deaf people let other Deaf people know what businesses have employees that sign. Then, Deaf people tend to frequent that business. For example, there is a car dealership in town that has an employee that signs. Word has spread and Deaf people tend to frequent that dealership due to the communication in their own language.

Our students who have graduated either continue on for higher education or are working. Those that are working report they encounter Deaf people at their place of employment – medical offices, Starbucks, Church offices, Fed Ex, job training programs for people with disabilities like the non-profit agency TMI (Towards Maximum Independence). Deaf people report how much smoother communication goes when there is a signing employee.

5.7 You previously mentioned some connections with other colleges but not here. See question above on high schools.

Below is a list of activities that networking happens with other colleges:

- The planning of the Deaf Deaf World event.
- The social night for ASL teachers sponsored by UCSD.
- The meeting for ASL program coordinators in San Diego County held at Grossmont.
- The local chapter of the American Sign Language Teacher's Association's meetings and workshops.

6.3 Do agree with these results? Have you had a conversation with the new VPAA? Is there a way to collect better data?

We don't have a definitive answer to any of the questions above. This is something we can explore.

6.4 How many students use this media?

Nadra has reported to us that there are 66 DVDs and/or CDs that fall under the titles of "ASL, Deaf, Sign Language, and Fingerspelling." Over the past 5 years, these items have been checked out 854 times.

The recent laptop with a webcam feature that ASL purchased for the library through activity proposal funds, was just provided Fall, 2010. It is too early for statistics to be gathered.

6.5 How regular are these updates?

I contact the Counseling Center liaison whenever there is an issue or new development that we would like the Counselors to know. And the update occurs.

When students pose questions to us about transfer or inconsistencies, I contact the articulation officer to discuss it. And the update occurs.

Most instructors have a DSPS student every semester so contact with this office is quite regular.

Is there a regular schedule to when student service offices are contacted for updates? No. Regular updates occur to all departments through Academic Senate and Chairs and Coordinators Council, though.

6.6 How do the students respond to the technology? Does it work for them? Do they still require the CD?

The students moan about being videotaped. However, after the projects and feedback, most report to their instructor is was helpful.

The majority of the students complete the projects and turn in the assignment on their USB drive. We have not seen an increase in the number of students that do not turn in a USB drive when compared to the number of students who do not do an assignment. For these assignments, students have the option of using the library computers or their own computer if they have one.

The questions that pertain to technology (Dept computers, Tech Mall, etc.) on the Student Survey received the rating of approximately 65% stating that it was "neither helpful nor unhelpful." The technology of webcams, camcorders, DVDs are critical for instruction. Perhaps the instructors benefit more.

In rereading 6.6 narrative, it is unclear what CD the committee is referring to in this question as a CD is not mentioned in the narrative.

9.2 What are the minimum qualifications for teaching ASL and do you have adequate qualified people to staff your classes?

The minimum qualifications are a bachelors degree and two years experience or an associate degree and six years experience. The experience is undefined. Therefore, we see people apply whose experience may be that of interpreting, tutoring, or working with K-12 students. The challenge is when the applicant doesn't have actual ASL teaching experience or doesn't know how to teach adults and develop assignments and grading procedures that are appropriate for college level.

Currently, the faculty teaching ASL have been with Grossmont for eight plus years. When an assignment comes up and we need to add someone, it is typically, only one person at a time that the coordinator is having to spend a lot of time discussing how to teach and grade.

11.1 Do you plan to increase the number of department meetings per semester?

We tried this in Spring, 2010 and a time could not be scheduled where everyone was willing to come. Keep in mind most instructors have full time jobs elsewhere or teach at 2 and 3 different colleges. The two full time instructors would like to meet more often with the adjuncts, however, this is difficult.

We can certainly continue trying to find a time where adjuncts are willing to come. Although, we do not get many requests from our adjuncts to meet a 2nd time.

11.1 Are you wishing to overhaul your web page? Have you contacted CSIS for a student intern to assist with this process?

The webpage is outdated and needs to be revised. Both Jamie and I attended a workshop using Yola with intent to redo the department website. However, there are just too many things for two people to attend to and the website did not get revised.

In Spring, 2010 one of the adjuncts told us he would redo the website. We met with him and provided info about the content. However, he, too, was overworked and never started work on this.

Contacting CSIS is a great idea.

11.1 Aside from the date, do the two college-level ASL textbooks meet your needs?

Yes, however, this must be explained to the curriculum committee every time we attend as people don't realize that there are few textbooks in the ASL discipline available.

Almost every semester the department discusses the current textbooks, assignments teachers use, and the challenges. So far, everyone has opted to continue with the current books.

AMERICAN SIGN LANGUAGE PROGRAM REVIEW

Summary Evaluation

American Sign Language
PROGRAM REVIEW COMMITTEE SUMMARY EVALUATION

The Program Review Committee commends the ASL Department for:

1. Connection with other college and high school campuses, the Deaf community and students through events such as Coffee night, the ASL silent auction and Deaf DeafWorld.

2. Developing the ASL degree and growing the program. Switching the GE designation from Humanities to Language and Literature providing more transfer opportunities for students.

3. Providing a thorough orientation and ongoing support for faculty that includes peer role plays and sharing of teaching strategies.

4. Instructional innovation to accommodate silent teaching including room arrangement, assignments, games, Deaf guest speakers and interactive projects.

5. Leadership that is passionate and dedicated to this program.

The Program Review Committee recommends that the ASL Department:

1. Maintain currency in course and workshop offerings in response to transfer and industry needs.

2. Meet with CSIS for student intern assistance on web page update.

3. Meet with appropriate personnel and your dean to explore use of alternative space.

4. Continue to work toward meeting current and emerging community needs by working with the regional consortium on the possibility of an interpreting degree and/or other industry specific training.

5. Using the Course History Information Report, continue to submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years.

6. Use student-learning outcome data for continued course and program improvement.

American Sign Language

SCHOOL YEAR	FALL SEMESTER		SPRING SEMESTER			COMMITTEE RECOMMENDATION
	WSCH/FTEF	% of MAX WSCH	WSCH/FTEF	% of MAX WSCH	COST/FTES	
2005-06	354.1	78.8	386.0	85.9	1865.78	
2006-07	367.8	84.2	379.5	84.4	2057.56	MAINTAIN
2007-08	384.7	85.6	396.5	88.2	2022.86	
2008-09	404.2	91.0	420.7	96.7	2097.12	
2009-10	428.0	91.9	471.6	102.1	1952.79	

College President   Department Chair   Academic Program Review Chair