[Plans for American Sign Language](#) >> 2012 - 2013 American Sign Language CHC Instructional Program Review 2012-2013

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2012 - 2013 American Sign Language CHC Instructional Program Review 2012-2013
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Instructions

Please respond to the following questions. Please consult the Integrated Planning and Program Review Handbook for detailed instructions.

1. Description of Program

Assume the reader doesn't know anything about your program. Please describe your program, including the following:

    a. Organization (including staffing and structure)
    b. Mission, or primary purpose
    c. Whom you serve (including demographics)
    d. What kind of services you provide
    e. How you provide them (including alternative modes and schedules of delivery: e.g.: online, hybrid, early morning, evening services)
    f. **Rubric Item**: Needs-Based Curriculum (Note: All instructional departments must consider the results of their most recent curriculum reviews in this section.)
    g. **Rubric Item**: Scheduling Matrix (Attach your scheduling matrix.) Click here for sample!

The American Sign Language (ASL) program is a part of the Communication and Language Department at Crafton Hills College. It is comprised of four, four-unit courses: ASL 101, American Sign Language I; ASL 102, American Sign Language II; ASL 103, American Sign Language III; and ASL 104, American Sign Language IV. A support course, MCS 110, The American Deaf Experience: Introduction to Deaf Studies, is housed in the Multicultural Studies discipline. In Spring 2009, the College's curriculum committee approved the A.A. in American Sign Language and a Certificate of Achievement in American Sign Language. Both these programs have been approved by the state chancellor's office.

American Sign Language was first offered at Crafton Hills College as two unit classes in the Interdisciplinary Studies discipline. In 2003, the College curriculum committee approved the creation of the American Sign Language discipline and the first two courses in the ASL sequence, ASL 101 and 102. The second two courses in the sequence, ASL 103 and 104, were approved in 2007 and first offered in the Fall 2008. MCS 110 was offered for the first time in the spring of 2012. Classes are currently offered in both morning, day, and evening, with a primary focus of day time classes. (See attachement for the scheduling matrix of staffing and classes offered.)

The discipline hired its first full-time faculty member in the Fall of 2012. This instructor teaches four ASL classes and is responsible for the oversight and planning for the program. In addition, the program has one part-time instructor who teaches one class per semester currently.

The mission of the American Sign Language program is to provide students the knowledge and skills necessary to communicate successfully with Deaf individuals and raise awareness of Deaf culture in our society. The mission is realized through quality instruction as well as facilitating opportunities for service and interaction within the Deaf community.

The American Sign Language program provides introductory and intermediate level instruction in the language used by the Deaf community in the United States. Students who take ASL classes do so for a number of reasons. Some examples include, but are not limited to: fulfilling their language requirements, having deaf family members, genuine interest in the language, need for communication at work, and/or aspirations for a future career within the field of the Deaf Community.

Despite the fact that it is not spoken, ASL is indeed a language. American Sign Language classes fulfill the same general education requirements as other languages including Spanish. In particular, ASL 102 satisfies the University of California language requirement. In addition, ASL 103 and 104 has been approved to fulfill the CSU GE Area C2 requirement and the IGETC Area 3B requirement for humanities. Students also take ASL to satisfy associate degree requirements, specifically the general education requirements for humanities as well as diversity and multiculturalism.

An increasing number of students take ASL courses in preparation for transfer to a four year institution. Specifically, American Sign Language is required for those intending to major in Speech Pathology and Communication Disorders. Bachelor's degrees in these fields are offered at both Loma Linda University and the University of Redlands. Two years of introductory

American Sign Language are also required of students transferring into Deaf Studies or Deaf Education programs, most notably the program at California State University, Northridge.

Perhaps more than other languages, American Sign Language has an appeal to lifelong learners. Many who enroll in ASL courses do so because they "want to learn to sign." Fluency in American Sign Language equips an individual to communicate more effectively with Deaf individuals, one of the cultural groups that contributes to the rich diversity of our society.

2. External Factors with Significant Impact

What external factors have a significant impact on your program? Please include the following as appropriate:

   a. Budgetary constraints or opportunities
   b. Competition from other institutions
   c. Requirements of four-year institutions
   d. Requirements imposed by regulations, policies, standards, and other mandates
   e. Job market
      i) Requirements of prospective employers
      ii) Developments in the field (both current and future)

Currently the budget constraints prove to be the ASL program's biggest barrier. The lack of funds prevents the growth of the program in the areas of adding classes and professional development for instructors. Additionally, the current cap on the ASL classes is forty students. This makes providing individual attention and feedback to students difficult. Furthermore, crowded classrooms make it nearly impossible for students to maintain eye contact with their instructors which is essential in a predominately voice-less class.

3. Progress on SLOs

Rubric Item: Student Learning Outcomes

a. Please summarize the progress your unit has made on program and/or course level SLO measures you have applied since your last program review.
b. Please describe any program/course and/or instructional improvements made by your unit as a result of the outcomes assessment process.
c. What is your plan for continuously completing the assessment cycle?
d. If your program has SAOs, please discuss here.

SLOs have been defined, assessed, and evaluated, and have consistently been used to inform instruction. All SLOs are assessed for every level, every semester the course is offered. The SLO results can be divided into four areas: receptive, expressive, culture/grammar/history and applied culture appreciation. The first three categories will be discussed below in terms of proficiency

for each ASL 101, 102, 103, and 104. On a scale of 0-3, a score of 2 or 3 demonstrates proficiency. The last area, applied culture appreciation, will be examined at a program level based on Crafton Hills College's CCSSE Results (See attached document for details and graphs.)

ASL 101

New, more difficult receptive and productive sentences were implemented in the spring of 2012; it is without surprise that these scores are lower than previous semesters.

• **Receptive**- scores have varied greatly from semester to semester. This may be because all adjunct instructors have taught and assessed the course leaving room for personal differences in grading due to the semi-subjective nature of scoring these tests. Scores from 2012 show a 70% proficiency rate which is down from previous years. The highest scores were seen in the fall of 2010 which had a proficiency rate of 88%.

• **Expressive** - Sign clarity and production data has pretty stable since 2009, with a dip in spring 2012 due to the new sentences that were implemented (79% proficiency compared with 83% in 2011). For productive grammar, scores have consistently been between 80% and 86% proficiency over the past three years, with the current scores at the high end of the spectrum.

• **Culture/grammar/history**- The multiple choice portion of the assessment has consistently been showing most students scoring a 3, followed by 2, then 1, and only a few 0's. This past semester (spring 2012), was the first time this assessment had a 100% proficiency rate. The short answer portion of the test has been steadily increasing over the past three years and currently resides at an 83% proficiency level.

ASL 102

One section from the spring 2012 is missing data. The instructor of this course never input her results.

• **Receptive**- There has been a slight decrease in receptive scores over the past three years. This may have been caused by the adjunct instructors previous grading differences in 2009 and 2010, then switch to a similar style of grading in 2011 and 2012. Scores currently confirm a 75% proficiency rate.

• **Expressive** - Sign clarity and production data has improved each semester. Scores currently sit at 91% proficiency. For productive grammar, the scores fluctuate more but currently are at 87% proficiency. Each semester, the grammar scores are predominately 3's (the highest possible score), followed by 2, then 1, and very few, if any 0's.

• **Culture/grammar/history**- The multiple choice portion of this assessment has been consistent with student scores over the past three years (approximately 99% proficiency). The short answer portion has had increasing scores over this same period of time. This portion of the assessment is currently showing a proficiency rate of 100%.

ASL 103

Since the last review, semesters fall 2010 and fall 2011 were assessed. Interestingly, for all categories (receptive, expressive, and culture/grammar/history) in the fall of 2011, there was a 100% proficiency rate. The data below reflects the results from fall 2010.

• **Receptive**- 76% proficiency

• **Expressive** - sign clarity and production: 82% proficiency, productive grammar: 88%

proficiency
• **Culture/grammar/history**- 87% proficiency

ASL 104
Spring 2012 data was never in put by the instructor. The information below is based on spring 2010 and spring 2011. The same instructor taught both of these semesters, however she states that the strictness of her grading increased over time. Also, the spring semester of 2011 had a much higher percentage of students who did not take the assessment. This may have contributed to the dramatic variation in students' scores between the two semesters.
• **Receptive**- Spring 2010 had 81% of students demonstrate proficiency where 2011 had only 40%.
• **Expressive**- Sign clarity and production data from 2010 reflects 91% of students reached proficiency, where as 80% reached proficiency in 2011. For productive grammar, 74% of students in 2010 reached proficiency, whereas that number increased in 2011 to 90%.
• **Culture/grammar/history**- both multiple choice and short answer sections were administered. An average of 75% of students were proficient overall in both 2010 and 2011.

In the future (fall 2012), there will be an additional section added to the SLO rubric which will assess the final program outcomes: students' appreciation for, and interaction with the Deaf community outside of the classroom. This will be measured in terms of Deaf events attended and reflection papers submitted to the courses' instructor. Currently, this measurement is shown by the college's CCSSE Results. This data suggests that students who have taken an ASL 101 class are no more or less likely to engage in conversations with students of a different race or ethnicity than their own, or have serious conversations with students who differ from them in terms of religious beliefs, political opinions, or personal values (allowing a 3% margin). However, when compared with students in all classes, ASL students report having less of an understanding of people from another racial and/or ethnic background, by about 9%. This could be attributed to the fact that ASL, although is a "foreign language," is spoken in the United States. In terms of how ASL 101 students feel they contribute to the welfare of their community, ASL students rank high in comparison with the other languages on campus at 21%, but fall below the campus average with a reported score of 28%.

With the SLO data provided above in mind, the adjunct ASL instructors decided to redevelop the SLO receptive and productive assessment sentences for all levels of ASL, between fall 2009 and spring 2010. Just recently, in the spring of 2012, the ASL level 101 assessment was once again modified to reflect new areas of focus and provide more challenging sentences. ASL 102 will be the next area of focus this year (2012-2013). On an individual level, each instructor took their classes' specific areas of weakness, and implement new activities and lessons into their course to help improve these skill areas. Examples such as daily grammar practices and notebook checks have helped with students' production of signs and retention of cultural, grammatical, and historical information.

In order to ensure that the assessment cycle is being continues to be completed, email check-lists will be created for each instructor within the ASL program. Once the SLO assessments have been administered and data has been collected and input into eLumen, the full-time faculty

member will analyze the feedback both instructors give, and "to do list" for each instructor along with realistic time goals. Before the next assessment is administered, each instructor will be asked to show how they have completed (or attempted to complete) each goal. (See the attached charts for an outline of the schedule for SLO assessments over the next four years, including the current academic year.)

4. Quantitative and Qualitative Results

Please provide...

a. A list of any quantitative or qualitative measures not provided in question 5 that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.)
b. A summary of the results of these measures
c. What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement as a result of your analysis of these measures?

Due to the recent addition of MCS 110 (American Deaf Culture) to the courses offered within the program, students have just recently been able to earn their AA or certificate of achievement in the area of American Sign Language. Thirty-eight students completed the MCS course last spring. These students were a mix of ASL 101, 102, 103, and 104 students, along with some who have never taken an ASL class. With this being said, last spring there were six students who completed the program and earned their AA in ASL, and zero students who earned their Certificate of Achievement in ASL (even though all of whom earned their AA are also eligible to receive their certificate of completion). Given more time, these numbers are likely to increase rapidly. By following these numbers, the ASL program can assess the need for additional offerings of MCS as well as student interest in the degree and field.

5. Performance on Data Items

Please discuss your program's performance on each program specific data item as provided by the Office of Research and Planning. If you have already discussed your programs performance on one or more these components then refer to that response here, rather than repeating it...
a. Instructional Program Health Evaluation Rubric (The rubric is available in Blackboard, on the ORP Web Site, and in the PPR Handbook.)

   i) **Rubric Item**: Course Completion Rate (formally retention) (Use the data provided by the ORP to set a target and provide an explanation for the target that has been set.)
   ii) **Rubric Item**: Course Success Rate (Use the data provided by the ORP to set a target and provide an explanation for the target that has been set.)
   iii) **Rubric Item**: Full-Time/Part-Time Faculty Ratio (The target is 75% or higher. Use the data provided by the ORP and please provide a reason for any deviation from the target.)
   iv) **Rubric Item**: WSCH/FTEF Ratio (Use the data provided by the ORP to set a target and

provide an explanation for the target that has been set.)

    v) **Rubric Item**: [Fill rate](#) (The target is 80% or higher. Use the data provided by the ORP and please provide a reason for any deviation from the target.)

i) Rubric Item: Course Completion Rate - The target for course completion rate is 90%. For four of the past five years, the ASL program has met or exceeded this target.

ii) Rubric Item: Course Success Rate - The target for course success rate is 75%. For four of the past five years, the ASL program has met or exceeded this target. From the 2008-2009 academic year to the present, success rates have been increasing with a current success score of 80%.

iii) Rubric Item: Full-Time/Part-Time Faculty Ratio -The full-time faculty load (FTEF) ratio goal is 75% or higher. For the past three years, the ASL program has been at 0% full-time and 100% part-time. Due to the recent hire of the full-time faculty member who began in the fall of 2012, the program is now at 80% full-time, 20% part-time.

iv) Rubric Item: WSCH/FTEF Ratio - The ASL program's target WSCH/FTEF ratio has been 525. Three out of the past five years has met or exceeded this goal. This number may change in the future due to proposed reduction in cap size of ASL 101 and 102 classes.

v) Rubric Item: Fill rate - The number of enrollments at Census divided by the cap has been 80% or higher for the past five years. The lowest percent was this past academic year (2011-2012) with 86% fill rate.

(See attached documents for exact data.)

6. Evaluation

What is going well and why? What is not going well and why? Please provide a brief analysis of how your unit is performing at serving students on each of the areas listed below (as applicable), along with any other areas you regard as significant.

- Representativeness of population served
- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services)
- Partnerships (internal and external)
- Implementation of best practices
- Efficiency in operations
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Innovation
- Compliance with applicable mandates

Representativeness of population served
The American Sign Language program tends to be female dominated. Over the past five years, the gender demographics have been approximately 60%-70% female and 20%-30% male each semester. This will be an area looked at in terms of trying to recruit more males.

In terms of age, about 45% of the student population is age nineteen or younger, followed by 34%-38% of students age 20-24. Students age 25-29 make up approximately 10% of the student population, while age groups 30-34, 35-39, 40-49, and 50 or older, each make up about 1-4% of the population. These numbers seem to fit with the overall campus population.

When looking at ethnic demographics, approximately 2-4% of students are Asian, 3-6% are African American, 20-25% are Hispanic, 0-3% are Native American, 58-65% are Caucasian, 0-1% "other," and 0-5% declined to state. Based on the overall college's demographics, Hispanic students seem to be underrepresented, but this could be because many opt to take Spanish to fulfill their foreign language requirements.

Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services)
Having mostly day classes, and a few evening classes would be ideal. Currently, due to budgets and class cuts, the ASL program only offers one class per semester in the evening, usually ASL 101. Ideally, this class would alternate from a level 101 class to a 102 class every other semester so students can stay enrolled from one semester to the next, and therefore increase the program retention rates.
There are no plans to offer any online classes for ASL.

Partnerships (internal and external)
With the recent hiring of the full-time ASL faculty member, partnerships (internal and external) are currently underway. Connections have been made with the tutoring center on campus to provide peer-tutors to students enrolled in any ASL class. Tutors can be found in the tutoring center Monday through Friday, most hours throughout the day, thanks to numerous volunteer ASL 103 students. In addition, the "Hands on ASL" club is currently in the charter process. Once this club is established, meetings and events will be held to educate students, faculty, and staff on various d/Deaf and ASL related topics. Outside of the classroom and off campus, students are provided with volunteer opportunities with Barton Elementary School's Deaf and Hard of Hearing program, California School for the Deaf in Riverside, and various Deaf events to apply their skills in real life situations and give back to the community. Lastly, the new full-time faculty member has created an ASL Advisory Committee to analyze the ASL programs' goals, processes, and data, and provide feedback and suggestions from a Deaf perspective.

Implementation of best practices
Previously, the ASL program faced difficulty maintaining consistency throughout the program. Films and assignments were often repeated by different instructors at various levels of the program, and expectations of students varied. Furthermore, the structure of each class and individual teaching styles differed from one instructor to the next. The new full-time faculty member, with the aid of her adjunct co-worker, developed a list of projects, assignments, and films that will be administered or used within each level of ASL. This will prevent repetition and

maintain a level of consistency for all classes. In order to address expectation levels, faculty members meet at the end of each semester to review SLO data, plan for the upcoming semester, and discuss students' progress and standards. The concern of varied teaching styles still remains. If, however, a Deaf instructor were to be hired, a "full-immersion" (or close to) would be implemented across all ASL levels and classes which would increase the standard level of expectation for all students.

One area of concern related to curriculum which was broached in the last program review was the development of a consistent process by which students can challenge the prerequisites in ASL 102, ASL 103 and ASL 104 as well as a credit by examination process. The faculty, along with the faculty chair, successfully implemented a process to allow students to test into courses that best match their language abilities.

Staffing
The staffing goal for the ASL program is best described by the 75:25 ratio, where 75% of the program's classes will be taught by full-time faculty member(s), and 25% of the classes will be taught by adjunct faculty member(s). This has not been the case from fall 2009-spring 2012 since the program was entirely taught by adjunct faculty. Currently the ratio is 80:20 since only five classes are offered. In the spring however, six classes will be offered and this 75:25 ratio goal will be met.

Given that the full-time faculty member is hearing, an adjunct faculty member that is representative of the Deaf community would benefit this program. A Deaf instructor would allow students to experience full communication and first hand cultural exposure that a hearing instructor can only imitate. Program credibility and overall reputation within the Deaf community would also increase by having a Deaf faculty member.

Professional development and training
Subject specific training and workshops in the area of American Sign Language are hard to come by. Foreign language in general, especially Spanish, have workshops and seminars periodically offered through IELA and CLTA. However, this option does not exist for ASL teachers. Formal training and practice of the language and applicable skills are few and far between. The American Sign Language Teachers Association (ASLTA) offers an annual five-day workshop in July that is specifically aimed at progressing ASL education as well as network connections. If one faculty member could attend this conference annually, and bring back information learned, the ASL program at Crafton would further its innovation, rigor, and community ties.

To supplement formal workshops, instructors periodically attend local Deaf events to maintain active status in the Deaf community, meet local Deaf individuals, and form bonds with the community. While involvement levels at such events vary among the instructors, it is encouraged for all of them to participate in cultural events.

Innovation
Given the current budget status, innovation is even more important now than ever. Creating thought provoking lessons and engaging activities is necessary for student success. Hands-on opportunities and volunteer work is currently being developed and implemented for ASL

students. In addition, the ASL club ("Hands on ASL") will be putting together on-campus events to further advertise the language, culture, and program. Once funding becomes more available, the potential of adding new classes, and/or learning communities, has been expressed as an area of interest.

7. Vision and Mission

a. Tell us your vision: Where would you like your program to be three years from now?
b. **Rubric Item** (Alignment): Describe how your mission from question 1B and vision align with and contribute to the college's mission and vision, as specified in the CHC Educational Master Plan.

The vision of the American Sign Language program is to grow to become a dynamic program which contributes to the mission and vision of the college. Specifically, it is hoped that in three years time, the program will continue to offer a comprehensive four semester American Sign Language curriculum and one semester Deaf Culture course (MCS 110), and continue to grow both the number of students taking ASL 101 as well as those who persist through the entire sequence and complete ASL 104. New class offerings such as Classifiers/Numbers/Fingerspelling, or a learning community with Advanced ASL and Music and/or theater would allow students to deeper their understanding of the language and learn to apply their language skills into other contexts. In addition, the establishment of a language lab on campus would allow all ASL students, in all levels of ASL, to practice their skills and therefore be better prepared for in-class assessments. In turn, this is projected to increase the success rate of students within the program.

To develop the reputation of the program, the full-time instructor will encourage all ASL faculty members to take the American Sign Language Proficiency Interview (ASLPI), attempt to hire only those who score a 3.5 or above on the ASLPI, and work to establish a nationally recognized chapter of the ASL Honor Society. Furthermore, the program will work to strength relationships on campus and in the local Deaf community. First, the full-time faculty member will create a "Crafton Hills ASL Committee" which will invite five to ten members of the Deaf Community to sit on a panel and review Crafton's ASL program. The committee will analyze the programs goals, teaching styles, and current levels of success and offer ideas to enhance its effectiveness while building stronger relationships with the Deaf Community. Secondly, ASL instructors will continue the practice of requiring participation in Deaf community events and service to the local Deaf community. Connections with Barton Elementary School's DHH program and Joselyn Senior Center will be made as an effort to get students more involved. Then, through both its curriculum as well as through the newly re-established ASL Club, students will have the opportunity to develop an understanding of and sensitivity to all diverse cultures, with emphasis on Deaf Culture. The ASL club will also provide all students, faculty, and staff with access to information about ASL and the Deaf community through various fundraisers and events both on and off campus. Finally, faculty will investigate and respond to student demand and job market needs, including finding, screening, and hiring an adjunct faculty member who is representative

of the Deaf population.

8. Progress on Prior Goals
Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Three-Year Action Plan.

- **1 - Goal - Leadership**
  To develop consistent and ongoing leadership for the ASL program.
  Priority Rank:
  1
  Objectives:
  - o **1.1 - Objective - Full-Time Resources**
    Priority Rank:
    1
    Original Start Date:
    10/01/2010
    Original End Date:
    05/24/2012
    Revised Start Date:
    10/01/2010
    Revised End Date:
    05/24/2012
    Responsible Person:
    Dean, Arts and Sciences
    Resource Requests:
    - ▪ **1.1.r1 - Full-Time Position**
      Description
      Full-Time ASL Faculty
      Rationale
      Program is the largest on campus without a full-time faculty member. ASL currently generates 1.6 FTEF and could generate more given the opportunity to grow.
      Resource Type:
      Ongoing
      Expenditure Category:
      Personnel
      Funded:
      No
      Funding Source:
      First Year Cost/Savings:
      $80,000.00/$0
      Second Year Cost/Savings:
      $80,000.00/$0
    Actions/Activities:
    - ▪ **1.1.a1 - Full-Time Position**

Advocate for full-time position, develop position announcement, recruit, select and hire full-time faculty member for Fall 2011 start date.
Start Date:
10/01/2010
End Date:
05/31/2011
Responsible Person:
Dean, Arts and Sciences
Status Code:
Work is Completed
Progress Description:
Full time faculty member was hired for the fall 2012.
Measurements/Documentation of Progress:
n/a

- **2 - Goal - Quality Instruction**
  Ensure quality instruction in ASL courses.
  Priority Rank:
  0
  Objectives:
  - o **2.1 - Objective - SLOs**
    Priority Rank:
    1
    Original Start Date:
    10/01/2010
    Original End Date:
    05/24/2013
    Revised Start Date:
    10/01/2010
    Revised End Date:
    05/24/2013
    Responsible Person:
    Chair, Communication and Language
    Actions/Activities:
    - **2.1.a1 - Assessment Schedule**
      Follow schedule of assessing expressive and receptive communication outcomes in ASL 101 and 103 in fall and ASL 102 and 104 in spring.
      Status Code:
      Work is Completed and Ongoing
      Progress Description:
      All levels of ASL are assessed every semester on every SLO.
      Measurements/Documentation of Progress:
      n/a
    - **2.1.a2 - Assessment Methods**
      Develop assessment methods and rubrics for culture and life-long learning outcomes.
      Status Code:

Work is Completed and Ongoing
Progress Description:
Assessments have been designed and administered. Students' receptive and productive language skills, as well as their knowledge of cultural, hisotrical, and grammatical information is assessed each semester. Deaf events are given for students to reflect on cultural experiences.
Measurements/Documentation of Progress:
n/a

- **2.1.a3 - Assessment of Culture**
Implement assessment of culture and life-long learning outcomes.
Status Code:
Work is Underway
Progress Description:
Culture hass been assessed by the campus CCSSE, and will also be measured in terms of Deaf Events that students attend.
Measurements/Documentation of Progress:
n/a

o **2.2 - Objective - Instructional Materials**
Priority Rank:
1
Original Start Date:
10/01/2010
Original End Date:
05/24/2013
Revised Start Date:
10/01/2010
Revised End Date:
05/24/2013
Responsible Person:
Dean, Arts and Sciences
Resource Requests:

- **2.2.r1 - Instructional Materials**
Description
Funds to purchase instructor materials when needed.
Rationale
Publisher of ASL texts is one of a few who does not provide complementary instructor materials. The college must purchase materials at a cost of $100 per level, per instructor.
Resource Type:
Ongoing
Expenditure Category:
Supplies
Funded:
No
Funding Source:
Second Year Cost/Savings:

$500.00/$0
Third Year Cost/Savings:
$500.00/$0

- **Actions/Activities:**
  - ▪ **2.2.a1 - Developmental Budget**
    Include funds in developmental budget to cover for this cost on an ongoing basis.
    Status Code:
    Work is Planned but not yet firmly scheduled
    Progress Description:
    Currently working on providing funds for the full-time faculty members' professional development.
    Measurements/Documentation of Progress:
    n/a

- **3 - Goal - ASL Development**
  Realize the development and growth of a comprehensive American Sign Language program
  Priority Rank:
  0
  Objectives:
  - o **3.1 - Objective - Sections**
    Priority Rank:
    1
    Original Start Date:
    10/01/2012
    Original End Date:
    05/31/2013
    Revised Start Date:
    10/01/2012
    Revised End Date:
    05/31/2013
    Responsible Person:
    Dean, Arts and Sciences
    Resource Requests:
    - ▪ **3.1.r1 - ASL Sections**
      Description
      Funds to hire part-time faculty to teach additional sections of ASL 101 and 102 as needed.
      Rationale
      Census enrollments in ASL 101 and 102 classes are consistently near or above cap. CSUSB has cut all sections of first year language programs, creating greater student demand for these courses.
      Resource Type:
      Ongoing
      Expenditure Category:
      Personnel

Funded:
No
Funding Source:
Second Year Cost/Savings:
$7,500.00/$0
Third Year Cost/Savings:
$7,500.00/$0

Actions/Activities:

- ▪ **3.1.a1 - Additional Sections**
  Schedule additional sections of ASL 101 and 102 based on student need and demand.
  Status Code:
  Work is Planned but not yet firmly scheduled
  Progress Description:
  Currenlty, there has not been any additional classes offered. This remains a goal for the next three-year cycle.
  Measurements/Documentation of Progress:
  n/a

- o **3.2 - Objective - MCS-110**
  Priority Rank:
  1
  Original Start Date:
  10/01/2010
  Original End Date:
  05/24/2013
  Revised Start Date:
  10/01/2010
  Revised End Date:
  05/24/2013
  Responsible Person:
  Dean, Arts and Sciences
  Resource Requests:

  - ▪ **3.2.r1 - Section of MCS-110**
    Description
    Funds to hire part-time faculty to one section of MCS 110 each year.
    Rationale
    Course is a supplement to ASL curriculum. Upon approval it is a requirement of the AA in American Sign Language and is a lower division transfer requirement for majors including Deaf Studies.
    Resource Type:
    Ongoing
    Expenditure Category:
    Personnel
    Funded:
    No
    Funding Source:

Second Year Cost/Savings:
$2,500.00/$0
Third Year Cost/Savings:
$2,500.00/$0
Actions/Activities:

- **3.2.a1 - MCS-110 Sections**
  Schedule section of MCS 110.
  Status Code:
  Work is Completed and Ongoing
  Progress Description:
  MCS 110 is scheduluued to be offered every Spring semester.
  Measurements/Documentation of Progress:
  n/a

o **3.3 - Objective - Certificate of Achievement**
Priority Rank:
1
Original Start Date:
10/01/2011
Original End Date:
05/24/2013
Revised Start Date:
10/01/2011
Revised End Date:
05/24/2013
Responsible Person:
Dean, Arts and Sciences
Actions/Activities:

- **3.3.a1 - Labor Market**
  Investigate labor market needs and program options and develop
  curriculum as appropriate.
  Status Code:
  Work is Planned but not yet firmly scheduled
  Progress Description:
  Hiring an adjunct faculty member, preferrably one who is representative
  of the Deaf community, is currently being addressed.
  Measurements/Documentation of Progress:
  n/a

o **3.4 - Objective - ASL Service Learning**
Priority Rank:
1
Original Start Date:
01/01/2011
Original End Date:
05/31/2013
Revised Start Date:
01/01/2011

Revised End Date:
05/31/2013
Responsible Person:
ASL Faculty
Actions/Activities:

- ▪ **3.4.a1 - Interaction with Deaf Community**
  Encourage continued efforts to require interaction with Deaf community in all ASL classes.
  Status Code:
  Work is Completed and Ongoing
  Progress Description:
  Deaf events are required of all students in every section of
  ASL. Volunteer work is highly encouraged and is offered as extra credit in some classes.
  Measurements/Documentation of Progress:
  n/a
- ▪ **3.4.a2 - ASL Club**
  Promote and sponsor the now dormant ASL Club
  Status Code:
  Work is Scheduled to begin on a resonably firm date
  Progress Description:
  The ASL Club, Hands On ASL, is in the chartering process and is set to be completed in time for Club Rush on September 26, 2012.
  Measurements/Documentation of Progress:
  n/a

9. Three-Year Action Plan (Goals, Objectives, Resources, and Actions)

Rubric Item: Reflect on your responses to all the previous questions. Complete the Three-Year Action Plan, entering the specific program goals (goal rubric) and objectives (objective rubric) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of goals, objectives, actions, and how they work together.)

- • **1 - Goal - Promoting student success**
  Priority Rank:
  1
  Objectives:
  - o **1.1 - Objective - Increase student services to support classroom learning.**
    Priority Rank:
    1
    Start Date:
    09/03/2012
    End Date:
    05/29/2015
    Responsible Person:

Breanna Andrews
Resource Requests:

- **1.1.r1 - Provide tutoring in tutoring center**
  Description
  Rationale
  Resource Type:
  Ongoing
  Expenditure Category:
  Personnel
  First Year Cost/Savings:
  $1,000.00/$0.00
  Second Year Cost/Savings:
  $1,000.00/$0.00
  Third Year Cost/Savings:
  $1,000.00/$0.00
- **1.1.r2 - Purchase resources for language lab**
  Description
  Provide standardized material (DVDs) and webcams for students to
  practice both receptive and productive ASL skills.
  Rationale
  Resource Type:
  One-time
  Expenditure Category:
  Supplies
  First Year Cost/Savings:
  $850.00/$0.00
  Second Year Cost/Savings:
  $0.00/$0.00
  Third Year Cost/Savings:
  $0.00/$0.00

Actions/Activities:

- **1.1.a1 - Establish an ASL club**
  This club is designed to bring awareness of Deaf Culture to the hearing
  world. Members of this club will learn about the misconceptions and the
  myths that hinder the Deaf community from a hearing standpoint. The
  benefits of this are to make its members more aware of their fellow people
  and to help fight for rights and equality of those in the Deaf world.
  Start Date:
  09/03/2012
  End Date:
  05/29/2015
  Responsible Person:
  Breanna Andrews
- **1.1.a2 - Offer tutoring services through tutoring center**
  Provide the tutoring center with ASL proficient tutors to assist ASL
  students of all levels.

Start Date:
09/03/2012
End Date:
05/29/2015
Responsible Person:
Breanna Andrews

- **1.1.a3 - Establish a language lab**
  Provide students with the ability to practice their receptive and productive language skills in monitored setting with standardized material.
  Start Date:
  08/11/2014
  End Date:
  05/29/2015
  Responsible Person:
  Breanna Andrews
- **1.1.a4 - Host Campus Events**
  "Hands on ASL" (aka ASL Club) will work on hosting various activities on campus such as Silent Dinners and Movies nights to help spread the awareness of ASL and Deaf Culture among faculty, staff, and students.
  Start Date:
  11/05/2012
  End Date:
  05/29/2015
  Responsible Person:
  Breanna Andrews

- **1.2 - Objective - Sustain and grow the ASL program**
  Priority Rank:
  4
  Start Date:
  09/03/2012
  End Date:
  05/29/2015
  Responsible Person:
  Breanna Andrews
  Actions/Activities:
  - **1.2.a1 - Offer more ASL 101 and 102 classes to meet demand**
    Offer one more section of ASL 101 each semester, and offer one ASL 102 class in the evening every other semester.
    Start Date:
    01/07/2013
    End Date:
    05/29/2015
    Responsible Person:
    Breanna Andrews
  - **1.2.a2 - Develop new ASL classes**

Offer classes such as Advanced ASL (ASL 105), Classifiers/Numbers/Fingerspelling, as well as a learning community course with music and/or theater.
(See PPR question number 7 for more explanation.)
Start Date:
08/11/2014
End Date:
05/29/2015
Responsible Person:
Breanna Andrews

- **1.2.a3 - Sustain current ASL and MCS classes**
Maintain at least two-three courses of ASL 101 each semester, one-two courses of ASL 102, and a continuous alternating of ASL 103 and 104 classes. MCS should be offered once annually.
Start Date:
09/03/2012
End Date:
05/29/2015
Responsible Person:
Breanna Andrews

- **2 - Goal - Be known as a reputable ASL program among the Deaf Community.**
Priority Rank:
2
Objectives:
  - **2.1 - Objective - Develop instructor credibility**
  Priority Rank:
  2
  Start Date:
  09/03/2012
  End Date:
  05/29/2015
  Responsible Person:
  Breanna Andrews
  Resource Requests:
    - **2.1.r1 - ASLTA Conference**
    Description
    Five-day conference specifically for instructors of American Sign Language.
    Rationale
    Seminars and workshops for American Sign Language are scarce. This conference is put on by the only nationally recognized ASL Teachers Association. It is comprised of five days' worth of workshops that cover topics such as language analysis, pedagogy techniques, project and assignment ideas, assessments, and more. This one of a kind event would contribute to my depth as an instructor by allowing me to network with other professionals in the field, discover supplemental materials I have yet

to experience, bring new ideas to Crafton's campus, and gain further insight on how to best serve our students and the ASL department as a whole. As a new full-time faculty member here at Crafton, it is my mission to establish a reputable ASL program and this conference will help lay the foundation to accomplish such a task.
Resource Type:
One-time
Expenditure Category:
Other
First Year Cost/Savings:
$400.00/$0.00
Second Year Cost/Savings:
$0.00/$0.00
Third Year Cost/Savings:
$0.00/$0.00

Actions/Activities:

- **2.1.a1 - ASL Profeciency Interview**
  Have full-time faculty, and any new faculty members, take the ASL Proficiency Interview. Goal is to have all instructors pass the interview with a score of 3.5 or higher.
  Start Date:
  11/01/2012
  End Date:
  05/29/2015
  Responsible Person:
  Breanna Andrews

- **2.1.a2 - ASLTA Conference**
  Send full-time faculty member to the nationally recognized ASL Teachers' Association conference.
  Start Date:
  07/02/2013
  End Date:
  07/07/2013
  Responsible Person:
  Breanna Andrews

- **2.1.a3 - Hire Deaf faculty member**
  Hire a full-time faculty member that is representative of the Deaf Community.
  (See PPR #7 for further deatails.)
  Start Date:
  01/07/2013
  End Date:
  05/29/2015
  Responsible Person:
  Breanna Andrews

- **2.2 - Objective - Develop program reputation**

Priority Rank:
3
Start Date:
09/03/2012
End Date:
05/29/2015
Responsible Person:
Breanna Andrews
Actions/Activities:

- **2.2.a1 - Establish ASL Advisory Committee**
  Establish an ASL Advisory Committee to join professionals in the field of the teaching or Deaf community services, in order to collaborate on the programs' structure, vision, and progress. The committee will meet once each semester.
  Start Date:
  09/03/2012
  End Date:
  05/29/2015
  Responsible Person:
  Breanna Andrews

- **2.2.a2 - Increase Deaf Community Contacts**
  Establish more networks throughout the Deaf Community. This can be done by both faculty and students by going to Deaf events, expos, and volunteering.
  Start Date:
  09/03/2012
  End Date:
  05/29/2015
  Responsible Person:
  Breanna Andrews

10. Comments

Division and Area managers can make comments for this plan here.

There are no comments for this plan.

11. Supporting Documents

- Program Outcomes- Community appreciation.pdf
- Scheduling Matrix - SLO and Program Outcome Assessments.docx
- 2012-2013 Planning and Program Review ASL Data.docx
- 2012-2013 Scheduling Matrix - Staffing and Classes Offered.docx
- 2012-2013 Planning and Program Review Graphs.docx