American Sign Language

Program Review Period: Fall 2010 – Spring 2016

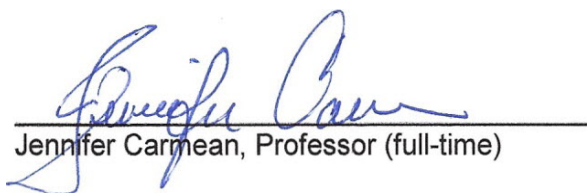**Submitted: Fall 2017**

(Deaf Deaf World Event Spring 2011)

SIGNATURE PAGE:

This Program Review Report covers Fall 2010 - Spring 2016.

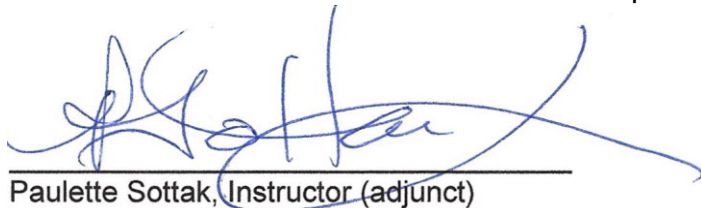The information in the report was compiled by the ASL department:

_____
Jamie Shatwell, Department Chair (full time)

_____
Jennifer Carmean, Professor (full-time)

The following ASL instructors taught during this Program Review period, were present at discussions and contributed information included in this report:

_____
Paulette Sottak, Instructor (adjunct)

_____

(Scan did not recognize signature. See original document)
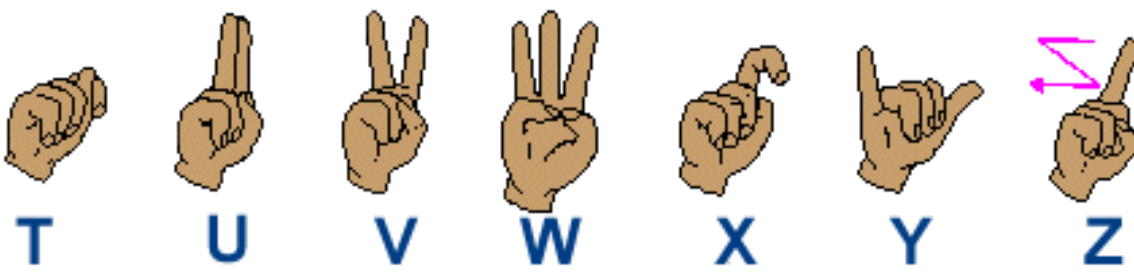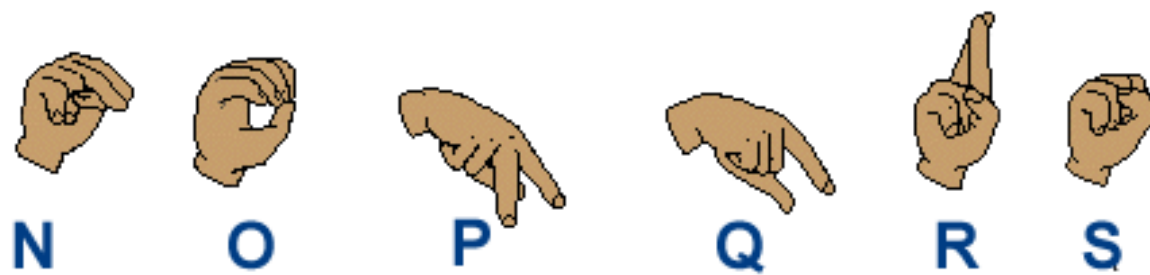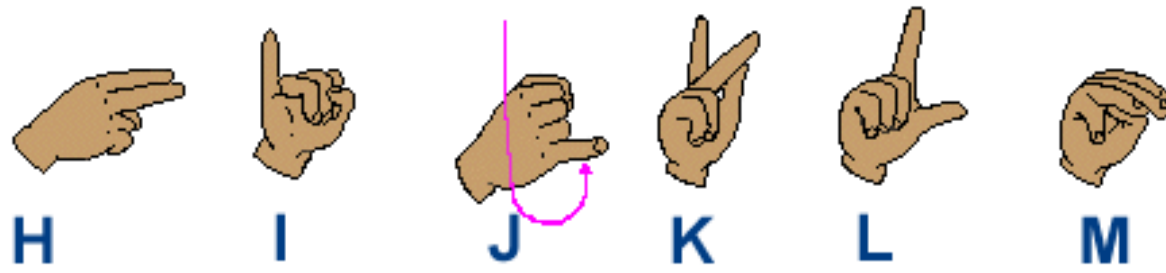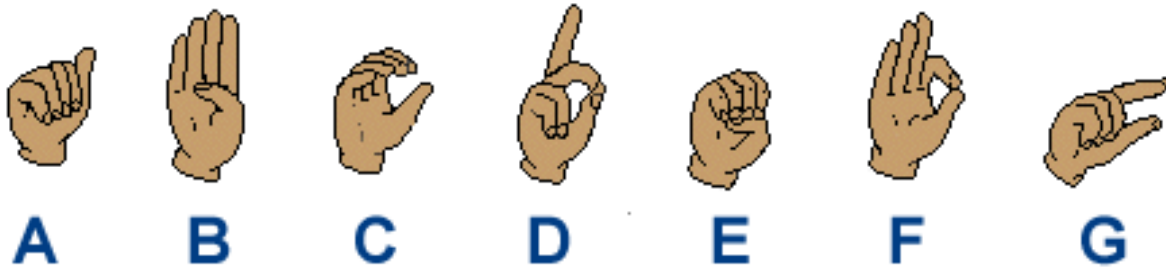
Simone Laubenthal, Instructor (adjunct)

A B C D E F G

H I J K L M

N O P Q R S

T U V W X Y Z

Table of Contents:

SECTION 1 – OVERVIEW.
DEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

1.1   Introduce the self-study with a brief department history. Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and then add to it). Additionally, please list degrees and certificates your department offers.

<u>**Overview:**</u>

The ASL department offers both a degree and certificate. The first year the degree/certificate was offered was in 2011 with nine students graduating. Over recent semesters, this number has increased and is now up to 212 students. We are proud of this since the ASL department is a small department. It's important to note the statistics for this Program Review period show that the ASL department has awarded the most degrees/certificates in our division of Art, Communication, and World Languages. Yay!

The focus of the ASL degree is in fluency of signing skills. It is not an interpreting degree. The typical student enrolled in our program is learning to sign because he/she has a Deaf family member, a Deaf coworker, wants to work with Deaf people, wants to fulfill a foreign language requirement, wants to satisfy a general education requirement or wants to transfer into an interpreting program. Most interpreting programs require fluency in ASL or completion of ASL IV in order to begin a program. Therefore, our ASL degree prepares students with this interest.

Many of our students are taking ASL to fulfill general education requirements. ASL 120, 121, 140, 220, and 221 all fulfill the associate degree general education. All of the ASL courses are transferable while others are included in the general education patterns for the CSU and UC systems. The courses in the major are:

- ASL 120 – ASL I
- ASL 130 – Fingerspelling
- ASL 121 – ASL II
- ASL 122 – Conversation Lab I
- ASL 220 – ASL III
- ASL 222 – Conversation Lab II
- ASL 221 – ASL IV
- ASL 131 – Fingerspelling II
- ASL 140 – Perspectives on American Deaf Culture
- PSY 120 – Introduction to Psychology

(Every year students that graduate with an ASL degree/certificate receive a hand-written congratulations card letting them know our department is proud of them for their accomplishment.)

The ASL courses are taught by two full-time instructors and 8-15 adjunct instructors depending upon the semester and number of sections offered. This number covers the period of this Program Review. Each semester the department offers 18-25 sections.

In Fall 2016 the department began offering courses online. Most semesters, the dean asks the department to add courses to the schedule. Very often the department cannot do this because of room conflicts. Jamie Gould

went on sabbatical in Fall 2015- Spring 2016 to research the possibility of teaching ASL online. As a result of her project, she developed courses and trained other instructors. While this is important to know, this Program Review period is for Fall 2011 – Spring 2016 and the information about these courses is not included. However, the department is proud of this accomplishment because we are the only community college in San Diego to offer distance education courses in ASL at this time.

How did the ASL department evolve into its current program?

The first sign language class at Grossmont College was offered in 1976 taught by an adjunct instructor. One course of beginning sign language was offered for 2 units as 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 and coordinate the interpreters 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 the coordinator of Disabled Student Services and asked if a sign language course could 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, this 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 2000 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 2001, through a standard hiring process Jennifer Carmean was hired full time to teach and coordinate the ASL department.

In Fall 2003 a staffing request was submitted to add a second full-time instructor since the courses were so popular. It was listed at the bottom of the list with no hope of additional instructors for this 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 accept the 3rd semester of ASL to fulfill their foreign language requirement. Since most foreign languages were 5-unit courses, this meant Grossmont's courses needed to "bulk up" and include more linguistic information as it

applied to skill production. The modifications were approved. At the same time, a second staffing request was submitted and approved for the ASL department to add another full-time position. However, the hiring process was delayed and was not approved to continue until Spring 2008.

In Fall 2007 Grossmont College submitted its first ASL degree to the State. The College was awarded "limited duration approval." Unbeknownst to the College, the State had an articulation requirement that a minimum of 75% of the courses in a major must articulate to CSU or UC institutions. The ASL department had 18 months to resubmit the degree to meet this requirement. Modifications were made to the major and the degree was resubmitted. In Spring 2009 the degree was approved and given permanent status as a degree Grossmont College could offer to students.

Jamie Shatwell (formerly Jamie Gould) was hired as the second full-time instructor and began teaching full time in Fall 2008.

The program has been housed under various divisions since the re-establishment of the ASL courses in 1990. From 1990 – 1993 the courses were 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 World 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 its expansion. It was renamed Arts, Communication, and World Languages.

1.2 Your last program review contains the most recent Academic Program Review Committee Recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review including any activity proposals funded and what the results were. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section.

<u>**Spring 2011 Program Review Recommendations:**</u>

The Program Review Committee recommends that the ASL Department:

1. Maintain currency in major 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 discuss use of SLPA space in building 34.
4. Explore alternatives to the interpreting degree through industry specializations.
5. Continue to work with the regional consortium on the possibility of an interpreting degree in the future.
6. 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.
7. Use student-learning outcome data for continued course and program improvement.

This section contains the updates to the previous Program Review Recommendations.

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

The department is up-to-date on its official course outlines. The department regularly attends the Curriculum committee for updates, modifications, deletions, and degree modifications. The most recent visit was to modify the degree for students to move among other community colleges' sign language courses smoothly and to add a second fingerspelling course.

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

Grossmont College overhauled the college webpage and began offering trainings using Cascade. As a result, the ASL department went through the trainings with a Deaf student who assisted with the new design the college implemented. Therefore, a CSIS student intern was not used. However, a Deaf student volunteered his time to attend trainings and assist with updating the department's website.

3.   Meet with appropriate personnel and your dean to discuss use of SLPA space in building 34.

This recommendation came from pleas to develop an ASL lab for students to practice their skills.
The SLPA space was a space vacated by a program that had been discontinued. The ASL department worked with Tim Flood (Director of Facilities) and the dean to research this area. The original space was divided into 4 small rooms. The largest room allowed 12 people. The other rooms had a maximum of 4 people each.

After much time researching and drawing sketches the space design did not allow for an environment with an effective line-of-sight room for students to learn to sign. These rooms were too small for ASL courses and the college would not remodel it.

4.   Explore alternatives to the interpreting degree through industry specializations.

This recommendation came out of Program Review's need for the ASL department to have an interpreting degree - but this is not possible. In Region IX, the community colleges cannot duplicate programs unless an existing program has given consent. The consent occurs through the Region X's Deans group. San Diego Mesa College has an Interpreting program. Twice over the past 15 years the ASL department has approached the group. The Dean from Mesa College has discussed the request with their Interpreting program. They have adamantly told Grossmont they will not give consent. Therefore, we cannot move forward with a degree.

As a result, Program Review created this recommendation with advice to offer specialty courses for interpreters. However, this is not possible because the courses need to be upper division which is not an option at the community college level. Instead, the ASL department has worked with Interpreting Agencies and the local chapter of American Sign Language Teachers Association. The ASL department sponsors workshops on campus with these agencies. The workshops are skill-specific for working interpreters, students in interpreting programs and/or teachers.

5.   **Continue to work with the regional consortium on the possibility of an interpreting degree in the future.**

The ASL department continually receives requests from students to have an interpreting program in East county. In 2014, the ASL department met with its Dean and the regional consortium representative of Grossmont College at the time – Christina TaFoya – to discuss the creation of an interpreting program at Grossmont College. Ms. Tafoya informed us that overwhelming statistics would need to be provided in order to override the Region IX Dean's group's decision and give consent for a duplicate program. Using labor market research, statistics were examined using the State's website. However, their statistics only showed the category of "interpreter" and did not show the break down by languages. Therefore, she did not believe there was overwhelming evidence to bypass the protocol of them giving consent for a duplicate program.

6.   **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.**

The ASL department has brought courses to the Curriculum Committee to be deleted. For example: As previously mentioned, the degree has undergone modifications. The original degree contained a linguistics course and a resources course. Both of these courses have been deleted through the curriculum process. We continue to update and examine our curriculum.

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

The ASL department is up-to-date and follows its 6-year assessment cycle. An example of how the department has used its SLO data for course and program improvement is listed in Section 3 – SLOs.

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

2.1   Describe how your course offerings have changed since the last program review. Have you added or deleted courses since the last review? If so, why? Include new or deleted programs, degrees and certificates.

In 2009, the ASL department was granted permanent approval for its new degree. Since that time the degree has undergone three modifications. The first modification was for adding two lab courses to the degree. The focus of our degree is fluency in signing – we are not an interpreting program. The department discussed adding lab courses where students have structured practice to boost their fluency. As lab courses began popping up in nearby signing programs, the decision was made to create two lab courses. The lab courses were developed and approved by Curriculum.

The second change occurred when our students were unable to transition in to Mesa College's sign language courses or interpreting program without repeating courses. When this was discovered, our faculty met with Mesa College's faculty and discussed the reasons for the problem. As a result, our faculty decided to add a third lab course. This took care of the problems that had been arising.

The third modification occurred Spring 2017. Even though this is outside of the current Program Review cycle, it's important to know for understanding our program. The third lab course that was added to the degree a couple of years ago had low enrollment. It was a required course for the major and we are a small program. Once we begun to see this occur, our department discussed other options that would benefit students and increase enrollment for the college. We created a second fingerspelling course – Fingerspelling II. Spring, 2018 will be the first time it will be offered.

Throughout time, the ASL department has always communicated with Cuyamaca's ASL department to be sure they have seen letters of intent and proposed outlines. We follow alignment directives.

2.2   Describe your department's practice for determining that all course outlines reflect currency in the field, relevance to student needs, and current teaching practices.

The department's practice for determining curriculum needs is an inclusive one for all the ASL faculty. Innovative ideas or concerns usually surface at department meetings. This is, typically, where instructors put forth their input or bring up concerns about the degree, coursework, or students. If their contribution is about a course or an industry practice, it is put on the department meeting agenda for discussion. If the discussion leads to moving forward to add, delete, or modify a course, then the 2 full-time instructors begin working on it. The department's input is solicited along the way. Once changes have been solidified, the adjunct instructors are notified and the full-time instructors submit the paperwork to the Curriculum Committee.

This practice works well because most of the instructors either teach at other colleges or belong to organizations related to Deafness and ASL. Therefore, they are involved in many facets of the Deaf Community, beyond the college, and can provide great feedback.

Another example of this practice is with textbooks. It is important to know there are only three *sign language* textbooks in the United States and one of them is geared for high school-age students. (Signing Naturally,

Learning ASL, Bravo, and Master ASL student). ASL departments, nation-wide, do not have many options available to choose from. Most everyone uses the Signing Naturally Workbook with DVDs. This is important to know because many discussions at our department meetings revolve around the lessons and how each instructor may handle a challenging one. Instructions have to augment the curriculum by creating extra material. We share ideas and discuss the textbook. This keeps everyone current with textbook practices. We also learn how other colleges use the textbook since the adjuncts teach at many colleges.

Here's another example of keeping current with textbooks: At a department meeting an instructor brought up a specific textbook that we had been using with ASL 120 and 121 (levels I and II). This book has articles to read about the Deaf community and is not a sign language book. The discussion revolved around innovative ideas for how to use the book and a possible alternative book. It was decided to continue with the current book for another semester and revisit the issue at a later time. The following semester the books were brought up and everyone's experience was discussed again. The discussion resulted in the action of modifying the content and outline for level II while changing textbooks for level I.

The ASL instructors are quite involved in the Deaf community. Some examples of the ways in which instructors have stayed current in their field are attendance and/or participation in: The San Diego chapter of American Sign Language Teacher's Association (ASLTA) conferences/workshops, Crafton College's Sign Language Teaching Conference, ASL Teacher's Listserv, and ASLTA's national conference.

2.3   How does your department use student engagement strategies in the classroom? How are your faculty including current issues in course content? Consider environmental, societal, ethical, political, technological, and/or other issues when answering this question.

Discussions about current issues lead students to engagement and learning about current topics and controversies. One example to illustrate political issues is the name sign for President Obama. Name signs are given to people by other Deaf people. They can be a sign or letter that represents the person. This may be used instead of fingerspelling one's name. Since it is a cultural dynamic, name signs are discussed in classes and the textbook has an article about this. There were YouTube videos with discussions about Obama and whether to use a name sign or fingerspell his name. This was something several of the instructors used to engage students in discussions.

An example of societal issues used in courses is the issue of cochlear implants. One instructor shared a YouTube video with all of the instructors and explained how she used it in her course. The video was made by a Deaf man that had doctors surgically damage his hearing son's ear so he would be Deaf like his father. In the video he explains how he arrived at his decision and the procedures for the surgery. At the end of the video, the man explains he didn't really do this but wants people watching to understand the strong ties people have to the Deaf culture. Some instructors used this to engage students in a discussion about what they would do if their child was Deaf and doctors recommended cochlear implants.

One example to demonstrate currency with the language was about mouth morphemes. In ASL when signing, some signs have specific facial expressions that must be made as they are signed. One instructor began a discussion with all the instructors via email about whether certain expressions were considered morphemes or not. She had questions from students and wanted to hear what other instructors thought. As a result, instructors responded to each other by sending academic and scholarly websites to each other about the issue.

Another example of using an event for student engagement is from a recent story on the news. Many students heard about a local Deaf man that drove his car into a crowd during a fundraiser. One instructor used this story to discuss the issues of being arrested and providing an interpreter during the justice process.

Another example is the inclusion of sexual identity signs in the curriculum. Students are taught signs for Gay, Lesbian, Straight, etc. Instructors have attended workshops on signs for politically correct sexual identity signs in the community.

Cochlear implants was the topic of another controversial discussion. This is a device created by hearing people which is implanted in a person's brain. It is an attempt to restore some hearing to a person that has lost his/her hearing. The implant does not restore hearing back to normal. The amount of hearing that is restored varies from person to person. In its early creation, the Deaf community was outraged at this surgery. Over time, the implant's success is so varied that the Deaf community has a more neutral view. This controversial discussion takes places in many ASL classes.

ASL instructors share websites, YouTube videos and other media to generate discussion with each other and their students. The Deaf Community is different than the hearing culture in its group dynamic. Hearing people tend to keep to themselves, whereas, Deaf people are a collective culture and share information with each other. It is also expected. Therefore, staying current and using the information with students each semester is a given within our department.

An example to illustrate currency on a larger scale is the modification of the ASL degree since its inception. The degree has gone through three modifications to accommodate both the State degree requirements and the local transfer needs of students.

2.4.   What orientation do you give to new faculty (both full- and part-time), and how do you maintain dialogue within your department about curriculum and assessment? What strategies do you have in place that ensure consistency in grading in multiple sections and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught)? Consider department practices, academic standards, and curricular expectations (i.e. SLOs and teaching to course outlines)?

<u>**Orientations:**</u>

The first full-time instructor hired was not given an orientation. It's possible this was because she had already worked at Grossmont and was teaching overload. No one provided information to her about curriculum, grading, scheduling, etc. When she was hired full-time, there were three adjuncts already working in the ASL department. The adjuncts discussed issues amongst themselves but there was not an orientation. Once the full-time instructor was in place, the department had regular meetings so the adjuncts could come together and discuss the college practices.

Since the department is small, typically, one adjunct at a time is hired. Therefore, the Chair meets with the person one-on-one and discusses department philosophy, the immersion approach of teaching ASL, grading and rubrics, course outlines, SLOs, etc. The new adjunct is walked around campus and shown the various offices he/she may use and invited to the next department meeting. Historically, most adjuncts have joined

the department meeting where they are introduced and meet the others in the department. Once the semester begins, the Chair checks in with the adjunct and follows up.

The second full-time instructor was hired in Fall, 2008. This instructor was provided a similar orientation - tours of campus, introductions, explanations of courses, curriculum, and goals of the department. The second instructor's office is located right next door to the first instructor so they can be quick resources for each other.

In Fall, 2012 the second full-time instructor became the Chair of the department. She continues to provide substantial orientations one-on-one to adjuncts and includes the above items.

Curriculum, Consistency in Grading, Writing Rubrics, SLOs, Assessments, Etc.:

With only two full-time instructors and 6 – 10 adjuncts also working at other places, the ASL department meeting and ASL retreat are where the magic happens. Every semester they are scheduled during Staff Development week.

The current Chair added an ASL retreat to bring adjuncts together for a more in-depth look at our department business rather than just the department meeting alone. The retreat is 3 to 4 hours while the department meeting is 3-4 hours, as well. The adjuncts can attend the department retreat in the morning and the department meeting in the evening. This provides adjuncts with the opportunity to join the division meeting and complete their staff development hours in one day. The ASL retreat tends to consist of topics related to teaching while the department meeting tends to consist of business or campus matters.

The ASL retreat is where guest speakers come to provide information on teaching, new textbooks, innovative technology, etc. Every semester a topic is presented and discussion ensues. For example, one semester an instructor attended a workshop about the updated edition of the textbook. She presented the information and the department examined the pros and cons of using it and how to create new tests. Another semester a representative from YouSeeU came to show their product. YouSeeU is a website that students use to videotape their assignments of signing. The instructor can watch their video and provide feedback via video. Another semester, an instructor from Palomar College presented his newly published reference book. Ideas were discussed about how to use it with our courses. This led to the topic and discussion of grading and rubrics used in each level of the courses.

The ASL department meeting tends to focus on more business-related items and/or campus-wide aspects of Grossmont. Every semester a speaker is invited to the department. Some examples of speakers that have presented are a sheriff, a counselor from the counseling center, the Blackboard specialist on campus, the Academic Senate President, Cuyamaca's Sign Language Department Chair, and the Student Affairs director. The presenter is chosen when a specific need or concern arises from the faculty in the ASL department or the full-time instructors want to bring a relevant topic in to view.

Most semesters every adjunct attends both the retreat and department meeting. This is where discussions are focused on a specific aspect that needs to be shared. For example, consistency in grading among sections. In the past at one of the department meetings, the Chair obtained the data of sections and grades given. The names of the faculty were blacked out. The chart was shown and everyone looked at the grading tendencies. Discussion occurred about what an A student's skill was, what a B student's skill was, etc. The result was faculty expressing their feeling about academic freedom. Even though the discussion went well, the decision

was made not to do this again. Currently, grading consistency happens through the SLO process when developing rubrics and discussing results. This allows everyone to hear grading standards without feeling put on the spot.

The discussion of SLOs and rubrics leads faculty in a discussion about grading while developing assessments and applying rubrics. The ASL faculty discuss what an A student's skills look like, a B student's skills look like, etc. Instructors share rubrics they use. Through this discussion, faculty examine specific parts of the curriculum, how to assess students, the grading system used in the course, whether to include the assessment as part of the student's grade, etc. It's not unusual for someone to raise a question during the discussion which results in viewing the course outline which is brought out to read. Since SLOs are discussed every semester, this type of discussion is frequent in the ASL department

The department meeting is, also, where outlines are shown and discussions happen about updating the curriculum. For example, the ASL degree has been modified three times since its inception. This is due to the desire to add and refine the students' skillset in ASL. Outlines were presented and a brainstorming session followed with ideas written on the board. This led to an email discussion throughout the semester. Then, the following semester during the department meeting outlines were presented and updated. Later it was taken to curriculum.

The tasks of coordinating a lengthy department meeting and retreat require time and coordination on the part of the Chair. It's the adhesive to our department and our faculty.

2.5   Referring to the Grade Distribution Summary graphs (see Appendix 1), comment on how your department patterns relate to the college, division and statewide patterns. For course-by-course graphs, provide an explanation for any courses with different grade/success patterns than others. This may relate to major's courses vs GE, first-year vs second-year or basic skills vs transfer. Please describe how the department handles any unusual grading patterns. If you have any information that allows calibration of your grading data to external standards (performance of your students on standardized tests or licensing exams, transfer and/or employment success) please provide those to us and explain the connection. [The Program Review Data Liaison can help you with this section and will be providing you with all required data.]

Grade Distribution in Comparison to the Division, College, and State:

In summary, overall the ASL department's grade distribution is lower than the division, similar to the College's, and almost the same as the state with slight variations.

To compare the ASL department to the division doesn't reveal too much because the ASL courses are similar to World Language and Communication than the other courses in the division. Sign Language requires the use of the frontal cortex and the limbic center for language processing and memory. While hearing people often believe it is graceful and an artform, it is still a language with linguistic features such as phonemes, morphemes, semantics, verbs, nouns, possessive adjectives, and various other sentence structures.

In viewing the data provided, it was pointed out that Fall 2013 had the lowest grades of As, Bs, and Cs while having more Ds and withdrawals. The reason is unclear. In analyzing our department's history, there are three possible influences:

1) In Fall 2013 half of the instructors used new technology to accompany the course – YouSeeU. This technology provided a way for students to do assignments via video, upload them to a website, see rubrics, and view instructor video feedback. The website allowed instructors to provide individualized feedback on the student's signing skill. However, the feedback the department received was that the website was bulky, awkward, and confusing to use. The department used the feedback and found a different website application to use which has proven to be more user friendly.

2) In Fall 2013 during the semester there was a push for the college to increase its LED. The dean approached the Chair and asked if a second 8-week course of ASL 120 could be offered on campus. This course was added to the schedule. Doing a 4-unit course in 8 weeks is a challenge for some students.

3) Fall 2013 was the first semester 3 sections of ASL III (ASL 220) were offered. The department had received multiple requests from students over the past few years to offer an ASL III course in the late afternoon or evening. This had not been scheduled recently because the past Program Review student survey indicated that the students preferred having courses between 9 – 2. Several years ago the department had experimented and offered an evening course starting at 5:30pm. It had lower enrollments than the other sections scheduled during the day. Because of these experiences, ASL III had not been offered in the late afternoon/evening in a while. Due to the strong request from students and an additional ASL II course offered in Summer 2013, a third section was added to the schedule. This particular section had a high withdraw rate, even though all 3 sections were taught by the same instructor.

Grade Distribution Course by Course:

In summary, overall the grade distribution seems to be fairly consistent across courses. Three courses were noted to have varying patterns when compared to the other courses.

ASL 140 has higher grades of Cs and Fs. ASL 122 has higher As. And, ASL 221 has a higher withdraw rate. This seems to be consistent when comparing Fall semesters with Spring semesters.

ASL 140: This course is not a language course like the other ASL courses. It is a lecture course providing information about the Deaf Culture and Community. One section of this course has been offered every semester. Another section of the course was added as an online course to give students a choice of the format and instructors. An issue arose with this course, which is believed to account for its variances. This issue is confidential.

ASL 122 is a lab class. This class is a practice-type course for students to do as much application of the language as possible. It is a challenging course to teach because of the varying level of skills the students have. Some instructors do not want to teach it because of this and the difference in pay between a lecture and lab course. During the period of this Program Review, there were several instructors that were asked to teach the course. The department experimented with co-teaching, as well. Ultimately, a niche for one instructor was not found. The Chair of the department decided to teach it. In Spring 2017 the course was made into a distance education course which seems to be doing well.

ASL 221 is the course discussed previously with the high withdraw rate. The explanation is repeated here: Fall 2013 was the first semester 3 sections of ASL III (ASL 220) were offered. The department had received multiple requests from students over the past few years to offer an ASL III course in the late afternoon or evening. This had not been scheduled recently because the past Program Review student survey indicated that the students

preferred having courses between 9 – 2. Several years ago the department had experimented and offered an evening course starting at 5:30pm. It had lower enrollments than the other sections scheduled during the day. Because of these experiences, ASL III had not been offered in the late afternoon/evening in a while. Due to the strong request from students an additional ASL III level course was offered in Summer 2013. This section of ASL III had a high withdraw rate, even though all 3 sections were taught by the same instructor. This is puzzling and reasons that may influence this have not be determined.

<div align="center"><u>**Student Success and Retention:**</u></div>

Overall, success and retention of the ASL courses when compared to the College's is slightly higher. The ASL courses have more female students than male and a higher proportion of 20-24 year-old students than the College. Additionally, the data indicates the age group of 50+ have a significantly higher success rate in ASL courses when compared to the College.

The ASL department often discusses strategies for working with students. The discussion usually occurs at department meetings when an instructor asks for advice about working with a particular situation or student. One instructor has used a strategy over the past several semesters that seems to help some students raise his/her grade. The strategy has been shared at the ASL department meetings:

The instructor seeks out the students who receive a D or an F on the first test of the semester. The instructor meets individually with each one and reviews his/her study habits. The instructor adds study tips that are specific to learning ASL and goes over using the textbook and DVD with the course. Then, the instructor emails the student a summary of the study tips discussed in the meeting. When the second test is taken, the instructor compares the students' grade to the first test. If the same students received a D or an F again, the instructor meets with each one again and reviews how they prepared for this test and tries to add additional ideas for the student to try and then emails a summary of that meeting. Over the semesters, the instructor has kept track of the students' progress to see if this strategy is making an impact. The instructor has noted each semester 70% of the students are able to increase their grade to a passing one.

Another possible factor to influence the success rates of the ASL department is tutoring. Most semesters, the Tutoring Center has been able to hire 1-3 ASL tutors. The Chair makes sure all the instructors are aware of this so they can announce to their students. In addition, many of the tutors are Deaf or Hard of Hearing and have contacted each instructor to make arrangements to stop by the classes and introduce him or herself to the students to begin a connection.

A possible *indirect* factor to influence success is a practice that one of the instructors has been doing for several years. Whenever, she learns that one of her students is involved in a Grossmont college theatre production, speech tournament, dance performance, athletic team, etc., she attends one of their events to watch the student.

2.6   If applicable, provide a comparison of the retention and success rates of distance education (online) sections (including hybrid) and face-to-face sections. What are your department policies on course delivery method? Is there anything in the data that would prompt your department to make changes? (Required data will be provided by the Program Review Data Liaison – insert graph here).

The ASL department has only had one course online – ASL 140 beginning Spring 2014. The data provided does not separate out the online section of this course. The data combines all semesters from Fall 2011 – Spring, 2016 and combines online with face-to-face.

Fall 2016 was the first semester ASL 120 was offered online. Subsequently, ASL 121, 122, and 222 have been added. The department intends to expand the online course offerings. This Program Review does not include this time period so data has not been provided.

Regarding departmental policies, ASL follows the College's policy. Instructors are encouraged to complete a training course and follow the "Best Practices" handbook provided by the Distance Education Coordinator before they are asked to teach online. Those instructors that do teach online share their experiences at department meetings and discuss strategies to improve the students' experience with both their learning and the technology.

2.7   If applicable, include the list of courses that have been formally articulated with high schools. Describe any articulation and/or curricular collaboration efforts with K-12 schools. (Contact the Dean of CTE if you have questions).

To date, articulation with K-12 has not occurred due to the difference in teaching philosophy regarding an immersion approach and using "gloss" in the high school courses. Gloss is a form of writing ASL that is not widely accepted.

2.8   Please describe how the program ensures that articulations are current. Identify any areas of concern or additional needs that your department has about articulation with four-year institutions.

 Articulation agreements were made between Grossmont and the UC and CSU systems many years ago. They have been updated and are still in place today. Students tend to let the ASL department know if they have had a problem transferring a course. When that happens, the department contacts the Articulation Officer to remedy this.

On occasion, private colleges may question a student's Grossmont Course for transfer. When this happens we compose a letter with the official course outline and syllabus for the student to provide the private institution. In all instances, the student has successfully used the ASL course for transfer.

It was recently brought to the attention of the ASL department that courses had fallen out of articulation with UCSD. The Articulation Officer was contacted to remedy this. At the same time, the Chair of ASL had a meeting with the ASL Coordinator at UCSD about another matter. The articulation for ASL 120 was discussed and the Coordinator indicated she was unsure the reason for the loss of articulation. Hopefully, this will be remedied soon.

Here's an interesting situation to note: In Fall 2015 a student contacted Jennifer Carmean to ask for assistance. The student was a previous ASL student at Grossmont and had transferred to the University of Texas, El Paso. The student was petitioning their denial to use ASL to fulfill the foreign language requirement. The student was asking for help from our ASL department. A letter was written in support of the student. The letter contained scholarly websites with linguistic information to show the inclusion of ASL as a foreign language. The letter also included copies of catalog pages from other colleges that accepted ASL as a foreign language (Texas A & M and Texas State University). In Spring 2016, the student let us know that her ASL course had been accepted to fulfill the foreign language requirement. The chair of her department at Texas, El Paso asked her to assist them in changing the College's policy to include ASL as a language to fulfill this requirement. Yay!

SECTION 3 – STUDENT LEARNING OUTCOMES

3.1 Describe any changes (e.g., addition/deletion of SLOs, postponement of assessments) your department has made to your SLO assessment cycle. Include a brief description of why these changes were necessary. NOTE: Changes should include reassessment of SLOs requiring further attention.

Since the inception of SLOs on Grossmont's Campus in 2008, the ASL department has been diligent in following directives from the SLO Coordinators. Initially, when Chuck Pasentino was the SLO Coordinator, we were tasked with learning how to write SLOs. The ASL department had SLOs written for every course. When Devon Atchison and Angele Ferras were SLO Coordinators, the departments were tasked with mapping course SLOS to GE SLOs. ASL department mapped all courses to GE SLOs. Then departments were asked to create assessment plans over a 6 year period and the ASL department did as directed. These were done in Excel Spreadsheets and loaded into Blackboard on an SLO "course" container where the department Chairs had access to all the SLO information.

In Fall 2013, the campus began using TracDat to input information about SLOs and 6-year assessment plans. During this time, faculty was trained on how to use TracDat. At this time, the emphasis was on Planning. It wasn't until Spring 2014 when the focus shifted and assessing SLOs became the emphasis. Since this time the ASL department has been diligent in working on course SLOs.

Therefore, the types of changes to our assessment plan have been minor. We have made scheduling changes by shifting the semester a course will be assessed. This has been due to a course not being offered the semester it was originally designated to be assessed. When this change has occurred, the SLO Coordinator has been notified and the semester date was changed in TracDat.

Other changes that have occurred are updating SLOs. As the course outlines are updated, the ASL department reviews the SLOs to be sure they are still in line with the skills learned in the course. The SLOs have been updated on the course outline through the Curriculum Committee process and the SLO Change form.

Another change that occurred was with Program Student Learning Outcomes (PSLOs). Through the modification of the ASL degree in Fall 2015 the department reviewed the PSLOs and updated those, as well.

Here's a specific example of how SLO results from an assessment guided department improvement: One semester when the assessment results came in, we noticed that the students did not meet the target we had hoped. Only one section of this course was taught and it was by an adjunct. The two full time instructors met and came up with a list of questions to discuss with the adjunct. Here are some of the questions we had:

- Did the students not meet the target because the instructor had different material that is important to include in this course? Therefore, is the outline outdated?
- Did the students not meet the target because of the assessment itself? Was there something about the tool itself that caused problems? Perhaps the explanation, the content, etc.?
- Is there a better tool to assess the SLOs?
- Are the SLOs still current for this course and its content? Or do the SLOs need to be revised?
- Is there something inside the course that needs to be changed or updated?

We met with the adjunct and discussed all of these. The best guess was that it was the assessment tool. Together we decided to assess the students again the following semester with a different tool. The following

semester the same instructor taught the course and gave the new assessment. The instructor provided the results and the students met the target.

3.2   Give examples of how your department/unit has used SLO assessment results to improve a course, course sequence, and/or program over this program review cycle. In your narrative, please pay particular attention to assessment of courses that directly lead to a certificate/ degree/transfer (e.g., English 120, Psychology 120) and/or constitute a high enrollment course. For help with this prompt, please see the chart on the following page:

One semester, the SLO results for the Fingerspelling course were not as we had hoped. Fingerspelling is the hardest skill of ASL for hearing people to master. From the assessment, it appeared that students enjoyed the course but didn't show enough improvement over one semester. The department decided to add a second level of Fingerspelling. Now, the major includes Fingerspelling and Fingerspelling II.

3.3   What resources (time, professional development, curriculum approval process, etc.) did you need to carry out these improvements? Please explain.

The most critical resource we need to carry out the SLO work is time. The department meeting during staff development week is the only time most of the ASL Adjunct instructors are available. This means we have to allow blocks of time during our department meetings to work on SLOs.

In the past, we have looked at meeting during the semester for SLO work and other department business. To date we have not been able to find a common time the majority of instructors are able to meet. Perhaps financial resources for Adjuncts to do non-classroom work or office hours would be helpful.

SECTION 4 - FACILITIES AND SCHEDULING

4.1   List the type of facility spaces your department/program utilizes for instruction. This can include on-campus, off-campus, and virtual.

The ASL department uses a standard classroom that contains the smart cart, document imager, overhead projector, whiteboards, and stand-alone desks (not tables).

4.2   Are the spaces listed in 4.1 adequate to meet the program's educational objectives?
Yes_X_ No_X_

If you checked 'yes', please explain how your department/program utilizes facility space so your department can meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.

The "Yes" box is checked because classes are scheduled in standard classrooms with the equipment listed in 4.1. The equipment listed is what is needed to teach ASL. However, the types of classroom space that the ASL department is scheduled into does not always meet the needs of the learning environment.

If you checked 'no', please explain how your department/program is not meeting its facility space needs to adequately meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are not being met.

The "No" box is checked because the type of classrooms ASL classes are scheduled into often does not meet the learning needs of ASL. The chair of the department's time is spent doing room changes and working with the scheduling office *after* the semester has begun.

When learning ASL, one of the most important aspects is line of sight. Every student must be able to see everyone when he/she signs. This means students must have room to turn around and sign with someone on all sides. It means being able to form groups and sit in a circle to see everyone in the group. Since the classes are taught without any voice, students must be able to see everyone with a turn of his/her head – not getting up and moving or leaning over to see around someone. As a result, the classroom needs to be large enough for students to sit in a horseshoe-shape seating arrangement. The students need mobile desks to pair up or get in groups. The instructor needs to walk about the room to correct incorrect sign production without stepping or hopping over backpacks and other obstacles.

Therefore, certain rooms are much easier for students to learn in than others. For example, Building 55-535B is a room that is large enough to accommodate line of sight and the learning environment ASL requires.

Some examples of room challenges are: One semester one instructor was scheduled in Building 41-116. This room has the podium placed at the front of the room but it's in the center and is anchored to the floor so it is not mobile. This blocked the line of sight with students on the sides of the room. It blocked the line of sight for the instructor to teach and watch the students at the same time. While the scheduling office worked

cooperatively to get this room changed, it took over 6 class sessions before the room was changed. In addition, the room change caused a "domino" effect because three other instructors had to agree to relocate.

Another semester, the ASL course was scheduled in Building 36-361. This room is set up with a tiered seating arrangement for AOJ courses. This room is impossible for ASL as the tables and terraced seating arrangement prevents ASL students from seeing other students signing. In rooms like this, students must stand when they have a question so everyone can see them. And, students do not like to stand in front of everyone and sign. That adds another layer of attitude that the ASL instructors must deal with.

If rooms with accurate line of sight are not available, then scheduling becomes the priority instead of availability of instructors and students preferences. The chair of the department tries to uses the student survey results about scheduling from the last Program Review to create the schedule. But, this can be impossible to do when the rooms are difficult to get.

When rooms are not available, the department chair has to go back to the instructors and ask if they can change their schedule. Sometimes this is difficult because the majority of the ASL instructors are adjuncts teaching at other colleges and do not have flexibility in their time constraints. When this happens, the two full-time instructors are changing their schedules to accommodate the adjuncts.

4.3   What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program and ensure that students can complete their program in a timely manner?

Over the past several years, the ASL department has discussed the room situation and learning environment with the Master Scheduler. They are aware of the rooms that work better for the ASL environment. Additionally, the dean and vice president have been made aware of the rooms that work best for the ASL department and line of sight. The Arts, Languages, and Communication division is part of the remodel of the 200 Buildings. The ASL department is supposed to have a dedicated classroom with enough space to accommodate the line of sight. However, this project is tentatively scheduled for completion in 2020 provided the College budget constraints do not interfere.

As a result of this turmoil, in Fall 2016 the ASL department, with Jamie's guidance, offered ASL courses online. While, it is not part of this Program Review period, it is important to mention to understand the proactive steps and intent of this question. Since room availability has become such an issue and students need to complete the courses in the major in a timely manner, some online courses have been added. Line of sight is not a problem, but students interacting with each other and meeting online is another challenge in and of itself. Since the online courses are still new, results of this new innovation will be addressed in the next Program Review document.

4.4   Identify and explain additional needed technological and equipment resources that could further Enhance student learning in these spaces.

The challenges instructors face in the current classrooms are lighting issues, location of screens, and the VLC player installed on the computers with Windows 10.

Lighting issues: When DVDs or videos are used for instruction, the lights need to be dimmed so the screen is clear to see subtle changes in facial expressions and handshapes. At the same time, if the instructor pauses the video to sign something, a light needs to be on the instructor for the students to see him/her sign. The current classrooms do not allow for these features. Either the lights are on or half are off. Either way, the clarity of the person signing is a challenge. What's needed is a panel of lights the instructor can control that focuses light where it's needed and not add glare to the person on the screen.

Location of screens: It is typical that the projector screen is centered at the front of the room. This eliminates the use of the whiteboard because the screen blocks it. We're scheduled in such small rooms that very little of the whiteboard is left on either side of the screen once it's pulled down. When teaching ASL without one's voice, students need to see both the whiteboard and the document imager at the same time. The instructor needs to move between both to augment the information so students can understand complex features of ASL. What's needed is to be scheduled in rooms where the screen has already been relocated to the corner.

Sometimes use of the document imager, the computer, and whiteboard is needed all at once to guide students through a lesson. However, the current room configuration do not allow two screens so students can see both the computer, the document imager and have the whiteboard available to write on.

DVD Players: This issue arose in FA 2017 (which is out of this Program Review time period but important to mention): The DVD player VLC: Windows 10 did not bring with it a way to play DVDs. The computer application VLC has been installed on the computers with Windows 10 and separate DVD machines were connected to the computers. The DVD machines are inexpensive and do not always work properly. Often the VLC application does not work with the DVDs the instructors have been using all along. In addition, the VLC commands do not have the same conventions and icons typical DVD players have – such as "menu" or "root menu". Instead there are squiggle lines or shapes. During the class much time is spent trying to use VLC and getting the DVDs to play on the classroom computer. What's needed is some other device or a more expensive device that works better with the DVDs when it's connected to the computer to display videos on the screen in a simple and efficient manner. Instructional Media has been called to assist. VLC is new to those folks, as well, so assistance has been minor. While they are happy to help, it seems they have limited knowledge about this.

4.5   Are students trying to access your program impacted by the facility spaces listed in 4.1?
Yes XX_ No___

If you checked 'yes', please explain how students are being negatively impacted by unmet facility needs experienced in your department/program. Please provide some specific examples.

For many years, the ASL department has had long waitlists. It is common for ASL 120 to have a waitlist of 15-25 students. The online courses seem to be the most popular with the longest waiting lists. However, additional sections are not added to the schedule because of instructor availability and pedagogical ideas.

The College is being negatively impacted because of enrollment and the inability to offer more sections of ASL.

If you checked 'no', please explain how your department/program is actively managing its facility space needs to meet its educational objectives and provide student access to your program. Please provide some specific examples.

4.6   If applicable, please include any additional information you feel is important regarding facilities and scheduling that was not included above including non-classroom spaces such as offices, storage, preparation areas, open workspaces for students/tutoring, etc.

As great as our ASL program is, we are behind the rest of the County because we do not have a dedicated ASL lab for students. Cuyamaca has an ASL lab. Mesa College has a lab. City College has a lab. UCSD has a lab. Palomar College has a lab. Southwestern College shares a lab with Foreign Languages.

The College has been unable to support this request of ours except to include us in the expansion of the 200 Complex which is years away from making the lab a reality.

While we have developed the Conversational Lab course, the wish is to have a lab where courses can be combined into lecture/lab or a variety thereof--A place where students can practice their skills with structured and unstructured instructional strategies. The wish is to have a competitive program with other colleges in our area. This was discussed in the previous Program Review document. It continues to be a crucial element of learning ASL. It's been 15 years and we continue requesting help from the College for an ASL lab.

SECTION 5 – STUDENT EQUITY AND SUCCESS

NOTE: See Appendix 2 for enrollment data; Appendix 3 for student success data.

5.1   Discuss trends in enrollments overall in your department and explain these trends (e.g. campus conditions, department practices). Provide examples of any changes you made to manage enrollment. Also examine the enrollment data disaggregated by gender, age and ethnicity. For any groups that occur in your department at lower or higher proportions than college-wide describe what factors you think cause those patterns. [Data and a summary of notable patterns will be provided by the Program Review Data Liaison]

<u>**Enrollment by Gender:**</u>

The data shows a range of 70-80% of the ASL students are female. The College data shows a range of 55 – 60% of Grossmont's students are female. The ASL department has a higher proportion of female students than the College.

The data shows a range of 20-30% of the ASL students are male. The College data shows a range of 40-45% of Grossmont's students are male. The ASL department has a lower proportion of male students than the College.

The previous Program Review data (Fall 2004 -Spring 2010) showed a range of 73-81% of the ASL students were female. The data showed a range of 20-25% of the ASL students were male.

The prior Program Review data (Fall 1994 – Spring 2003) shows a range of 20% of ASL students were male and 80% were female. Since the inception of the program the percentage of male and female students has remained fairly consistent through the years.

This trend is consistent with the industry. There are more females in the field of interpreting and teaching than males. For example, Network Interpreting Services has 30 interpreters. Only six are male. (Interview with Lindsey Udy, 9/15/2017). Grossmont's Accessibility Resource Center (formerly DSPS) has 24 interpreters and only six are male (Interview with Denise Robertson, 9/15/2017). Certified Language Interpreting Professionals (CLIP) reports a total of 120 employed interpreters--Females make up 80% and males make up 20% (Interview with Dustin – the owner, 9/18/17).

The ASL department has discussed this trend and continues to agree that the dynamics of the language may play a role in gender attraction to ASL. The language requires intense facial expressions, touching one's own body for the location of signs, and expression of emotions.

The discussions our department have indicate: Teaching ASL involves Instructors touching 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 remain stoic which is not a linguistic aspect of ASL.

Instructors have noted that the better-performing male students in their courses tend to be ones that are the "class clowns," and inclined to thrive on drama, or are able to separate out their personality from the required animation they need to pass signed assessments (expressive tests). Would students know these things before taking a course? Probably not – but seeing Deaf people sign in public or on TV definitely illustrates the magnitude and intensity of the language.

Is there anything to do intentionally to increase the number of male students in ASL? The department has not come up with a way to affect this trend.

Enrollment by Age:

The ASL department has a higher proportion of 19-24 year old students when compared to the college. When this was discussed, we believe there are a couple of factors that may influence this. We see several students in high school using ASL for their foreign language credit. We see several students in our courses that are home-schooled and using ASL for their credits.

The ASL department has a higher proportion of 25-29 year olds when compared to the college.

In Fall 2011, there is a slight increase in students 20-24 year olds.

In Fall 2011, there is a slight decrease in students 19 years old or less.

The department has hypothesized that students 30 years and older may possibly return to college with specific goals or careers in mind to accomplish. These goals may focus on general education to transfer or lead to employment. Therefore, ASL may not be something they are interested in as they pick classes for their new major.

Is it possible the budget cuts from 2010-2012 affected these numbers? We know that fewer sections were offered.

Enrollment by Ethnicity:

Over all approximately 40-60% of the ASL students are White. This remains steady throughout this Program Review period with a slight decrease in Fall 2011. However, the following year this number increased upwards. The data reflects consistency when compared to the College data. The statistics reported to us by the agency Certified Language Interpreter Professionals (CLIP) are consistent with what we see in the ASL courses. CLIP has 120 interpreters employed and 70% are White.

Overall approximately 15-35% of the ASL students are Hispanic. This remains steady with a slight increase beginning in Fall, 2011. This is puzzling since enrollment fluctuated downward for enrollment by age and white students. The data reflects consistency when compared to the College data. The statistics reported by CLIP to us indicate of the 120 interpreters employed with them 15% are Latino.

Overall approximately 1-2% of the ASL students are and/or Pacific Islander. This number remains consistent throughout this Program Review Period. When compared to the College data, we are about 5% higher than

the College. The statistics reported by CLIP to us indicate of the 120 interpreters employed with them 5% are Asian.

Overall approximately zero – 1% of the ASL students are Asian. This number remains consistent throughout this Program Review Period. When compared to the College data, our statistic seems to decrease well below the College.

There are two groups that have wide fluctuation during this Program Review Period. One group is "Two +" and the other is Black students. They make up anywhere between 5 – 9% of the ASL students. The statistics reported by CLIP to us indicate of the 120 interpreters employed with them 10% are Black.

When we discussed the statistics, we are not able to track any specific factors that influence the numbers. In our department, we have discussed the ethnicity and discuss strategies such as pulling these students aside when they do not pass assignments. This may help some students. However, it does not seem to be affecting the overall statistics. We welcome specific suggestions to target specific groups of students.

5.2   Discuss trends in student success and retention overall in your department and explain these trends (e.g. campus conditions, department practices). Also examine the success and retention data disaggregated by gender, age and ethnicity. For any groups that have success rates in your department at lower or higher than college-wide describe what factors you think cause those patterns. Provide examples of any changes you made to improve student success/retention, especially for groups that have equity gaps. [Data and a summary of notable patterns will be provided by the Program Review Data Liaison]

<u>**Student Success & Retention:**</u>

Overall, outcomes semester-to-semester are fairly consistent. The withdrawal rate is slightly higher than the State. We believe this may be due to the fact that the ASL faculty make a point to meet with students and let them know his/her grade before the drop deadline so students can make an informed decision about staying in the class or not.

Overall, the success rate of students in the ASL department is slightly higher than the State. Perhaps students who are more likely to pass are remaining in our courses.

The exception is the semester of Fall, 2013. There seems to be a light increase in the number of students that withdrew. When compared to the College, our percentage for this semester is near the same percentage as the college – but not the State.

Another exception is Spring 2015 where there was a slight increase in overall success and retention from other semesters. There is not anything in the department's history to explain this increase.

As for summer school, success and retention seems to be slightly better than semester-length courses. Perhaps this is due to an immersion approach with the condensed schedule and focusing on a language which needs daily review and practice to gain conversation skills.

Overall the ASL outcomes are consistent with the division with only slight variations.

Success & Retention by Courses:

Overall, from semester to semester the success and retention is consistent across courses. This may be due to the fact that the department is diligent about doing SLO work, discussing rubrics and discussing what an A level student's skill is, a B level student's skills is, etc.

There are a couple of patterns to note:

ASL 140 – This course has a higher withdraw rate/F grade when compared to others. It's possible this is because one instructor has been teaching this. There have been concerns raised which will remain confidential for this publication. As a result, the chair of the department has been able to add additional sections with enough enrollments to maintain them. This has given students some options in terms of instructors and days/time of the course. Additionally, an online section has been offered as well.

ASL 122 withdraw rate is significant. This may be due to the fact that the instructor lets students know their grade and gives them an idea of if they will be able to pass or not. It, also, may be due in part to the fact that this course is a one-unit course. It requires lots of time to practice and sign projects. Perhaps students withdraw as mid semester approaches.

ASL 221 has a high withdraw rate. Some instructors are strict with ASL skills and strict with grades by nature of their philosophy. They feel any student that completes ASL IV and goes in to an interpreting program at Palomar or Mesa needs to have a certain skill level. They may be strict with scoring assignments which may influence whether a student remains in the course or not.

Outcomes by Ethnicity:

Overall the statistics show that Hispanic and Black students stay in our courses but then fail. This is consistent with the College outcomes. Two of the ASL instructors make a point to discuss with each other options when a male student of this ethnicity has started to fail. They consult each other to see what can be done and then try to assist the student. Apparently this strategy has not affected the overall statistics.

During Staff Development week in Spring 2016 one instructor attended a "Men of Color" workshop presented by a person from SDSU. The suggestions in this workshop were helpful and focused on belonging and engagement. The instructor applied the suggestions but does not feel the impact will show up in the statistics as she does not see any changes in the students. This same instructor is the one that meets with failing students after every test. As noted earlier, she meets and discusses study strategies specific to ASL. She has noted that Hispanic and Black male students are not forth coming in sharing how they study. They remain quiet during these meetings so it is difficult to assess their study skills. She just goes ahead and explains ideas for good study strategies anyway. This is different than the meetings she has with women whether white or some other ethnicity. They tend to open up and share how they study.

Outcomes by Gender:

Overall, the ASL department's outcomes are slightly higher than the College. However, female students perform better than male students – which is a consistent pattern with the College. Since the department has

begun offering online courses, we are curious how male students will do. We look forward to the next Program Review to analyze those statistics.

<div align="center">**Outcomes by Age:**</div>

Overall, the ASL department's outcomes are similar to the College with one exception. Students 20 – 24 years old perform slightly higher in ASL when compared with the College. As to influencing factors – discussions resulted in no enlightenment.

Any suggestions are welcome by the ASL department to assist the populations that are not being served as well.

5.3   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 in their classes.

Learning a language requires interaction. By the nature of ASL the curriculum engages students in learning. Vocabulary is built around having conversations about each other, discussing one's opinions, and talking about one's experiences. Every class meeting students are engaged in dialogues. Here's an example from ASL II:

Signer A:	Choose a personality trait. Tell Signer B about your personality. Ask Signer B if he/she has the same trait or a different trait.
Signer B:	Respond affirmative or negative and clarify a trait you do have.

The content of the curriculum tends to be very interactive where students become friends and plan to take the next level ASL course together. We see this when registration opens and students are asking us about the next course they should take.

Fortunately, engagement in ASL courses is easy. The bigger challenge for ASL instructors is thinking out of the box and creating more innovations to target specific grammar skills, create projects students enjoy, or focus on engagement. Our department came up with a list of examples where instructors have been creative and used an interactive task to enhance a feature of ASL:

- Several instructors use the "Elephant Game." This is a game with gestures that is played frequently at Deaf events in the community.

- Some instructor uses the game "Gesstures." This is a game that can be purchased at Target or any other store with games. The focus is similar to Charades. The instructors have modified it slightly to be used with signing.

- Some instructors use the game "Guess Who." This is a game that can be purchased at Target. The focus is on describing people without saying names. The process of elimination leads to the winner of the game. Students in ASL II play it in sign language to practice descriptions.

- One instructor uses the game "Headbandz." The game can be purchased at Target. The focus is asking questions to guess who the person is on one's headband. Students play it in sign language.

- One instructor created a 3-D model of a street. Giving directions is very difficult for students to grasp the concepts of giving directions in ASL. The 3-D model brings students closer to standing on a street corner while signing directions.

- One instructor has ASL II students coordinate a fashion show. This targets the vocabulary on descriptions and using classifiers.

- One instructor uses a crossword puzzle maker. Students pair up and sign to each other the clues. Then, they help each other with the answers.

- Several instructors contact their students by email using WebAdvisor/Blackboard the week before school starts to welcome them. One instructor, in the email to ASL II students, tells everyone there is a contest. The instructor gives a sign to everyone and then asks students to respond back with a list of other signs that use the same handshape before the first day of school. Then, on the first day of class, the instructor puts the names of the students who sent correct handshapes for that sign in a bag. The instructor draws one student's name from the bag and gives them a little prize.

- One instructor allows students into her online course a week early. This provides the students an opportunity to look around and contact her with any questions.

5.4   Explain how the program incorporates opportunities for student engagement outside of class time and/or in collaboration with other departments (e.g. interdisciplinary course offerings, learning communities, internships, research projects, service learning, or participation in community events, tournaments, competitions, and fairs) to enhance student learning.

The department's annual event is the "Deaf Deaf World Event." It is held every April and the entire community is invited. The attendance has ranged from 300 – 400 students and community people. The event is organized by our department. It is sponsored, in part, by Deaf Community Services in San Diego.

Deaf Deaf World is a mock town where everyone signs. Speaking is not allowed. Approximately 15 stations are set up. Each station becomes a business. For example, the town has a post office, a veterinarian, a gas station, a mechanic, a jail, a courthouse, etc. Voice is not allowed once a person enters the town. Only signing is used here.

When students enter the town, they are given a raffle ticket and a name tag that only has their level of ASL on it. This lets the clerks at the businesses know what level of signing to use with the student. Then, the students are given cards with problems on them. For example, the card may have: "You got a ticket for speeding and need to go to the courthouse to pay for it." The student goes to the courthouse and must explain their situation while trying to resolve the problem with the person at the courthouse.

The goal is to practice signing, fingerspelling, gesturing, facial expression, and any animation that helps to convey their point – just like using ASL.

During the event, there is a town hall meeting where everyone must get each other's attention to watch the mayor address the town. This is when numbers are signed for the raffle and prizes are given away.

Most years, when people exit the town, an evaluation is given. This lets the department know who has attended. Here are the results from Spring, 2015. Most participants fell in to one of these categories: students in ASL I, II, III, IV, Interpreting classes, community education courses, community members, Deaf people, or family members of the ASL student participating. Here is an example of where the students were from:

- Grossmont College
- Mesa College
- Cuyamaca College
- Southwestern College
- Helix
- Fluent/Community members
- Employment Development Department
- Graver
- SDSU
- Fresno State
- Home schooled
- City College
- Patrick Henry High School
- Cathedral Catholic High School
- CSU San Marcos
- Palomar College
- UCSD
- Western Oregon University
- San Dieguito Academy
- Rancho Santa Fe High School

Every year the department contacts the public relations office and the Summit. But the event doesn't seem to be too widely advertised using these resources. (If it were advertised and more people attended, then the location would have to be changed and more volunteers from the community would be needed.)

This event requires a lot of time and organization for the two full time instructors. It requires a minimum of 25 volunteers to work at the "businesses." They must be fluent signers with many of them Deaf. This means contacting community people to volunteer their time. The ASL budget is used to fund refreshments for the volunteers and supplies (tape, poster board, props, etc.).

In Fall, 2012 a grant was written and submitted to the World Arts and Culture Organization (WACO). They funded the Spring, 2013 event.

For several years the ASL department had an official ASL Club registered with ASGC (2009-2012). Students met and organized events for the ASL students. Participation by the student officers and student declined due class schedules and work conflicts. Eventually, the club was disbanded. Students continue to express interest but when surveyed, class and work schedules conflict. This makes it challenging to establish student officers for the club.

In Spring, 2012 Dr. Sherrod contacted the ASL department to consider doing a joint project with the Music Department. Grossmont College's Master Chorale had three concert performances planned. The ASL department chose four students to sign to two of their songs during their concerts. Jamie coordinated this endeavor. The lyrics were obtained and translated from English to ASL. Since some of the lyrics were in Latin, two interpreters volunteered their time to assist in the translation. One Deaf student and 3 ASL students met for hours every week learning the signs and putting them to music. The ASL/Deaf students traveled with the Master Chorale to their concerts in the community and performed.

In general, students are always made aware of outside activities to participate in by instructors. Flyers are circulated for community events, the workshops the ASL department sponsors, and the Deaf Deaf World event. The ASL department has a Facebook page where events are listed, as well.

In addition, the two full-time instructors have covered bulletin boards outside their offices. Community and campus event flyers are posted here for all to see.

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

Not applicable to ASL.

5.6   If your program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates, including any changes that you have made to increase awards. Insert the "Degrees and Certificates" data table in this section. [This data table will be provided to you by the Program Review Data Research Liaison.]

As mentioned in the overview: "The ASL department offers both a degree and certificate. The first year the degree/certificate was offered was in 2011 with nine students graduating. Over recent semesters, this number has increased and is now up to 212 students. We are proud of this since the ASL department is a small department. It's important to note the statistics for this Program Review period show that the ASL department has awarded the most degrees/certificates in our division of Art, Communication, and World Languages. Yay!

The focus of the ASL degree is in fluency of signing skills. It is not an interpreting degree. The typical student enrolled in our program is learning to sign because he/she has a Deaf family member, a Deaf coworker, wants to work with Deaf people, wants to fulfill a foreign language requirement, wants to satisfy a general education requirement or wants to transfer into an interpreting program. Most interpreting programs require fluency in ASL or completion of ASL IV in order to begin a program. Therefore, our ASL degree prepares students with this interest."

The courses in the major are:

- ASL 120 – ASL I
- ASL 130 – Fingerspelling
- ASL 121 – ASL II
- ASL 122 – Conversation Lab I

- ASL 220 – ASL III
- ASL 222 – Conversation Lab II
- ASL 221 – ASL IV
- ASL 131 – Fingerspelling II
- ASL 140 – Perspectives on American Deaf Culture
- PSY 120 – Introduction to Psychology

Every year students that graduate with an ASL degree/certificate receive a hand-written congratulations card letting them know our department is proud of them for their accomplishment.

The degree has undergone three modifications since its inception. The ASL department has done this because of student needs, changing State requirements, and the need to be great. This seems to have paid off as the number of ASL students graduating steadily increases.

5.7   If you have any information on what students who major in your department go on to achieve after they leave Grossmont, please share that with us. For example, where do they transfer and do they graduate on time? What careers do they pursue? What are starting salaries in the field? Do you know if they go on to employment in their field and professional success? What impact did Grossmont have on their lives?

When students leave Grossmont College not all report back to the ASL department. The majority of students in the ASL courses are taking sign language to satisfy their foreign language requirement. The ones we hear from have used their ASL skills in a variety of ways. Here are some of the anecdotal reports we are aware of:

- Transferred to programs with Deaf studies Bachelor degrees: CSU Northridge, Gallaudet University. NW Colorado University.
- Several have become teacher's Aides in a Deaf classroom.
- Able to sign with Deaf people that come in to where they work.
- Sign with people at their church.
- Some have transferred to Mesa's interpreting program.
- Some have transferred to Palomar's interpreting program.
- Sign with a Deaf family member when they had not been able to communicate with him/her prior to taking ASL.
- Several have become employed as interpreters.
- Transferred to SDSU/UCSD to become Speech Pathology and Audiology majors.

It's important to note that we do hear from our students and they think highly of our program and how we have supported them in choosing a career where ASL may be used to support communication.

SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

6.1   Are the college's student support services (Tutoring, Counseling, Health Center, Library, Financial Aid) adequate to meet your student's needs? Please elaborate on your answer.

One area that has been lacking is providing a way for students to meet online for their tutoring session in ASL. Whether a student has a face-to-face ASL course or an online ASL course, with tight schedules meeting online is a great option for tutoring. Technology has not been integrated in to the tutoring area for the ASL tutor to use a computer and meet a student online for their tutoring session.

When the campus established Net Tutor and contracted for tutoring services, sign language was not among the services offered. The Department Chair met with the Distance Education Coordinator and the TTLC group to explain the challenges ASL students had.

6.2   What services do students in your department/program use most often or that make the most difference? Can you provide any examples where services have clearly improved student retention and success?

The primary student services areas used by the ASL students are the Tutoring Center and Disabled Student Services. Students that seek out tutoring report that they have benefited quite a lot. They are able to use more time beyond the classroom and learn ASL. The tutors pull the information together and apply it in a way that makes sense for the students.

Some instructors have seen students' grades improve from Ds to Cs. However, these are students that have committed them self to attending tutoring sessions every week--not students that use the tutoring services once in a while.

6.3   Are college support services adequately supporting your faculty and staff? Consider the following support services: IT, Instructional Operations, Business Services, Printing, Bookstore, Maintenance, CAPS, and any other support services important to your faculty and staff.

Technology:
Facilitation of the ASL curriculum relies heavily on the computer, DVDs and the document imager. The technology needs to be working smoothly while the document imager and ceiling projector need to be clear for students to see the crisp details on the screen of a person's hand. Instructional media is very willing to assist and fix whatever problems arise. However, the technology itself is not always the best. And, sometimes personnel do not know how to use specific computer applications – like the VLC media player app.

Staffing:
Previously, it was mentioned that our department begun to put some of the ASL courses online in Fall, 2016 in part because of the room scheduling issues. As a result, these courses are very popular with long waiting lists. We have been asked to add another section or two of these courses. In some semesters, we have been unable to find qualified instructors. The ones we have found live out of state and would like to teach online. However, Human Resources has told us that instructors are unable to be hired if they live out of California. This limits the expansion of the online course offerings because we are unable to hire instructors with online teaching experience.

SECTION 7 – ON-CAMPUS/OFF-CAMPUS INVOLVEMENT

The following table illustrates the activities that the full-time instructors have been involved in during this Program Review Period. The Adjunct instructors that are currently teaching with us during the writing of this document have been included.

Faculty	Activity/Committee	Year(s)	Value
Jamie Shatwell	Begins Role as Chair of the ASL department	Fall 2012 to Present	Campus Volunteerism
Jamie Shatwell	Serves as a Board Member for the Agency Certified Language Interpreter Professional (CLIP)	Spring 2013 to present	Community Involvement
Jamie Shatwell	Completion of Online Training Course by @One	Fall 2016	Professional Growth
Jamie Shatwell	Attendance at Crafton Hills Community College ASL Conference	Spring, 2016	Professional Growth
Jamie Shatwell	Meeting with CLIP and Grossmont's Vice President for possible collaboration with Interpreting Exam Site	Spring 2016	Community Involvement
Jamie Shatwell	Attendance at Crafton Hills Community College ASL Conference	Spring, 2015	Professional Growth
Jamie Shatwell	Presenter for Staff development workshop for Faculty, in conjunction with DSPS, on using interpreters.	Spring 2014	Campus Volunteerism
Jamie Shatwell	Attendance at DawnSignPress workshop for the new Curriculum for ASL II	Spring 2017	Professional Growth
Jamie Shatwell	Organized Deaf Deaf World Event	Spring 2009-Spring 2015	Campus Volunteerism/Community Involvement
Jamie Shatwell	Presenter at Cross-Cultural Awareness Conference at SDSU	Fall 2013	Community Involvement
Jamie Shatwell	Member of Professional Development committee	2010	Professional Growth
Jamie Shatwell	Organized ASL lunch hour for students in the Cafeteria	Fall 2010-Spring 2013	Campus Volunteerism

Jennifer Carmean	Member of San Diego Chapter American Sign Language Teachers Association	2001 to present	Community Involvement/Professional Growth
Jennifer Carmean	Member of National Association of the Deaf	2001 to present	Community Involvement/Professional Growth
Jennifer Carmean	Campus Student Learning Outcomes Coordinator	2015-2017	Professional Growth
Jennifer Carmean	Member of the Institutional Effectiveness Council (IEC)	Spring 2014-Spr 2016	Campus Involvement
Jennifer Carmean	Completion of Online Training course by @One	Spring 2016	Professional Growth
Jennifer Carmean	Worked with Theatre Arts to set up Interpreting for an evening performance	Spring 2016	Interdisciplinary Collaboration
Jennifer Carmean	Attendance at Crafton Hills Community College ASL Conference	Spring 2015	Professional Growth
Jennifer Carmean	Participated in Grossmont's Open House with an ASL booth and did a workshop.	Spring 2015	Marketing
Jennifer Carmean	Participated in Focus Group training. Ran 4 Focus Groups for students	Spring 2015	Campus Volunteerism
Jennifer Carmean	Organized Deaf Deaf World Event	Spring 2009-Spring 2015	Campus Volunteerism/Community Involvement
Jennifer Carmean	Member of the Institutional Review Committee (IRC)	Spring 2013-Spring	Campus Volunteerism
Jennifer Carmean	Member of the 200 Complex task Force	Fall 2014 - current	Campus volunteerism
Jennifer Carmean	Wrote Foundation Grant and received funding for ASL 130 textbooks	Spring 2015	Interdisciplinary Collaboration
Jennifer Carmean	National University meeting to discuss possible transfer agreement for ASL Students	Fall 2012	Community Involvement

Jennifer Carmean	Served as Chair of the ASL department	Fall 2001 – Spring 2012	Campus Volunteerism
Jennifer Carmean	Assisted with students in performance with the Music Department	Spring, 2012	Interdisciplinary Collaboration
Jennifer Carmean	Senate Officer	Spring, 2011	Professional Growth
Jennifer Carmean	Peer Evaluator for Instructor at Mesa College	Spring, 2011	Community Involvement
Bill Clary	Member of the Advisory committee for Mesa College's Interpreter Training Program	2007- to Present	Community Involvement
Erin Oleson Dickson	Attendance at Crafton Hills Community College ASL Conference	Spring 2013, 2014, 2015	Professional Development
Paulette Sottak	Vice President of the San Diego Chapter of American Sign Language Teacher's Association	2013-2015	Community Involvement
Shannon Englehart	Attendance at Crafton Hills Community College ASL Conference	spring 2013	Professional Development
Simone Laubenthal	Member of Advisory Board for Camp Able	2013 to present	Community Involvement
Simone Laubenthal	Taught sign language to the 4th grade class at Canyon View Elementary School	Spring 2014	Community Involvement
Svenna Pederson	Member of San Diego Chapter of the American Sign Language Teacher's Association	2016-2017	Community Involvement
Svenna Pederson	DawnSignPress Fundraising Event volunteer	2016-2017	Community Involvement
Svenna Pederson	SoCal ASLTA Fundraising Event Volunteer	2016-2017	Community Involvement
Svenna Pederson	SDSU's ASL Poetry and Folklore coordination	2016-2017	Community Involvement

7.1   Reviewing your results data in the above table, what activities provided the most value?

In viewing the table above, all of the topics (Community Involvement, Interdisciplinary Collaboration, Professional Growth, Campus Volunteerism, etc.) provide value whether its community awareness or involvement with other departments or outside groups. However, the professional development activities provide the most value. Since American Sign Language is a unique language, there are few opportunities in the community and at large for faculty to gain new skills, enhance instruction, or learn about new teaching strategies specific to ASL. Workshops and conferences are not offered on a regular basis. New textbooks and new technologies do now occur on a regular basis. This means instructors have to seek out new information or remain diligent to network and make contact with each other to discuss things. For this reason, our department continues to bring speakers to our department meetings with the attempt to provide our instructors with information they can use with their students and the ASL subject matter.

In viewing the table, it appears there are fewer entries for Marketing. While our classes our full and our schedules are full, it is something our department can discuss. Taking a more active role in this may benefit both the department and the college.

7.2   Please provide an overall reflection on your department's activity displayed in your table.

The table above includes the two full-time instructors and 6 of the adjunct instructors that have been teaching with Grossmont College for many years. What is not included is the past adjuncts and their involvement. We believe the above table reflects the activities all adjuncts (past and present) have been involved in with the ASL and the Deaf Community. It is rare in our discipline that an ASL Instructor is not involved in the Deaf community. Below is a list of the adjuncts that taught at some point during the program review period of Fall 2010-Spring 2016. We did not keep track of the activities they did.

Brad Cohen
Dano Kaufmann
Douglas Tapani
Jeanette Driscott
Jerry Rhodes – volunteered at the Deaf Deaf World Event every year.
John Brooks
Monica Keller
Pat Griffith
Pauline Sanders
Shannon Englehart – volunteered at the Deaf Deaf World Event.
Sherrie White
Val Sharer
Venita Driscoll – Office in SD-ASLTA for many years.

7.3   Are your overall faculty professional development needs being met? Yes_____ No XX
If no, please describe what needs are not being met.

As mentioned above, professional development which focuses on teaching ASL, how hearing students learn

ASL/Fingerspelling, and other linguistic features is not a common topic of workshops and trainings. It is much more common to attend conferences and workshops about teaching in general than to find training specific to hearing students learning sign language.

One instructor received a professional certificate from UCSD in Teaching English as a Second Language. Teaching strategies for adult learners are similar to hearing students learning a second language – ASL. However, the speaking and listening strategies taught in this program do not apply to ASL since signing is a visual language and done physically with arms, hands, and face.

This is one example of how ASL instructors have to seek out professional development and then adapt or modify the information to use with students. And, sometimes that's not even possible to do.

Another professional development need is in recruiting and retaining male students. This group proves a challenge for this field. It is a bigger issue beyond our department. It is a fantasy to think we would be able to overcome this. However, professional development in this area may help.

SECTION 8 – FISCAL & HUMAN RESOURCES

Fiscal Resources:

American Sign Language

	FA09*	FA10*	FA11	FA12	FA13	FA14	FA15
Earned Enroll	598	506	501	451	488	552	459
Max Enroll	648	540	512	480	530	570	470
% Fill	**92.3%**	**93.7%**	**97.9%**	**94.0%**	**92.1%**	**96.8%**	**97.7%**
Earned WSCH	2347.0	1994.0	1975.0	1769.0	1925.7	2150.0	1763.0
Total FTEF	5.48	4.61	4.41	4.14	4.41	4.87	3.82
Earned WSCH/FTEF	**427.97**	**433.01**	**448.35**	**427.29**	**437.16**	**441.30**	**461.65**

	SP10*	SP11	SP12	SP13	SP14	SP15	SP16
Earned Enroll	655	510	457	526	536	584	534
Max Enroll	640	540	480	540	570	598	568
% Fill	**102.3%**	**94.4%**	**95.2%**	**97.4%**	**94.0%**	**97.7%**	**94.0%**
Earned WSCH	2623.0	2040.0	1828.0	2066.5	2091.0	2232.8	2018.0
Total FTEF	5.562	4.67	4.14	4.67	4.61	5.07	4.83
Earned WSCH/FTEF	**471.59**	**436.64**	**441.76**	**442.50**	**453.58**	**440.22**	**417.81**

	SU09*	SU10*	SU11	SU12	SU13	SU14	SU15
Earned Enroll	211	122	61	--	25	--	73
Max Enroll	230	120	60	--	30	--	90
% Fill	**91.7%**	**101.7%**	**101.7%**		**83.3%**		**81.1%**
Earned WSCH	846.00	488.00	224.80	--	92.00	--	279.42
Total FTEF	1.88	1.07	0.53	--	0.27	--	0.80
Earned WSCH/FTEF	**450.00**	**456.93**	**424.15**		**340.74**		**349.28**

*From WSCH Analysis--All other years from EMA

Refer to the Table provided that shows Enrollment, % Fill, Earned WSCH, FTEF and WSCH/FTEF to answer these questions. Data for Fall, Spring and Summer semesters are provided separately.

8.1   Describe any patterns in enrollment, maximum enrollment and % Fill in the program since the last program review. What are typical section maximum sizes (capacity) for your courses and what dictates those caps? Have you changed the number of sections offered and/or section sizes in response to changes in demand? If so, what effect has it had?

The ASL section maximum is 30 students. This was negotiated because of the individual instruction that occurs with each student and the need for a clear line of sight for the whole class. The American Sign Language Teachers Association recommends 20 as the maximum. Given these low numbers, when a maximum class size is less than 36, the focus becomes on the percentage of fill since smaller class sizes make it difficult to reach the WSCH of 525 the college expects.

Most semesters our % Fill is above 90%. There are two exceptions to this: Summer 2013 (83.3%) and Summer 2015 (81.1%). Most semesters we offer only one or two sections of ASL. In Summer 2015 we offered an additional section for a total of 3. Perhaps this affected the % Fill. In Summer 2013 only one course was offered. However, it was ASL 121 which is an advanced course which can be a challenge for students when it's offered in a 4 or 8 week session.

During 2010-2012 the College faced budget cuts which affected the number of sections and LED the departments could offer. The ASL course offerings decreased from 18-21 down to 10 – 12 sections. During these years the ASL department still had % Fill rates in the 90's.

It is typical to see a decrease in the % Fill after years with budget cuts and sections are added back to the schedule. In the following years - FA 2012-SPR 2013 – it is common to see a decrease. However, the ASL % Fill in these years remained steady continuing in the 90's.

There is a spike in the % Fill in Spring, 2010 – 102.3. Perhaps this is due to the Conversation Lab classes. Previously, ASL 122 and 222 were tied together. However, this semester they were offered as 2 separate classes at different times.

8.2   Describe and explain any patterns in Earned WSCH, FTEF and Earned WSCH/FTEF since the last program review. Please explain changes in FTEF due to changes in faculty staffing levels. For courses/sections with low Earned WSCH/FTEF explain their importance in the program and measures the department/program has taken/plans to take to improve efficiency and/or balance low and high efficiency offerings and/or maximize course %Fill.

It appears that Earned WSCH/FTEF is consistent ranging from 427.97 – 471.59. Spring, 2010 shows the highest number with 471.59. Perhaps this is due to the additional section explained above for ASL 122 and 22.

The semester with the lowest Earned WSCH/FTEF is Fall 2015 – 3.82. This semester Jamie Shatwell came back from sabbatical and maternity leave returning to a full-time load. The other influencing factor may be that Jennifer Carmean was reassigned as Student Learning Outcomes Coordinator which meant adjuncts taught to make up the reassigned time.

8.3.   For money that you get from the college and/or from Perkins funds as part of your budget, is this amount adequate? What is this money used for to operate your department? If it is not adequate, please explain how additional funds would be used to improve student learning and success.

The ASL department receives a yearly supply budget. It is mainly used on items such as: printers, ink, ergonomically correct chairs/desks, instructional materials, meeting refreshments, the Deaf Deaf World event raffle prizes and food for the volunteers.

To date the money has been adequate so far.

8. 4 If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

The ASL department does not receive funding from outside sources on a regular basis. However, the department has been funded for three grants/activity proposals that were written during this Program Review period:

1) Spring 2015 – Covered Bulletin Boards received through the Activity Proposals - $3000
2) Spring 2015 – Grants from the Foundation were received for DVD and textbooks for ASL 130 - $6000
3) Spring 2013 – Funds for Deaf Deaf World Event were received from World Arts and Cultural Committee - WACC - $360.

Human Resources:

American Sign Language							
	FA09*	*FA10*	*FA11*	*FA12*	*FA13*	*FA14*	*FA15*
FT Faculty Count	2	2	2	2	2	2	2
PT Faculty Count	9	5	6	5	6	8	7
Full-Time FTEF	1.87	1.80	1.87	1.87	1.87	1.87	0.53
X-Pay FTEF	0.27	0.20	0.00	0.27	0.27	0.27	0.00
Part-Time FTEF	3.35	2.60	2.54	2.00	2.27	2.74	3.29
Total FTEF	5.48	4.61	4.41	4.14	4.41	4.87	3.82
FT Percent	**38.95%**	**43.47%**	**42.43%**	**51.62%**	**48.49%**	**43.84%**	**13.98%**
Permanent RT	0.228	0.228	0.228	0.228	0.228	0.228	0.233
Temporary RT		0.200					0.850
Other							0.5 (S)
*From WSCH Analysis--All other years from EMA							

NOTE: Please refer to the table provided by the Program Review Data Liaison to answer the following questions.

8.5   Describe the roles and responsibilities of full-time versus part-time faculty in your department. If any trends or changes are apparent in the past six years, please explain the reasons for them.

The two full-time ASL instructors coordinate and facilitate the department in all aspects including teaching courses. When a teaching-related issue or a department decision needs to be made, the full-time instructors facilitate a discussion with the adjuncts. This may be through email or at the department meeting and/or department retreat. When activities like the College Open House or Deaf Deaf World Event occur, the full-time instructors always seek out the adjuncts to make them aware and asked them to join.

Most of the ASL adjunct instructors work at other colleges. Their schedules are tight so they focus on teaching. Few are able to participate in too much more. The adjuncts follow the job description in terms of teaching, submitting rosters, submitting finals, etc.

**8.6	Are the current levels of staffing of faculty adequate? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors as well as duties and responsibilities of full-time faculty members that influence their loads (such as reassigned time and use of overload).**

When reviewing the table above, the ASL course offerings need the equivalent of 4 – 5 ½ full-time instructors to teach all the sections in the class schedule. Keep in mind there are only two full-time instructors. The department relies on the adjuncts to cover all the course offerings in the ASL degree. Additional full-time instructors would enhance the ASL program and provide an adjunct with a full-time position.

In Fall 2015 there is a noticeable difference where the department needed only the equivalent of 3.82 full-time instructors. This is still beyond the actual number of full-time instructors. What caused this drop? This particular semester, one of the full-time instructors was released 80% for SLO coordination. The other full-time instructor was doing a sabbatical project. Adjuncts were hired to fill in the sections needing instructors.

Are staffing levels adequate? Not really. But the answer has more to do with other things rather than the ratios discussed above. The adjuncts are scrambling from college to college so they can only focus on teaching and not the other activities the department does like the Deaf Deaf World Event or the ASL lunch or the ASL Club.

We have lost several adjuncts to events in their personal lives like death, having children and reducing their load, retirement, etc. We have also lost adjuncts to other colleges due to the other colleges in the area paying more which makes scheduling a challenge. Grossmont College is their second priority. They wait to receive their schedule from the higher paying college *before* working with us on our class schedule here. Since ASL is so specialized, there are not instructors out there waiting for phone calls to receive assignments.

In some semesters, we have had difficulty finding qualified instructors for the online courses. The ones we have found live out of state. However, Human Resources has told us that instructors are unable to be hired if they live out of California. This limits the expansion of the online course offerings.

Hiring ASL instructors can be a challenge as the people that are fluent in ASL may not always know how to teach it to hearing people. There are few programs across the United States that offer a Bachelors or Master's degree in ASL or teaching ASL. Gallaudet University recently began a Master's program but this program is only a couple years old. Finding qualified instructors remains a challenge.

**8.7	If staffing levels are not adequate, give a justification of your request for increased Full Time faculty based on how this position would contribute to basic department function and/or the success, retention and engagement of students in the program.**

The fact that it takes an equivalent of 2 ½ - 3 more full-time instructors than the current two to teach the ASL courses semester to semester is incredible. The two full-time instructors facilitate the day-to-day operations, the work with the students, and the outside activities like interdisciplinary collaboration, marketing, campus volunteerism, etc.

It has been postulated that engagement is key to students' retention at the College. A third full-time instructor

would allow the ASL program to offer more activities that students could become involved in. Perhaps that instructor could coordinate a Deaf Deaf World Event each semester instead of just once a year to retain more students. Perhaps the hiring of another instructor would ease the scheduling challenge when the adjuncts put Grossmont off while waiting for their schedule from the college that pays them more for their adjunct work. Perhaps hiring another instructor would give the ASL program the opportunity of expanding the ASL degree and offer a specialized area that students may be interested in.

To date, the ASL department has not submitted staffing requests when the Faculty Staffing Committee announces that it is accepting requests. Since 2010 and the budget cuts, the competition and priorities influence us in believing the ASL position would not be funded.

8.8   In the table below, list the positions (by title rather than by individual name) of Classified staff, work study and student workers who are directly responsible to the program and indicate the FTE/hours, where funding comes from for these positions. You can add or delete rows to the table as needed. If you have questions on how to complete this table, please contact the Program Review Committee Chair.

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

8.8   Briefly describe the duties for each position. Include a discussion of any changes in terms of non-faculty staffing and describe the impact on basic department function and/or the success of students in the program. Are current staffing levels adequate in non-faculty positions? If not, give a justification of your request for increased resources.

SECTION 9 – SUMMARY AND RECOMMENDATIONS

PURPOSE OF SECTION 9: The purpose of this section is to demonstrate how your department/programs ties in to the college's 2017 – 2022 Strategic Plan targeted goals of Outreach, Engagement and Retention.

9.1   Summarize program strengths in terms of:

• **Outreach**

In April, every year, our department hosts the Annual Deaf Deaf World event where 300 – 400 students and community members attend our event. (For all the details see other sections of the document).

The ASL department sponsors workshops with community agencies to hold workshops (For all the details see sections of the document.) as mentioned previously. (SD-ASLTA, SD-RID, CLIP)

The ASL department participates in the College's open house events.

• **Engagement**

The curriculum used in the courses engages students by the nature of learning a language and applying the skills to meet and chat with each other.

The students form study groups and meet with each other. In the online courses, students connect with a partner to do the partner projects for the entire semester.

The instructors are fabulous at creating and developing innovative strategies for instruction. Often they will share at department meetings.

Jamie, periodically, attends Coffee Night to let people know about the ASL program. Coffee night is a community social at Coffee Bean in Mission Valley. It meets the first Friday of every month.

• **Retention**

Instructors make a point to let students know their grades and how they are doing. The instructors provide continuous feedback on students' skills. By doing this, instructors can work with students to assist the failing students and help them bring their grade up to a passing level. It, also, helps students make informed decisions about whether or not to keep the course or withdraw by the appropriate deadline.

9.2   Summarize program weaknesses in terms of:

• **Outreach**

The two full-time instructors tend to be the only ones representing Grossmont at fairs on campus or career nights on campus or at Cuyamaca or community events. The adjunct instructors do not have time to attend and have scheduling conflicts which interfere with these events. Therefore, active outreach is limited.

Maintaining and updating the department's website is a challenge. The technology to use the website is bulky, training has not been offered on campus in quite a while, and the time commitment to handle all the departments' activities makes this resource less of a priority.

- **Engagement**

The collapse of the ASL Club: We would like to get this up and running again, however, students' availability hinders having an organized ASGC club with officers. (Bring back College Hour!)

- **Retention**

Statistics indicate that male students are not common in our program. As much as we would like to increase the numbers, male signers are not common in this field. Additional training from professionals is needed.

Would retention be improved if the adjuncts had paid office hours? In our department we believe this would help since so many of the courses are taught by adjuncts.

9.3   Describe any concerns that may affect the program before the next review cycle such as retirements, decreases/increases in full or part time instructors, addition of new programs, external changes, funding issues etc.

The consequences of being the only community college without a lab for the ASL program is concerning. We are concerned we could lose students to other colleges. We are concerned about transferability and skill level when students finish a class here and take the next level at another college whose classes include lab time.

Another concern is finding qualified instructors when the administration requests additional sections to add to the schedule. This is a concern for both face-to-face courses and online courses if we expand this part of our program.

9.4   Make a rank ordered list of program recommendations for the next six-year cycle based on the College's new Strategic Plan which includes outreach, engagement, and retention.

Outreach:

Improve ASL department website. Organize a way to update regularly.
Work with the campus outreach coordinator to inform the community of our degree and online courses.

Engagement:

Re-establish the ASL Club.
Continue trying to secure a lab environment while the 200 complex remodel continues.
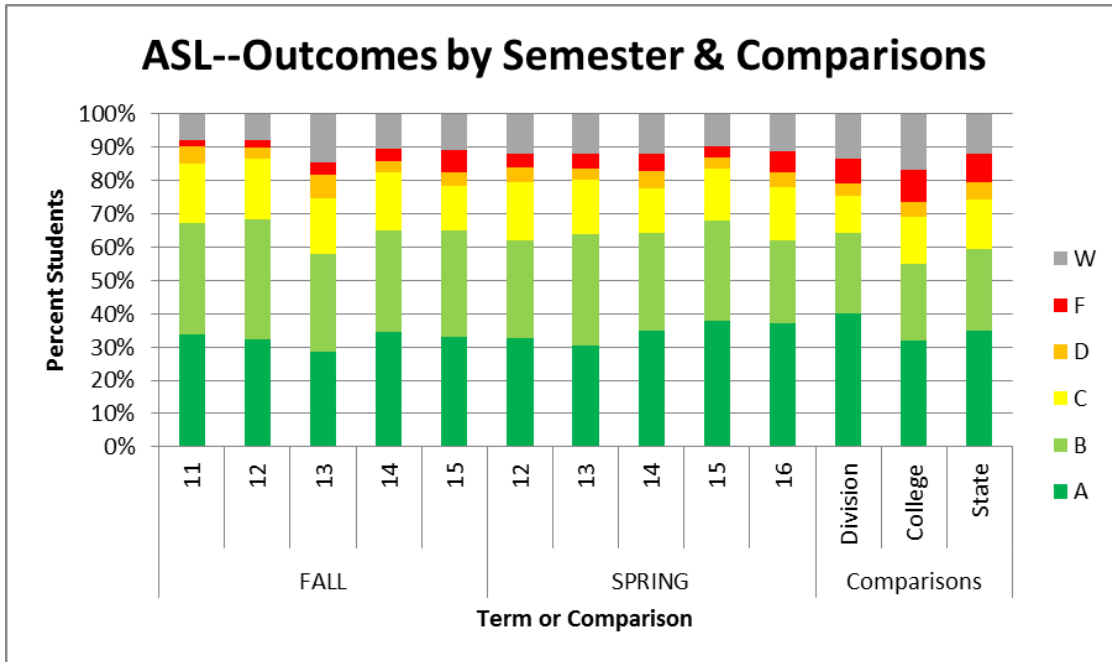Continue hosting the Deaf Deaf World event.

Retention:

Continue develop of the online course offerings to meet the needs of students.
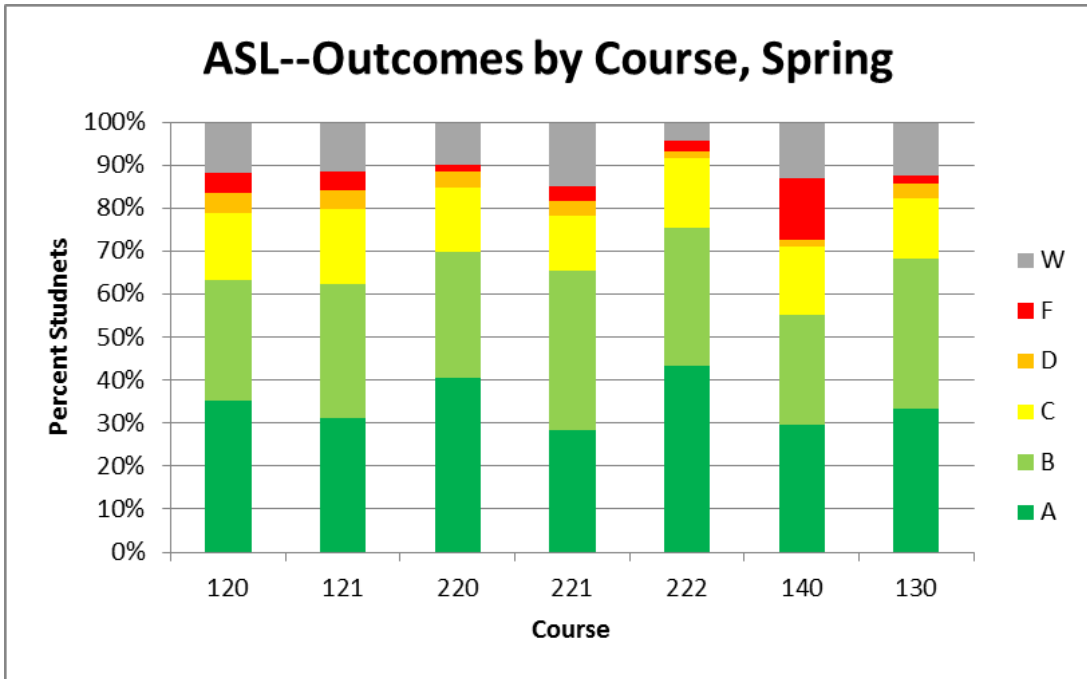Seek out professional development to retain underrepresent student groups.
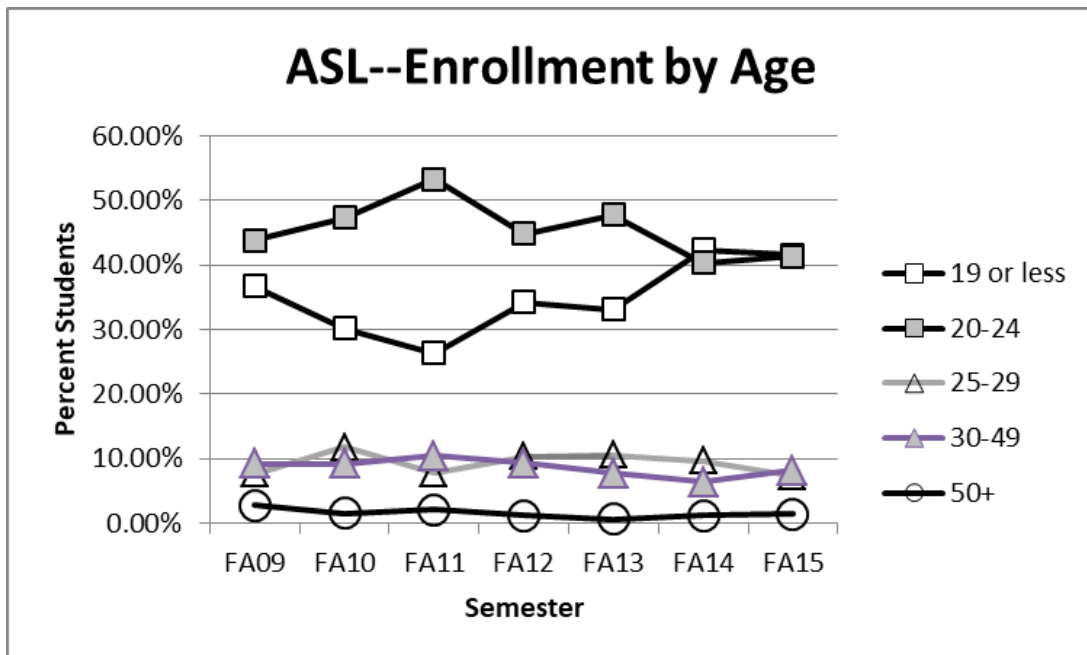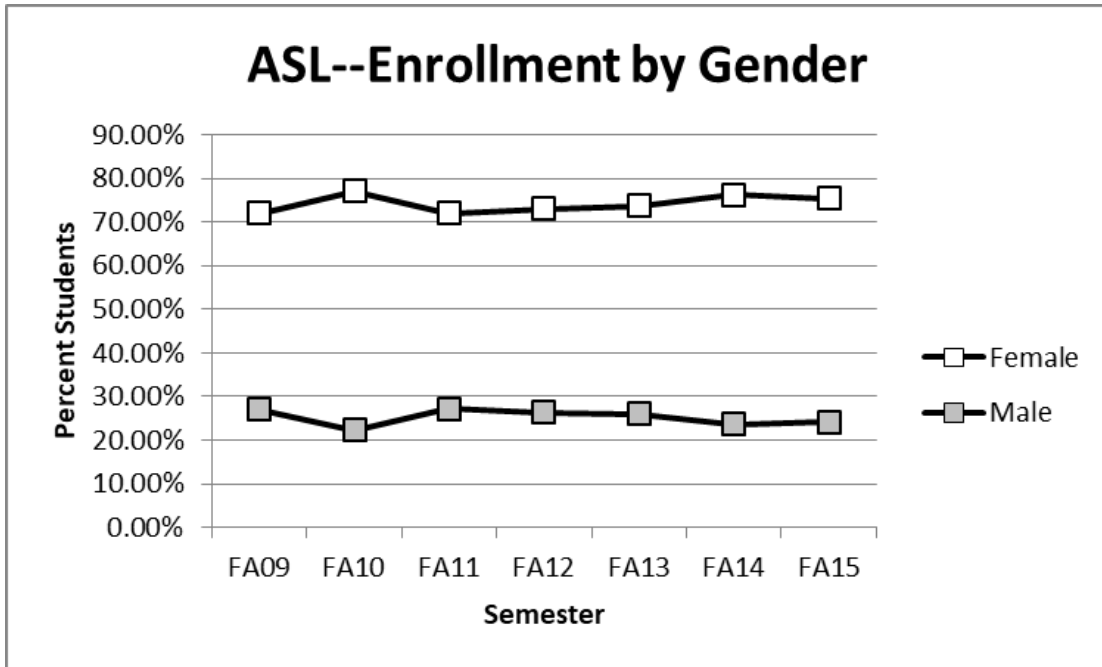
APPENDICES

ASL--Outcomes by Semester & Comparisons

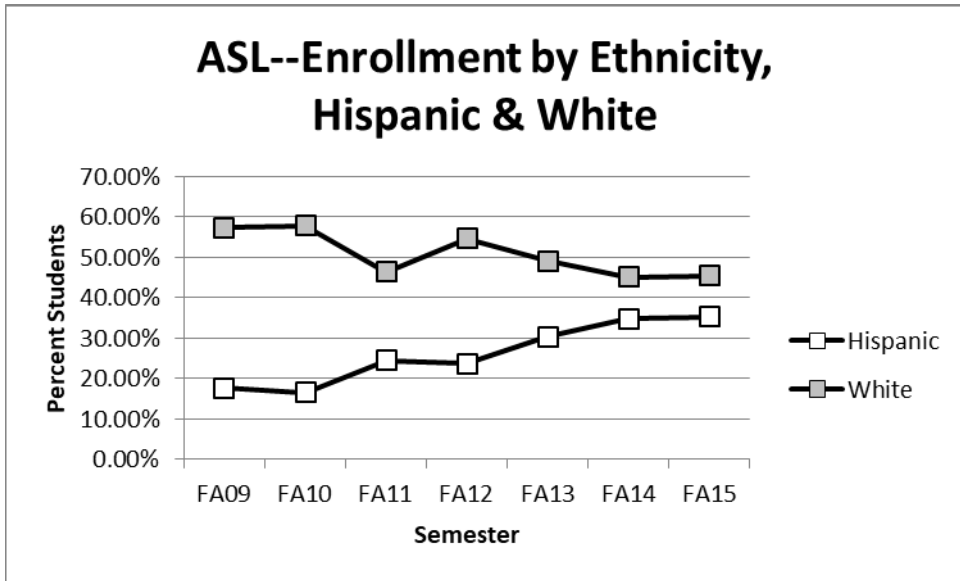ASL--Outcomes by Course, Fall

ASL--Outcomes by Course, Spring

Appendix 2

ASL--Enrollment by Gender

ASL--Enrollment by Age

Course Success and Retention

Course Success and Retention

Course Success and Retention

ASL--Outcomes by Gender

ASL--Outcome by Age, Fall

ASL--Outcomes by Ethnicity, Fall
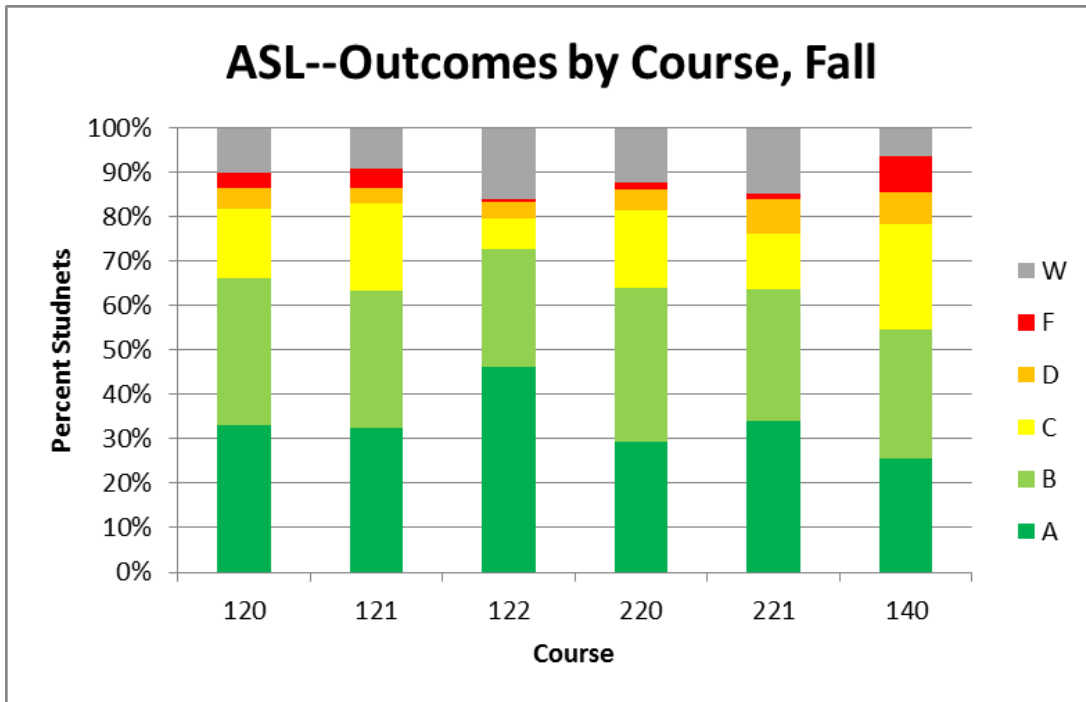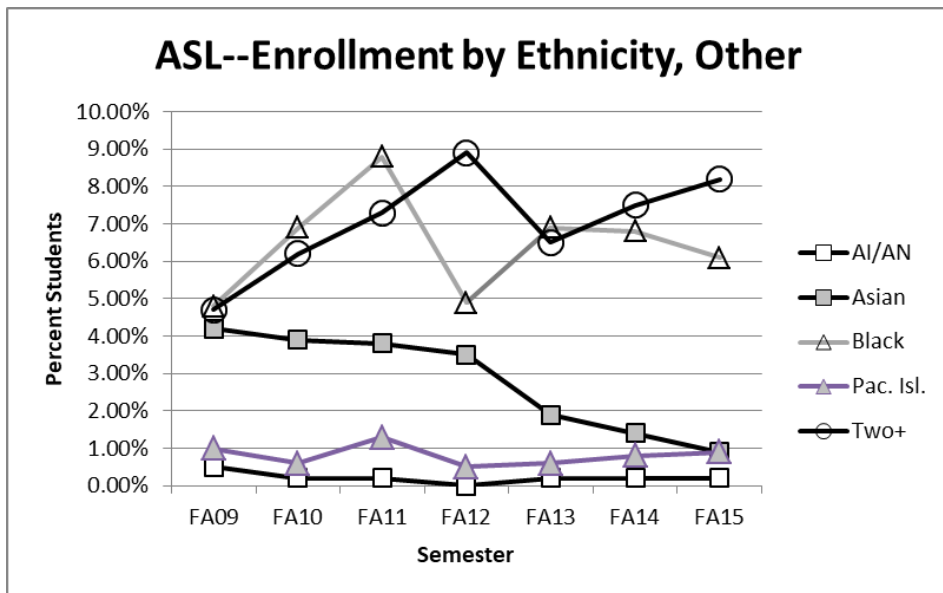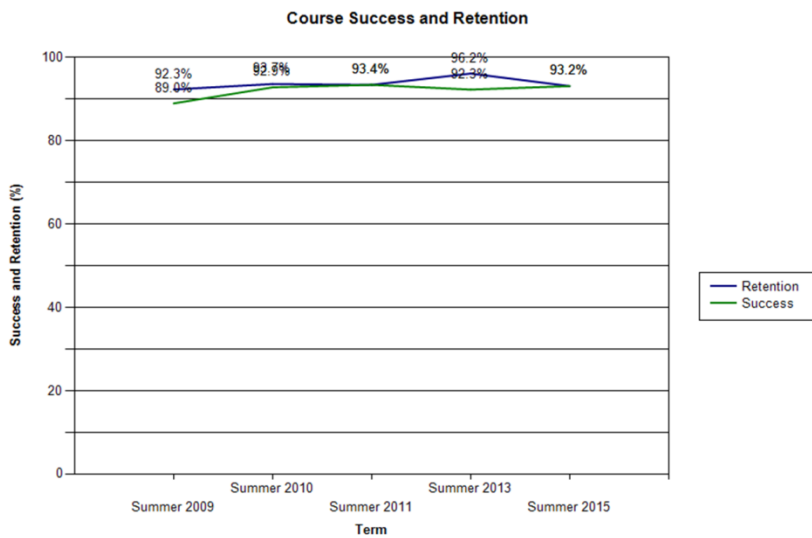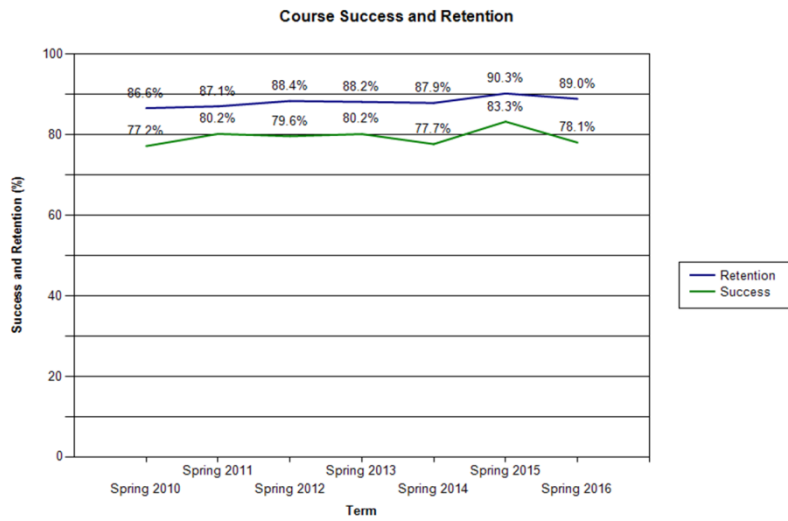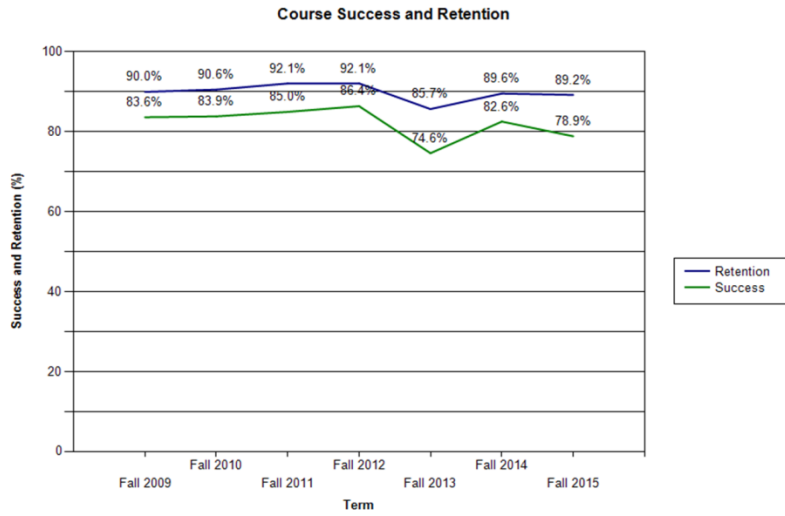
Appendix 3 Continued

Success by Gender - Male

Success by Gender - Male

Black non-Hispanic

Black non-Hispanic
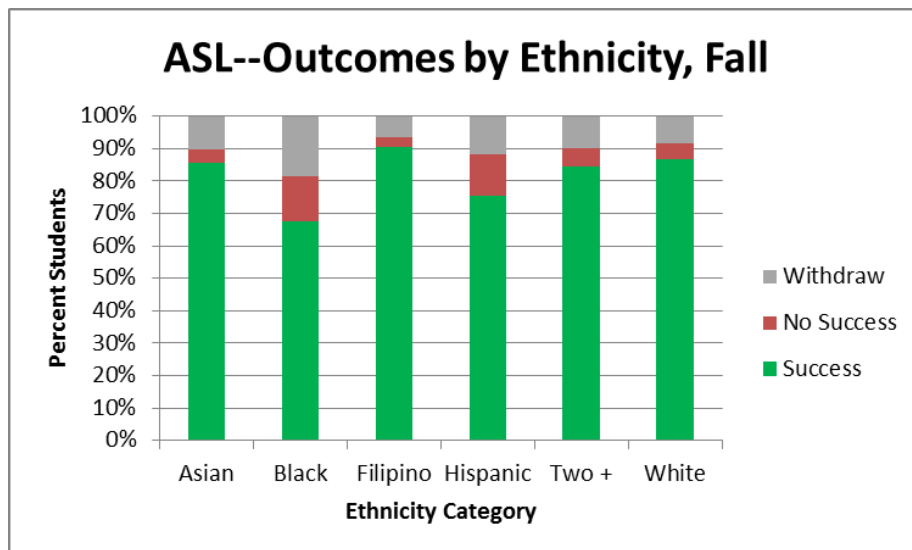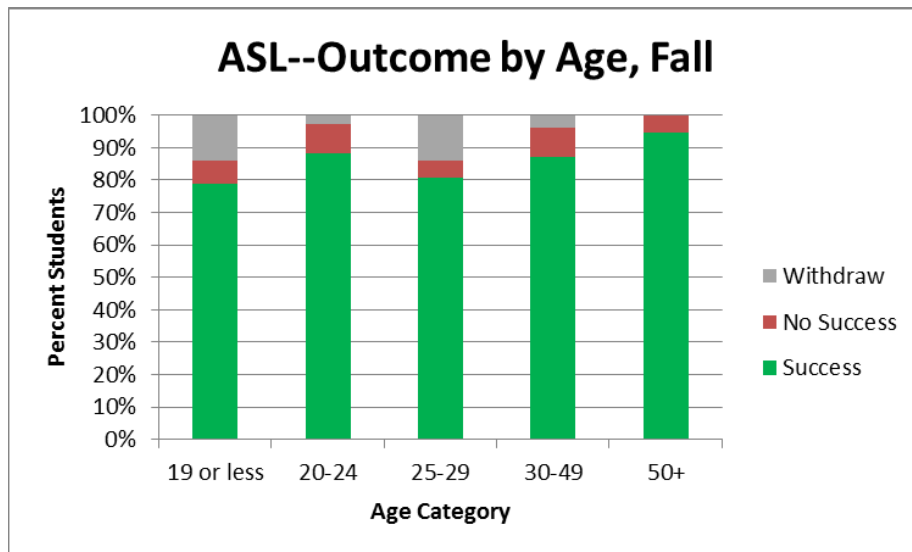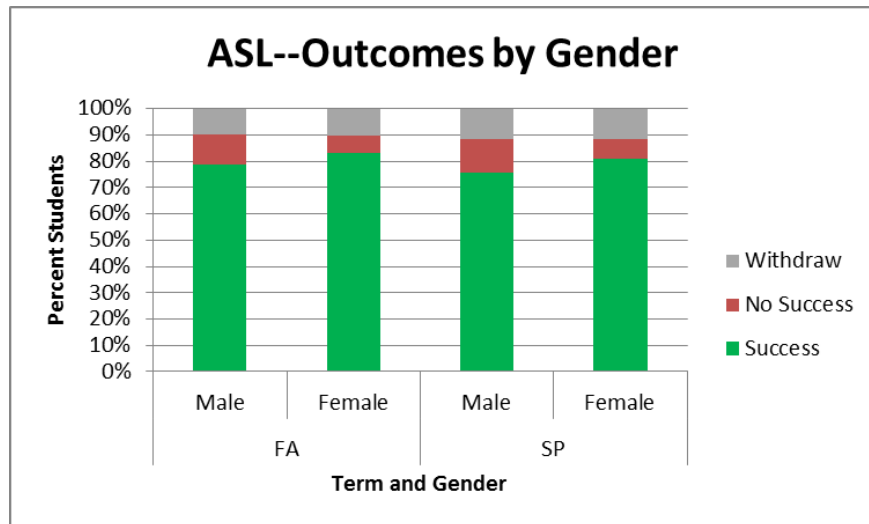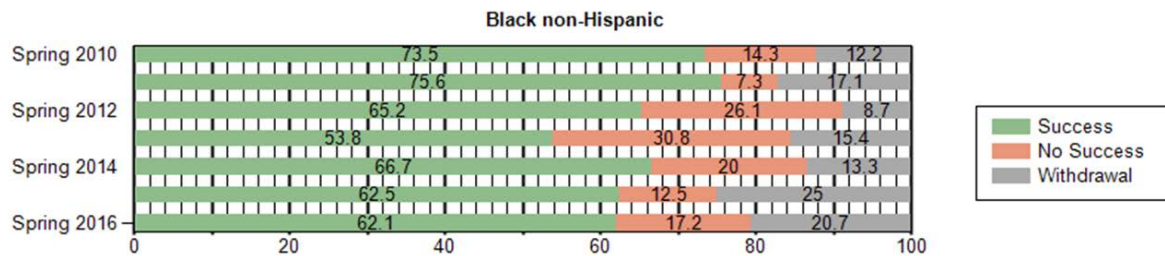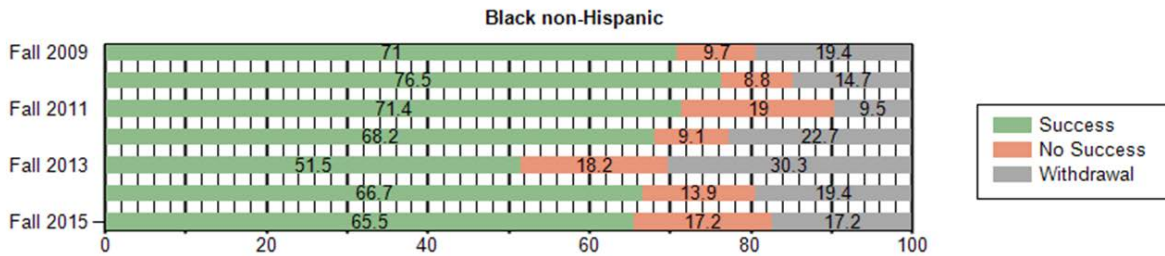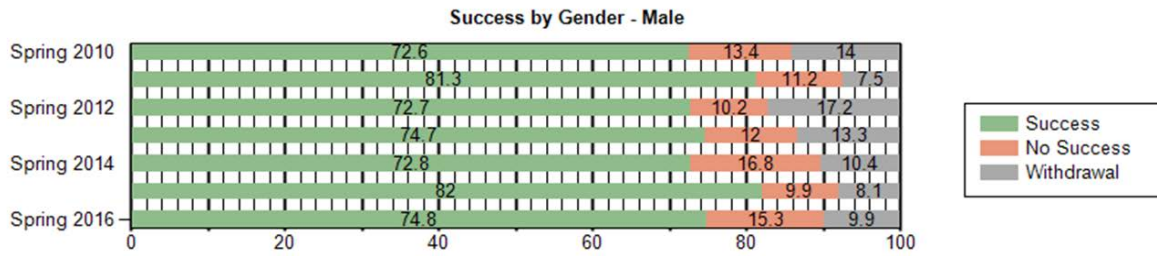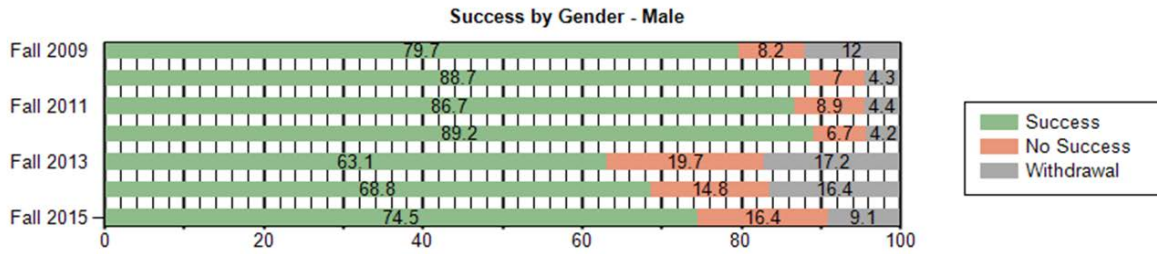
Appendix 4

Report from the Articulation Officer:

Date: October 24th, 2017

To: Jennifer Carmean, ASL Faculty

From: M. Denise Aceves, Articulation Officer-Interim

Re: American Sign Language (ASL) Department ● Program Review Checklist

In response to your request for articulation information, ASL courses at Grossmont College are well-articulated statewide. In addition, the department is seeking additional articulation in our service area. All formal articulation with our public education partners can be found at *ASSIST.org,* which is the data base available to current and potential college students.

The process of articulation is two-fold. First, transferability must be established. A transferable course is one that is taken at a community college and can be used for unit credit at a university. The next step, is the articulation of courses deemed transferrable. Articulation is the formal, written agreement that identifies courses on a "sending" campus that are comparable or acceptable in lieu of specific course requirements at a "receiving" campus.

All of the courses in ASL are transferable to all 23 CSUs. Additionally, the large majority of courses in this discipline are also transferrable to the UC System. Furthermore, several courses in this discipline have been evaluated by the CSU and UC systems to meet Arts & Humanities requirements for general education. All courses that have received transferability and additional designations are notated as such at the end of each course description in the Grossmont College Catalog. The courses with course to course articulation by department can also be found on *ASSIST.org.*

Articulation with San Diego State is robust and Grossmont College's ASL courses have high utility in major preparation. As of the writing of this report, the ASL department has requested Articulation with UCSD to address the following gaps in our articulation, see "No Course Articulated" areas:

```
                    Articulation Agreement by Department
                    Effective During the 16-17 Academic Year
        To: UC San Diego           | From: Grossmont College
        16-17 General Catalog      Quarter|16-17 General Catalog       Semester
     ===================================================================


                    Articulation Agreement by Department
                    Effective during the 16-17 Academic Year
                 Based on the 16-17 UC Transfer Course Agreement

                       ====American Sign Language====
     LISL 1A    American Sign Language  (2.5)|ASL 120   American Sign Language  (4)
                Conversation                 |          I
     LISL 1AX   Analysis of American    (2.5)|
                Sign Language                 |
     --------------------------------------------------------------------------
     LISL 1B    American Sign Language  (2.5)|NO COURSE ARTICULATED
                Conversation                 |College does not offer comparable
                                             |course.
     LISL 1BX   Analysis of American    (2.5)|
                Sign Language                 |
     --------------------------------------------------------------------------
     LISL 1C    American Sign Language  (2.5)|NO COURSE ARTICULATED
                Conversation                 |College does not offer comparable
                                             |course.
     LISL 1CX   Analysis of American    (2.5)|
                Sign Language                 |
     --------------------------------------------------------------------------
     LISL 1D    American Sign Language  (2.5)|NO COURSE ARTICULATED
                Conversation                 |College does not offer comparable
                                             |course.
     LISL 1DX   Analysis of American    (2.5)|
                Sign Language                 |
```

Articulation is facilitated with current, concise and thorough course outlines. It is imperative that the outlines and text books listed be current. The requirement that course outlines be updated every 5 years through the Grossmont College Curriculum process is vital. Students benefit from the many colleges and universities who
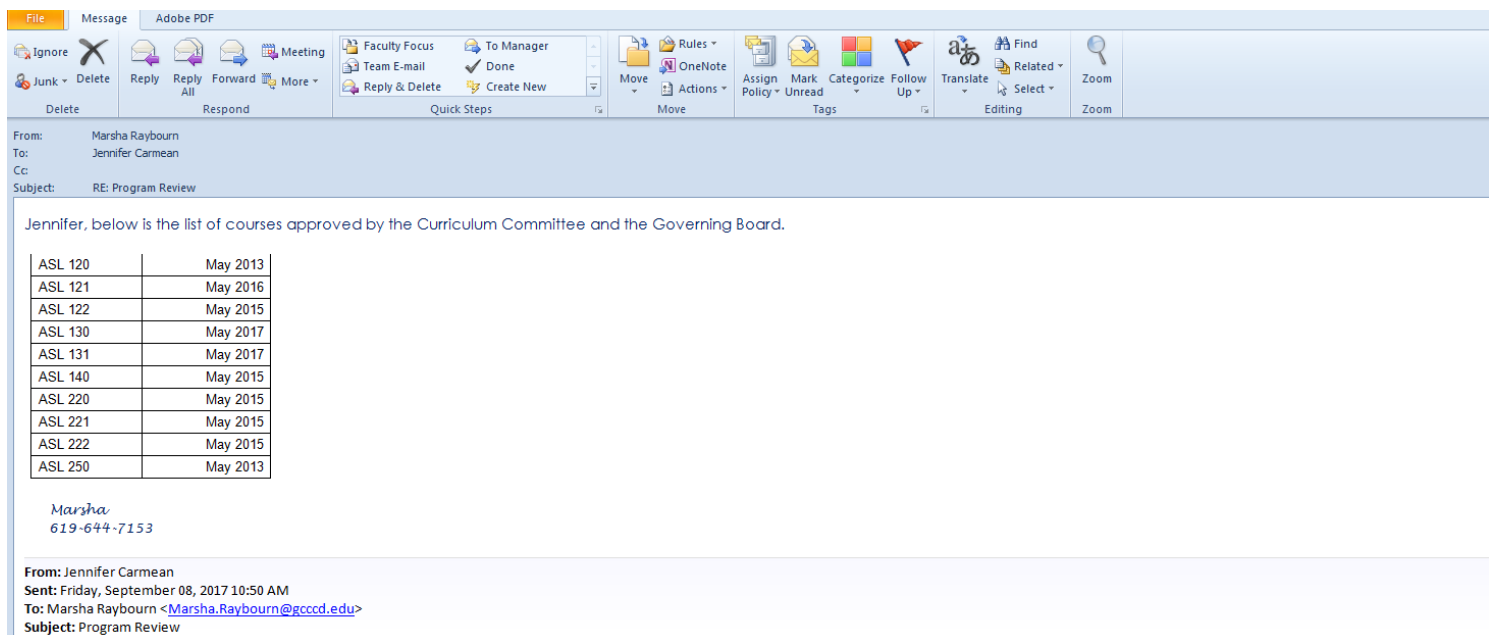
have articulated our courses in ASL. Below I have listed the link to *The Course Outline of Record: A Curriculum Reference Guide Revisited,* a document adopted in Spring 2017, as well as the latest standards for IGETC and CSU GE Breadth notes.

Curriculum Resources

- The Course Outline of Record: A Curriculum Reference Guide Revisited
- Standards, Policies & Procedures for Intersegmental General Education Transfer Curriculum, Version 1.8
- Guiding Notes for General Education Course Reviewers

You are welcome to contact me directly at mariadenise.aceves@gcccd.edu with any questions regarding this report.

Report from Instructional Operations

From: Marsha Raybourn
To: Jennifer Carmean
Cc:
Subject: RE: Program Review

Jennifer, below is the list of courses approved by the Curriculum Committee and the Governing Board.

ASL 120	May 2013
ASL 121	May 2016
ASL 122	May 2015
ASL 130	May 2017
ASL 131	May 2017
ASL 140	May 2015
ASL 220	May 2015
ASL 221	May 2015
ASL 222	May 2015
ASL 250	May 2013

Marsha
619-644-7153

From: Jennifer Carmean
Sent: Friday, September 08, 2017 10:50 AM
To: Marsha Raybourn <Marsha.Raybourn@gcccd.edu>
Subject: Program Review

Report from the Library Liaison

Library Resources for American Sign Language

Books
The library American Sign Language areas, call numbers HV 2350 – HV 2990.5 and RF 290-310 contain 110 print books, 29 electronic books, and 1 print reference book, for a total of 140 books. Also, the library owns 32 films directly related to sign language.

Books are purchased using a complex allocation formula to ensure that departments get their "fair share" of the approximately $28,000 annual library book budget. The allocation allows for a book budget of $183.20 in American Sign Language this year. As of late September 2017, the library had already spent $84.11 and will use up the remaining amount by the end of the fiscal year.

There are also two online reference book collections that contain hundreds of entries about American Sign Language. These collections, or databases, are called "Gale Virtual Reference Library" and "Credo".

All electronic materials, whether books or journal articles, can be accessed anytime, anywhere.

Periodicals
Most of the American Sign Language journals are in electronic format, within library periodical databases. This allows for keyword and subject searching, and anytime, anywhere access.

There are a number of multi-disciplinary databases with lots of articles on ASL. For instance, Academic Search Premier and General OneFile offer access to thousands of articles in the subject area.

DVDs, Media
There are a number of ways to access the library's large media collection. First, the library offers a list of DVDs by subject that are in their collection (see above). They also have access to a much larger collection of county consortium DVDs. Additionally, the library owns a number of streaming video databases that cover all topics, including American Sign Language: Films on Demand, Intelecom, and Swank.

October 2017 - Compiled by Pat Morrison, ASL department Liaison

Report from the SLO Coordinator

From: Joan Ahrens
To: Jennifer Carmean
Cc:
Subject: SLO Report for Program Review Fall 2017

Hi Jennifer,
My review of your SLO assessments indicates that your department is up-to-date in conducting assessments and posting results/analysis for the program review period that consists of the years between Fall 2010 and Spring 2016. Good work!
Thanks, Joan

ACADEMIC PROGRAM REVIEW COMMITTEE. FOLLOW UP QUESTIONS

AMERICAN SIGN LANGUAGE

SECTION	QUESTIONS
1.1	Please clarify graduates per year vs overall total. Here is the table given to us with the breakdown by year. **Table:** |	09-10 DEG	09-10 CERT	10-11 DEG	10-11 CERT	11-12 DEG	11-12 CERT	12-13 DEG	12-13 CERT	13-14 DEG	13-14 CERT	14-15 DEG	14-15 CERT	15-16 DEG	15-16 CERT	Total DEG	Total CERT | |---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---| | American Sign Language | 4 | 5 | 9 | 9 | 15 | 17 | 16 | 22 | 24 | 23 | 15 | 17 | 18 | 18 | 101 | 111 |
1.2	2011 Recc. 1. Appendix 4 0 Email from Marsha doesn't reflect the actual revision dates of course outlines. Doe the department have this data? Pg. 6. Here is what is stated in the handbook. I didn't know we had to include dates. I sent her what's listed in the handbook and that is what was returned to me: ð " Obtain an email from Instructional Operations confirming your department/program is current with course outlines and that course additions or modifications have been submitted to curriculum committee. Print this email and include it in Appendix 4." Historically, around 2011-2012, the Senate informed everyone the College was out of compliance with outlines updated every 5 years on a regular basis. At that time, Marsha sent out emails about which courses needed updates. After a couple of years, the Dean's office began sending the ASL department a list of courses that were due for updates in curriculum. That has been the practice since that time. Due to that communication process, ASL has gone to curriculum with updates in FA 2012, FA 2016, SPR 2015 and SPR 2016. Pg. 7. First paragraph of number 4-are you in region 9 or 10? Grossmont College is in Region IX. Why can community colleges not duplicate interpreting program? Is interpreting part of CTE?(this question comes up again in section 5.7).

| Grossmont-Cuyamaca Community College District

	That is the agreement/policy within Region X. That is what we have been told every time we approach the Dean's about this.
2.2	Have you considered adopting and/or developing OER for your textbooks? OER does not have any ASL related books. We have searched ourselves, as well as, spoken with the current OER Coordinator.
3.1	Just curious why you didn't provide quantitative info? Specifically, we want to know by how much the students improved. Did they exceed the target? I do not see where we commented that students improved. I see two instances about students: 1) In 3.1, paragraph 7, "the instructor provided the results and the students met the target." 2) In 3.2, paragraph 1, "From the assessment, it appeared that students enjoyed the course but didn't show enough improvement over one semester." Other than that, I do not know what this question is referring to. Sorry.
3.2	Did you base the decision to add Fingerspelling II on just one semester of assessment results? Or did you consider multiple semesters? The decision to add Fingerspelling II was based on several factors: The ASL III lab did not have enough enrollments - perhaps Fingerspelling II could incorporate both the lab skills and fingerspelling. We wanted to make the major more robust. Students in Fingerspelling I requested it. SLO results from Fingerspelling I. So the decision to add Fingerspelling II was based on several factors. How is proficiency measured between finger spelling I and II? Was 1 course divided or did you add content and create 2 courses? I'm not sure I understand how the second part of this question relates to the first question. Fingerspelling II is a completely separate course for Fingerspelling I. We created a separate course adding content of a more advanced nature. Proficiency is Fingerspelling I is on receptive skills and recognizing certain components of fingerspelling (i.e., lexicalized signs, rapid fingerspelling techniques, number systems etc). Proficiency in Fingerspelling II is based on specific recognition of words in conversations, specific numbers, etc.
4.4	4.4 Have you explored the use of more current technology vs DVDs (consider contacting Instructional Media Services for

	assistance)?
	There are just a handful of publishers that have ASL instructional materials. All still use DVDs. The publishers themselves do not have more current e-tools. Once in awhile we will find a publisher that has a download. But most do not. There are only 2 companies that publish ASL college-level materials. One of them does not have any e-tools. The other - DawnSignPress - has the DVD content on their website. Students can purchase a subscription but the student still needs to buy the hard copy workbook to use with the DVDs. Therefore, to answer your question, there is not more current technology within the ASL industry as of yet.
4.6	Are there any rooms on campus that will work for your lab classroom? If so, please identify.
	Not in its current state. Any room would have to have some construction and money invested to purchase equipment. To date, we have been told that there is not any resources to do this.
	4.6 What specific lab activities are offered? Can scheduling improve access to labs in other buildings (LTRC)? What is the lab schedule (how often do you offer Lab)?
	Our lab class is held in a standard classroom at a specific time - just like other classes. It is not an open-entry type lab. We also have it offered online. In these classes students pair up and have conversations with each other to practice certain linguistic aspects of ASL. Demonstrations are shown to the students and they practice. If we had a dedicated lab, open-entry may be a service to offer the AS students.
	Our lab is limited as to the activities because of the space. The interpreting program at Mesa knows our lab situation and knows our students are not getting the same instruction as theirs. Therefore, some of our students have had difficulty transferring in to the Interpreting program. We have had to meet with Mesa on a regular basis to discuss this and make our students have a seamless transfer. It is an ongoing struggle.
	Most ASL lab environments have a very wide open space so students can gather in groups, as well as, have a computer work station

	near by for each student. The labs are used for video taping group conversations, pair conversations, and narratives. The lab needs a videotaping area with a blue background or specific photographic background to enhance the skin tone and clothes of the person being videotaped. This is so the signing is clear without visual distractions. Lighting is another issue that must be controlled in a lab environment. Both for videotaping and viewing a taping back so there are not glares on the screen. Signing and Fingerspelling must be visible and clear in order for students to recognize certain linguistic aspects and critique each other when led by the instructor. Students are seated at computers to work on DVDs. The chairs/computer stations are configured as a horse shoe shape around the perimeter of the room Then, students can turn and group together and use the space in the center for real-world conversations. The computers need webcam functionality so everyone can view the tapings.
5.0	Can you reflect more on your data and provide an analysis about your course trends regarding gender, ethnicity, age, etc.? Perhaps you can help us - what do you see? We have analyzed this over the years and reported on what we understand. We met with the Data liaison and reported on how we understood the data that was presented. As gender roles evolve, animated and emotionally expressive personalities may no longer fit into 'male/female' stereotypes. What strategies could your department pursue to attract male students who are animated and/or emotionally expressive? (see pg. 24). We are not sure what you want to know. It seems a very narrow strategy to target male students who are animated rather than have a more global strategy for everyone. ASL requires this animation. If someone cannot add this to their ASL skills, then ASL may not be a good language for them to pursue. If someone cannot add this skill to their ASL skills, they may have to accept a grade less than an A.
5.1	Since you have success with women students discussing study strategies when failing, but not men, have you considered opening up these meetings into a group format, so that men who are less participative can hear from those who are participative? Pg. 27.

	What meetings are you referring to. I cannot find "meetings" discussion in 5.1 One thing we have discussed is the idea for an instructor to set up a meeting time. This meeting time would be for any ASL student in any class that had a grade below a C. The day and time would be announced to all the ASL instructors so they could refer their students to the group. The adjunct instructors indicated they do not have time in their schedules to do this and meet outside of classes to lead this meeting. This means it would fall to one of the full-time instructors. The two full-time instructors are swamped with online technology issues, the website updates, their own face-to-face courses, and this has been too difficulty to pursue this idea. Have you looked at any specific research on pedagogical strategies that might provide some insights on these issues? We have not found any related to ASL. There is one book that was published "The Learning Curve." This book was a compilation of research by an interpreter/ASL instructor. His goal was to compare ASL instructors views on their students with the student perspective by surveying 1000 students with a 100 point questionnaire. Even this research did not provide any strategies. Can you include a quantitative analysis of retention rates with these populations in your narrative? The document lists percentages that were provided in the data. The discussion in the document stems from the discussion with the data liaison.
5.2	You mention achieving better success rates due to "immersion approach" during the summer session. Can this approach be used in regular semester courses to increase success? The immersion approach is used in all classes. However, the schedule of summer school is much more condensed. What is meant in the document is that summer school students are signing every day for nearly 2-4 hours straight. In Fall and Spring semesters, the schedule is such that students may meet twice a week instead of daily. That is what is meant by "immersion" in summer school. Typically, the summer school students only have 1 or 2 classes. We wonder if they do better because they have less classes and can

| Grossmont-Cuyamaca Community College District

	spend more time. We wonder if the students in Fall and Spring have more classes that may interfere with their time to devote to ASL. While we have explored changing the ASL schedule to a daily one, we have not done it. It would effect adjuncts' and we rely on them. Also, Mesa College experimenting with having a daily schedule. Their enrollment declined and they changed several courses back to the regular schedule of Mon/Wed or Tues/Thurs. They do still offer some courses on a daily basis. How can course assessments be more uniform across instructors so more students succeed? Are there standards that can be shared? (Pg.27 P 1-3). Most of the courses listed have only one section. Each is taught by a different instructor. Each course focuses on a different skill of receptive and expressive skills. Finding an assessment that fits ASL 140, ASL 122, and ASL 221 is tricky. Each course is unique. One provides information as a lecture course, one provides basic skills and one is an advanced skill. Finding an assessment that all three types of courses could use would be a challenge. Although we can discuss this with the department. If men of color are not willing to share their study habits, can a different way of reporting be considered? (see question in 5.1 above). Another way of reporting is through course evaluations. The full-time instructors do pass out questionnaires and surveys to gather feedback every semester. This strategy has been discussed at department meetings and shared with the adjunct instructors. Some include study habit information while others do not. We can suggest that all include a question to gain insight into the study habits that worked and those that have not. Perhaps we suggest it should be done midway through the course to be sure the students that may drop get to fill out the survey.
5.6	Degrees and Certificates data table is missing here. Please insert.

		09-10		10-11		11-12		12-13		13-14		14-15		15-16		Total	
		DEG	CERT	DEG	CERT	DEG	CERT	DEG	CERT	DEG	CERT	DEG	CERT	DEG	CERT	DEG	CERT
American Sign Language		4	5	9	9	15	17	16	22	24	23	15	17	18	18	101	111

5.7	How did Palomar obtain interpreting programs? How were they approved? Palomar has had an interpreting program since the 1980's. Even though the are in Region X, they are geographically further North so their students are not competing with the students in San Diego. Approval was provided whereas, approval for Grossmont has not been given for an interpreting program so close to Mesa's area.
6.1	Have you explored whether Canvas has an option for synchronous meetings, in order to provide tutoring support for both online and onground courses? pg. 33. Yes - and they do not. How are the new online courses taught? Can you provide more detail as to how signing is specifically taught and assessed online? We believe there might be techniques done by ASL that can be shared with the rest of faculty to improve online success (student video assignments, etc.). A special software program has been purchased by the instructors that teach online. It is a powerpoint plugin that allows a lecture to be recorded showing both the video of the instructor as they sign and use powerpoint. It is then published into a SCORM as a presentation package. Here is a link where you can view what the student sees when they watch a lecture using this software: https://ispri.ng/JQn32 The online courses use access codes to websites for student to sign. These websites are designed for students to record videos and the instructors view them and give students feedback in the middle of their video. Instructors can view the video and stop it when

| Grossmont-Cuyamaca Community College District

	they see a mistake. They can tape a video which is inserted at that moment. The students has to view their video back and see their mistakes. These websites are GoReact, and YouSeeU. Most LMS systems do not have this capability. The online courses are more heavily assessed on signing skill level since classroom interaction is limited. The signing tests tend to be more heavily weighted than tests where the instructor signs and the students type in or choose multiple choice answers. For these type of tests, cheating cannot be prevented so they are used less than assessments where instructors view students signing. Compared to face-to-face courses, practice conversations are much harder to arrange. In face-to-face courses, students may be engaged in conversations with each other 3 or 4 times in a 2-hour period. The students are all in the same room at a designated time so it is much easier to sign with other people. In an online course, by the nature of online courses, students are more isolated. The department does use Zoom and students meet each other online and sign conversations together. The challenges instructors face with this is there are lots of technology issues with this and students comments tell us meeting other students face-to-face online goes against what the online course is supposed to be because that is what a face-to-face course is. The ASL instructors face many pressures from students about making time to meet other students online. Other colleges/universities that teach online do not have a component where students meet and sign together. The students only sign with the instructor.
6.3	Have you explored smartphone applications that are being used in the deaf community in order to improve documentation and distribution of signing demonstrations in the classroom? This would enable live demonstrations that could be can be accessed by all students, both in and out of the classroom. Pg. 33. The smartphone screen is very small and does not cover the entire signing space necessary for students to see signs and learn the linguistic features that use the space around the singer. While it may work for an activity like a game, the screen is too small for instruction. Smartphone applications often do not have the functionality that computer apps do. For example, Canvas's mobile app has to leave

	off some of the functions that the student see on a computer. When students use GoReact on their cell phone videos are often sideways and instructors cannot grade. While Chromebook is not a smartphone app, it gives an example of the technical issues that are hard to overcome: Students cannot use Zoom with the recording feature we need for signing if they have a Chromebook. There are technical issues that are a challenge and very time consuming. Personally, cell phone screens are too little for me (Jennifer) to use to teach or assess a students' skills. Other instructors use a gaming application - Kahoot - for activities. The department has looked in to a couple but nothing has worked to satisfaction. Are there job boards or other services that can source qualified instructors in the state of California who can teach online. How are other California community colleges sourcing qualified instructors in this field, who can teach online? Grossmont is the only community college that offer ASL courses online in California. Yeah Jamie! Other colleges in California offer Deaf culture classes online - but not ASL. There are some universities out of state that offer ASL. Mesa and City college do not, SDSU is just beginning to experiment with it. Cuyamaca does not. Palomar and Southwestern do not. UCSD does not. Gallaudet University does. Colorado University does, as well as, Boston and Phoenix. There are just a handful in the United States that do. The ones that do allow for teachers who live out-of-state to teach whereas Grossmont's HR department will not allow it. One unique component of Grossmont's ASL courses is that some instructors require students to sign online with other students in partner projects using the Zoom meeting application. The other colleges that teach ASL online only require students to sign one-on-one with the instructor or a tutor but not with other students in the course. As for a job sourcing board - Nothing is available. The industry is too small. The same job boards are used for face-to-face teaching positions.
7.1	If your department did have the resources to be more active with marketing efforts, what specific marketing efforts do you think would be most beneficial for ASL enrollment? Pg. 37

	With our current trend of teaching online, marketing beyond San Diego County. However, the department would need to add additional sections since these sections fill first. We would also need more support and resources with technology, webcam operation, LTI functioning for our video lecture computer application, etc. There are glitches with Canvas and their quiz functionality that frustrate the instructors and the students. To market and add more students and more courses needs to be balanced with the amount of support and resources that we have on campus. What do guest speakers specifically provide instructors at dept. meetings? Pg. 37 P 1. See page 12, <u>Curriculum, Consistency in Grading, Writing Rubrics, SLOs, Assessments, ETC.</u> paragraph 4.
7.3	Where can you find more information about teaching hearing students sign language? We do not know. We keep researching and attending the conferences by Craft Community College. Instructors attend the ASLTA national conferences when they can. Our instructors attend the local San Diego chapter of the ASLTA.
9.1	What are some **examples of the 'innovative strategies for instruction**' shared by instructors at department meetings (there might be strategies here worth sharing with campus faculty). Pg. 44. We think the following is innovation: See 2.3. See bulleted list under 5.3. What other retention strategies beyond grade updates and feedback on skills can instructors do to improve retention in this department? Pg. 44. At department meetings, we have discussed contacting students. The full time instructors do this. The adjuncts try when they have time going from one college to another.

	When students drop our courses, many instructors contact the student and try to find out why. Most report back that they had schedule conflicts with work, busy families, health issues, and/or did not realize ASL was so much time and work. We're not sure how to affect that those issues for students.
9.2	Can the ASL Club be revived in a digital format? (private facebook page for example)? The department has a facebook page which shares information about Deaf events. Before pursuing a digital format-type club, we would have to find out if there is digital criteria for an official ASGC club. Are there other strategies that might be more effective at improving student engagement than the ASL Club? What do you think would be the best strategy, if resources allowed? Pg. 45. It requires an instructor as the advisor to guide students, contact students, and coordinate. This requires additional funding as adjuncts are not able to volunteer. Perhaps working with the new Engagement office may provide some resources.
9.3	WIll any of the 200 complex remodel or other campus building modifications provide space for an ASL lab? Pg 45. See 4.6 paragraph 2
9.4	What student groups are underrepresented? What, in your opinion, is causing their lower retention rates? Pg. 45. male students of all backgrounds older students over 50 Here are our estimations from our experiences in class - lack of commitment, lack of understanding of the time needed to learn ASL, inability to change study habits to fit learning to sign.

GROSSMONT COLLEGE

SPRING 2018 - AMERICAN SIGN LANGUAGE

ACADEMIC PROGRAM REVIEW COMMITTEE SUMMARY EVALUATION

The committee recommends <u>maintaining</u> this program.   Following are the committee's specific commendations and recommendations.

The Program Review Committee commends this department for:

1. Awarding the most degrees / certificates in the ALC Division; for increasing degrees/certificates from 9 in 2011 to 212 (*grand total not each year)* in 2017 (1.1).

2. Being the only community college in San Diego to offer distance education courses in ASL. (1.1).

3. Demonstrating how to "close the loop" by collaborating with colleagues to analyze SLO assessment results, creating an improvement plan, and then assessing improvement plan to determine whether the planned action was successful (3.1).

4. Using online teaching/classes to address scheduling conflicts and to meet the needs of your students (4.3).

5. Outreach efforts such as:
    ○   Deaf Deaf World
    ○   Presenting at conferences (Cross cultural awareness conference at SDSU)
    ○   High school ASL events
    ○   Interpreting at Theatre performances (5.4)

6. Maintaining a student focused environment in the dept. such as acquiring funding for textbooks, helping students transfer, personalized congratulatory cards for all degree and certificate earners (5.4).

7. Maintaining 90% fill rate over the course of the last program review period and keeping class maximum sizes above the industry recommendation to serve more students and support college efficiency goals (8.1).

The Committee recommends the following for this department:

1. Continue to work with facilities and/or college stakeholders to ensure a temporary lab space for signing is secured *before* the completion of the new building, given that the new building may not be completed for several years. Temporary space is needed now to benefit students currently enrolled.

2. Continue exploring creative ways to recruit male students (5.1).

3. Improve success and retention of Black and Hispanic students (5.1).

4. Explore success strategies used in other similar fields (language courses) for student success in ASL (5.2).

5. Work with student affairs to explore options (such as virtual options) to reactivate ASL Club (5.4).

GROSSMONT COLLEGE

SPRING 2018 - AMERICAN SIGN LANGUAGE

Academic Year	Fall		Spring		Committee Recommendation
	% Fill	WSCH/FTEF	% Fill	WSCH/FTEF	
2015-16	97.7%	461.7	94.0%	417.8	Maintain
2014-15	96.8%	441.3	97.7%	440.2	
2013-14	92.1%	437.2	94.0%	453.6	
2012-13	94.0%	427.3	97.4%	442.5	
2011-12	97.9%	448.4	95.2%	441.8	

_____

College President

_____

Department Chair

_____

Academic Program Review Chair