[Plans for American Sign Language](#) >> 2016 - 2017 American Sign Language CHC Instructional Program Review 2016-2017

This page is suitable for printing. Just use the print option in your browser or you can **[print this page](#)**.

Name :

2016 - 2017 American Sign Language CHC Instructional Program Review 2016-2017

Principal Preparer :

Breanna Andrews

Progress Report Preparer :

Breanna Andrews

Version: 22

Group: 2016 - 2017

Type: CHC Instructional Program Review 2016-2017

Last Modified On: 10/20/2016 8:47:23 AM

Last Modified By: Breanna Andrews

State: Submitted (Finalized)

State By: Breanna Andrews

Instructions

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the [schedule](#) for the four-year plan schedule.

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. Primary purpose

c. Whom you serve (including demographics) - Click [HERE](#) to view program and college demographics by term and [HERE](#) to view program and college demographics by year.

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:** Describe how your curriculum is up-to-date and [Needs-Based](#). Base the description on surveys, environmental scan data, transfer patterns such as GE, IGETC, CSU, AA-T, or AS-T, accreditation standards, and/or articulation agreements. Consider the results of your most recent curriculum reviews in this section.

g. **Rubric Item:** Attach your [scheduling matrix](#) to show when courses in your area are offered. [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); two, three-unit courses: ASL 105

(ASL V, Conversational ASL) and ASL 200 (Introduction to Interpreting); one, two-unit course: ASL 205 (Fingerspelling/Numbers/Classifiers/NMS); and two, one-unit courses: ASL 901 (Refresher of ASL 101) and ASL 902 (Refresher of ASL 102). A support course, MCS 110, The American Deaf Experience: Introduction to Deaf Studies, is currently housed within Multicultural Studies, however will likely be moving under the ASL umbrella in the near future. 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. An outline of their requirements have been added into the supporting documents section of this report.

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. In fall 2015, the program debuted ASL 105, 901 and 902. Due to low enrollment, ASL 105 and 902 have yet to been offered (they were canceled), but will be in the spring 17 schedule of classes (see attached scheduling matrix). All classes are currently offered in a face-to-face format and are held in the morning, day, and evening.

The discipline hired its first full-time faculty member in the fall of 2012. This instructor currently teaches only one ASL class due to other reassign-time projects, but is responsible for the oversight and planning for the program. In addition, the program has six part-time instructors who teach one-two classes per semester.

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 most current demographical data, 2015-2016, for the ASL program currently is listed below (CHC averages are listed in parenthesis):
Female: 76% (53.4%). ASL tends to be a very female dominant discipline across the country.
Male: 23.3% (46.3%)
African American: 2.3% (4.1%)
Asian: 1.5% (5.5%)
Caucasian: 62.9% (46.4%)
Hispanic: 25.9% (37%)
Multiracial: 6.2% (6.09%)
Age 19: 42.7% (28.1%)
Age 20-24: 36.8% (40.2%)
Age 25-29: 8.9% (14.4%)
Age 30-34: 4.6% (6.9%)
Age 35-39: 3.0% (4.0%)
Age 40-49: 3.4% (3.8%)
Age 50 or older: 0.7% (2.5%)
DSPS: 7.1% (6.2%)
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. The new courses, ASL 105, 200, and 205 will also give students a competitive edge when their goal is to transfer to a Deaf Studies or Interpreter Training Program.

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)

Since the last Program Review, the ASL program has lowered its course caps and offers more sections of the foundational ASL courses, as well as have introduced and begun offering a variety of new courses. The new course caps are as followed: ASL 101- 35 students; ASL 102- 30 students; ASL 103- 25 students; ASL 104 and 105- 20 students; ASL 200, 205, 901, and 902- 30 students.

However, the ASL program still lacks of funds and space for a sufficient ASL lab on campus. With a recent change of technology, many computer labs have been replaced with virtual machines that are not functional for the ASL program's needs. By establishing an "ASL Lab," all ASL courses would have a place to conduct their midterms, and students could use this space for practice as well as completing various homework assignments and projects.

Crafton has been fortunate enough to be ahead of the curve when it comes to course offerings at the district level. San Bernardino Valley College (SBVC) is starting to follow suit and are looking into developing additional support courses, including but not limited to, Deaf Culture, ASL refresher courses, and Interpreter Training Courses. Once these courses are developed, Crafton may anticipate a slight drop in enrollment due to the students who are currently coming

to Crafton for these specialized courses. Similarly to SBVC, Crafton has also formed partnerships with local high schools where we offer one course per semester on their campus. This not only increases our enrollment, but hopefully will improve retention into the higher levels of the language.

With the development of new courses (ASL 200, 205, 901, and 902), Crafton's ASL program has stayed up to date with, and surpassed, the course requirements for four-year institutions and has created opportunities for students to take some of their course work ahead of time while still attending Crafton. Looking forward, the Crafton's ASL program has two additional courses it is considering writing curriculum for: Medical Interpreting I and Medical Interpreting II. Thanks to the help of the ASL advisory committee, the ASL program has remained at the forefront of the job market and has been able to develop courses, classwork, and extracurricular activities to support such growth in the field. The rigor of each course has continued to grow yet not exceed acceptable workload for both students and faculty.

In terms of other local community colleges, MSJC and RCC offer a wider variety of courses within their ASL programs (such as linguistics, interpreting sequences, and ethics courses), but they are also larger colleges with greater demand and have a larger Deaf residential population. These aforementioned schools have also recently conducted full-time faculty searches and moved forward with their hiring processes. This has unfortunately had a negative response on Crafton's pool of quality ASL instructors. It has become increasingly difficult to find instructors to teach our classes.

3. Progress on Outcomes Assessment

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.

All SLOs have been, and will continue to be measured every year. ASL 101 is assessed every fall, while ASL 102 is assessed every spring. All other ASL courses are assessed each semester they are offered since they are on a rotational basis and may only be available once a year or every other year. See attached "Program and Course level SLOs for ASL and Deaf Culture" document for more detailed SLOs for each course the program offers.

This past year, 2015-2016, we struggled to get our part-time faculty to input data, particularly in the fall despite numerous email reminders and a face-to-face meeting. We are working to gather some of this information and get it added into the Cloud. However, the results we have collected are positive. See "3-year ASL SLO" documents for course level SLOs (ASL 101-104) and our PLOs over the past 3-years ("3-year ASL PLO data").

Our past SLO results have been a large motivating factor in all ASL faculty members coming together to share their materials. Large USB devices were purchased so each faculty member could share their, and receive others', teaching related documents. Assignment guidelines, projects, PowerPoints, review games, and assessments have been exchanged among faculty members for continual course development and improvements.

The lowering of our course caps has had a positive impact on student learning and the ability for instructors to provide better and more frequent feedback. Faculty members have been able to implement more hands-on projects that require more grading time such as video assessments and

projects. However, with the lower caps, we expected classes to fill more quickly. In reality we experienced lower fill rates but this was a result of offering more sections of courses, as in 101 courses, and the cyclical nature of 102/103 courses. There has been rise/fall cycle of enrollment in ASL 102 and 103/104 courses for the past few years. Last fall (2015), we experienced a high enrollment of ASL 103 students, to the point we had to open a second section of 103, something that had never been done before. At the same time, we saw a steep decrease in ASL 102 enrollment. I am hopeful that the new ASL 901/902 courses will help boost overall enrollment of the program and increase program retention.

In order to continue our assessment cycles, the fulltime faculty member will continue to train her part-time faculty members and set up tutorials to assist them in this process. Sample rubrics (see attachment "ASL 101 SLO Rubric") have been provided to them as a means of gathering data while they grade assignments that they already require.

4. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Please discuss your program's performance on each program specific data item as provided by the Office of Institutional Effectiveness, Research, and Planning (OIERP). If you have already discussed your program's 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 OIERP Web Site, and in the PPR Handbook.)

  i) **Rubric Item:** Use the data provided by the OIERP to set a Course Completion Rate (formally retention) target and provide an explanation for the target that has been set. Click HERE to access your program specific data.

  ii) **Rubric Item:** Use the data provided by the OIERP to set a Course Success Rate target and provide an explanation for the target that has been set. Click HERE to access your program specific data.

  iii) **Rubric Item:** What is your FT/PT Faculty Ratio, how is it impacting your program, and student success? Click HERE to access your program specific data.

  iv) **Rubric Item:** Use the data provided by the OIERP to set a WSCH/FTEF Ratio target and provide an explanation for the target that has been set. Based on Faculty dialogue what is a feasible WSCH/FTEF (productivity) target for your area? (Note: 525 may not be a realistic target for your area.) Click HERE to access your program specific data.

  v) **Rubric Item:** The Fill Rate target is 80% or higher. Use the data provided by the OIERP and please provide a reason for any deviation from the target. This may involve a discussion around the appropriateness of the cap and how it was set. Click HERE to access your program specific data.

Course Completion: Our completion goal is 90%. During the academic year 2015-2016, our program completion rate was 89.8%. We did not meet our goal, but came very close. We did however surpass the campus goal of 88%. Our female population and our younger students complete our courses at a slightly higher level than their counterparts. African American, Caucasian, and Hispanic students completed the courses around the mid 80 percentile, whereas

Native American, Asian, and "unknown" students were close to 100%. Multiple Race (MR) students complete courses around the mid to high 80 percentile.

Course Success: The ASL program's success goal is 75% or higher. During the academic year 2015-2016, our course success rate was 69.1%. We fell short of our goal as well as the campus goal of 73.4%. This was a rough year in faculty turnover, some of which happened mid-semester, and our full-time ASL professor is now only in the classroom part-time. Our data shows that females outperform the males, whereas age is fairly consistent across the board, with a decrease in students over 50 years old. In terms of race, Asian students outperformed all other groups, followed by Caucasian, MR, and Native American students which all came in the low 70 percentile. Hispanic students had a course success rate of about 65% and African American students scored the lowest around 58%. These numbers prove that we need to find more culturally relevant events and ways to support learning for our African American and Hispanic populations.

In both **Course Completion** and **Course success**, I would be interested to know where our DSPS students place, especially since the ASL program has a higher percent of students registered in DSPS than the campus average. This category of students is missing from the data.

Full-time/Part-time Faculty Ratio: The full-time faculty load (FTEF) ratio goal is 75% or higher. Current data suggests we now have a ratio of 19%, but with the full-time instructor only teaching once class (out of 13 sections), the ratio is closer to 8%. ASL is in desperate need of another full-time faculty member.

WSCH/FTEF: The ASL program's current target WSCH/FTEF ratio is 440. During the 2015-2016 academic year, our WSCH/FTEF ratio was 359. We fell far short of our goal, although the division, department, and campus as a whole also saw a noticeable decrease.

Fill Rate: The standard fill rate goal is 80%. During the 2015-2016 academic year, our fill rate was 76%. While we fell short of our goal, the campus as a whole also experienced a decline in fill rates. The Communication and Language department's fill rate was at 70% and the divisions was 75%.

5. Other Unit-Specific Quantitative and Qualitative Results

Please provide…

a. A list of any quantitative or qualitative measures not provided in the previous question that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, equity data, etc.) Click HERE to access your program specific data on degrees and certificates.

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?

In 2011-2012, 3 students earned a certificate and 6 earned their AA degree.

In 2012-1013, 11 students earned a certificate and 9 earned their AA degree.

In 2013-2014, 4 students earned a certificate and 4 earned their AA degree.

In 2014-2015, 10 students earned a certificate and 14 earned their AA degree.

In 2015-2016, 2 students earned a certificate and 15 earned their AA degree.

One recent campus study through the Office of Research and Planning revealed that the ASL program is currently one of the most popular among students earning their AA degrees and/or certificates.

The majority of these degrees and certificates are earned by Caucasian female students between the ages of 20-24 years old. Although I wish we could show a more diverse population here, it is consistent with the demographics that end up in the field of ASL interpreting in Southern California.

As discussed in the previous question, these numbers prove that we need to find more culturally relevant events and ways to support learning for our male and non-Caucasian student population to encourage retention. Connecting students with organizations such as the Council de Manos, focusing more on famous African American Deaf leaders, or introducing culturally specific signs (which is not part of ASL), may help with engagement and therefore boost success and persistence.

6. Evaluation

Based upon and not repeating the descriptions you provided in Question 1 and the responses provided in Questions 2-5, please provide an analysis of what is going well and why and what is not going well and why, in the following areas:

- Representativeness of population served
- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services)
- Partnerships (internal and external)
- Innovation and 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
- 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 70-75% female and 25%-30% male each semester. This will be an area looked at in terms of trying to recruit more males. We discuss this topic often as a discipline, but have trouble finding effective ways to reach the male population. In terms of age, about 30-43% of the student population is age nineteen or younger and 36-47% of students age 20-24. Students age 25-29 make up approximately 6-12% of the student population, while age groups 30-34, 35-39, 40-49, and 50 or older, each make up about 2.5-7% of the population. These numbers seem to fit with the overall campus population.

When looking at ethnic demographics, approximately 2.3-5.6% of students are African American, 1.5-2.8% are Asian, 25.9-42.7% are Hispanic, 0.2-1.14% are Native American, 43.6-62.9% are Caucasian, and about 6% identify as mixed races. Based on the overall college's demographics, Asian students seem to be underrepresented. Hispanic students are slightly lower than the campus average as well, but are catching up as the more recent data shows. The ASL program has a slightly higher population of Native American students than the campus average. Our Caucasian population is declining over the years, similar to the campus average.

Alternative Modes and Schedules of Delivery (e.g.: online, hybrid, early morning, evening services)
Currently, ASL courses are offered mainly in the morning, day, and evening, with an occasional

course at night. There are no plans to offer any online classes for ASL, although the discussion has begun about offering Deaf Culture online. There is no DE addendum for any of the ASL courses.

Partnerships (internal and external)

Connections with the tutoring center have been established and we currently have two ASL tutors working to assist our students. Tutors can be found in the tutoring center Monday through Friday, most hours throughout the day.

The "Hands on ASL" student organization has been a chartered club for four years. This club has been responsible for weekly meetings, semesterly campus events, and have helped 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 and various Deaf events to apply their skills in real life situations and give back to the community. Under the umbrella of this club lives the ASL Honors Society. This nationally recognized and chartered group must maintain a 3.5 GPA among ASL courses and a 3.2 GPA overall as well as complete 20 hours of community service. Upon completion of at least ASL 104, these students earn a medal to wear at graduation.

Since the last program review, the ASL program has met with an advisory committee annually to analyze Crafton's ASL programs' goals, processes, and data, and provide feedback and suggestions from a Deaf perspective. Additionally, the full-time faculty members, as well as some of the part-timers have served on other institution's advisory boards including Mt. Sac and CRY-ROP.

The full-time faculty member at Crafton and Valley joined forces and started hosting an annual "ASL Educator's Collaboration Conference" each spring. With four years of the event behind them, they have successfully gathered 30-100 ASL educators from Southern California each year for a full day of workshops, presentations, and networking. This annual conference has really put Crafton's name on the map in the ASL world.

Innovation and 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 full-time faculty member, developed a list of projects, assignments, and films that will be administered or used within each level of ASL and shares these documents with all new hires. 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 as it is common to have different styles and dialects of ASL among instructors.

The ASL program purchased a class set of webcams, and have started using a video based assessment and feedback system called GoREACT. This online software has enabled more efficient assessments to take place while supporting more effective feedback from the instructors. This implementation has proved very valuable to the ASL program.

Efficiency in Operations and Resource Use

Operations on a day to day basis are pretty good. The program maintains fairly high levels of communication among its faculty. One area of concern however, lies in the availability of conducive computer labs on campus. With a recent change of technology, many computer labs have been replaced with virtual machines that are not functional for the ASL program's needs.

The two rooms that are functional (CNTL 135 and 136), often do not have updated web browsers or add-ons required by our online assessment program GoREACT, and are not always available. This seems to be an on-going source of frustration across the discipline.

Staffing

As of 2015-2016, the ratio was 19% FT and 81% PT. However, this number continues to fall as we offer more classes and the full-time faculty member has taken on more release projects. The ASL program needs another full-time faculty member. Given that the current full-time faculty member is hearing, a Deaf full-time 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. Our current adjunct population is made up of one hearing instructor and five Deaf instructors.

Participation in Shared Governance

Given that there is only one full-time faculty member and six part-timers, I don't feel everyone's voices are being heard. The full-timer does the best they can to take all perspectives and concerns into consideration, but feedback from part-timers is often hard to collect. Currently the full timer is involved in Chairs Council, is the secretary of the Professional Development Committee, and is the chair of the newly formed Diversity and Inclusion Committee.

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 did not exist for ASL teachers until recently when Crafton and Valley started hosting their own annual mini conference. Formal training and practice of the language and applicable skills are still few and far between. The American Sign Language Teachers Association (ASLTA) offers a bi-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 and to continue to strengthen relationships with the local Deaf community.

Lastly, to further 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 continue professional development opportunities.

7. Mission and Vision

a. Tell us your unit's mission: Based upon the responses you've given so far, provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.

b. Tell us your unit's vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, labs, growth, changes in the discipline etc.).

c. Alignment with the college Mission and Vision:

c.i. **Rubric Item** ([Mission Alignment](#)): The Mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning. In what ways does your program advance the mission of the college?

c.ii. **Rubric Item** ([Vision Alignment](#)): The Vision of Crafton Hills College is to be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting. In what ways does your program advance the vision of the college?

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 vision of the American Sign Language program is to grow to become a dynamic program which contributes to both the mission and vision of the college. Specifically, it is hoped that in four years' time, the program will continue to offer a comprehensive curriculum on a consistent basis, 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 and beyond. By increasing these numbers, more students will earn their AA's in ASL and/or Certificate in ASL which will encourage them to transfer to 4-year universities to obtain further training within the field of Deaf Studies. This directly coincides with Crafton's mission of "advancing the educational, career, and personal success of our diverse campus community through engagement and learning." In line with the college's vision of being "the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting," new class offerings such as Introduction to Interpreting or Classifiers/Numbers/Fingerspelling allows students to deeper their understanding of the language and learn to apply their language skills into other contexts.
In order to help achieve and support these visionary goals, another fulltime instructor would need to be hired, and two main infrastructures need to be considered: a Deaf friendly (visually conducive) classroom and an accessible/devoted ASL computer lab. A Deaf friendly classroom which is large enough for a single semi-circular seating arrangement or has stadium style seating to ensure sightlines of all students at all times, a room with natural lighting and advanced technological equipment (such as a short throw projector), as well as a room with walking space to facilitate conversations would greatly improve the learning environment in all ASL classes. Traditional classrooms are designed to fit as many students as possible into a room, usually sitting several deep, where they can rely on auditory input to follow along with the professor. When auditory instruction is not present, such as in ASL classes, students must maintain eye contact at all times which proves difficult in most current classroom settings. Outside of the classroom, a dedicated ASL lab space would ensure all students have access to hands-on practice, as well as the ability to film projects, assignments, and in-class assessments. This resource would further campus equity, as well as improve students' individual skills and contribute to their personal growth. This personal growth (or advancement) through hands-on engagement clearly supports the college's values of "academic excellence, inclusiveness, creativity, and the advancement of each individual."

8. Progress on Prior Goals

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan. To update this question, you will need to click on the link above to "Edit Progress Report goals/objectives/resource requests/actions/activities for plan (Question #8)"

- **1 - Goal - Promoting student success**
  Priority Rank:
  1
  Objectives:
  - **1.1 - Objective - Increase student services to support classroom learning.**
    Priority Rank:
    1
    Original Start Date:
    09/03/2012
    Original End Date:
    05/29/2015
    Revised Start Date:
    09/03/2012
    Revised End Date:
    05/29/2015
    Responsible Person:
    Breanna Andrews
    Strategic Direction:
    None
    Impact Type:
    -- Pick One --
    Institutional Learning Outcome:
    -- Pick One --
    Resource Requests:
    - **1.1.r1 - Provide tutoring in tutoring center**
      Description
      Rationale
      Resource Type:
      Ongoing
      Expenditure Category:
      Personnel
      Funded:
      No
      Funding Source:
      Tutoring Center
      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 (4000)
Funded:
No
Funding Source:
ASL
First Year Cost/Savings:
$850.00/$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
  Status Code:
  Work is Completed and Ongoing
  Progress Description:
  The "Hands on ASL" club has been established for about 4 years now and is continuing under the guidance of the full-time faculty member.
  Measurements/Documentation of Progress:
  Club charter has been completed for the past four years. Involvement as a club in various on campus events and activities such as club rush, Promise Scholars, Family Fest, etc.

- **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
  Status Code:

Work is Completed and Ongoing
Progress Description:
The tutoring Center is offering ASL tutoring services to students. They have one-on-one or group appointments as well as focused workshops.
Measurements/Documentation of Progress:
The tutoring center currently has one devoted ASL tutor as well as the "Language Lead" who also tutors ASL.

- **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
  Status Code:
  Work is Planned but not yet firmly scheduled
  Progress Description:
  Waiting to hear from management if this is a possiblity with the new buildings coming online in the next couple of years.
  Measurements/Documentation of Progress:
  Not applicable... yet.
- **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
  Status Code:
  Work is Completed and Ongoing
  Progress Description:
  The club has been hosting "Deaf Awareness Week" activities each year in spring but hope to offer more events throughout both semesters. This is largely dependent on the leadership of the club which varies from year to year, and sometimes from semester to semester.
  Measurements/Documentation of Progress:
  Deaf Awareness Week takes place each March where the students plan four days worth of activities aimed at educating the campus on ASL and Deaf Culture.
- **1.2 - Objective - Sustain and grow the ASL program**
  Priority Rank:

Original Start Date:
09/03/2012
Original End Date:
05/29/2015
Revised Start Date:
09/03/2012
Revised End Date:
05/29/2015
Responsible Person:
Breanna Andrews
Strategic Direction:
None
Impact Type:
-- Pick One --
Institutional Learning Outcome:
-- Pick One --
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
  Status Code:
  Work is Completed
  Progress Description:
  I believe we have currently found our "sweet spot" by offering seven ASL
  101 courses on average per semester, and two to three ASL 102 courses.
  Measurements/Documentation of Progress:
  Number of courses and enrollment numbers.
- **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
  Status Code:

Work is Completed and Ongoing

Progress Description:

ASL 105 (Advanced ASL), ASL 200 (Introduction to Interpreting), ASL 205 (Fingerspelling, Numbers, Classifiers, and Non-manuals), and ASL 901/902 (refresher courses) have been written and accepted by curriculum. ASL 200 and 901 have successfully been offered in the spring 2016 semester, and ASL 205 will be offered for the first time in Spring 2017. ASL 902 and 105 have struggled with enrollment and had to be canceled, but will be scheduled again for spring and fall 2017 respectively.

It is now my hope to develop two Medical ASL Courses that will appeal to those in the public safety programs on campus, as well as the general ASL student population.

Measurements/Documentation of Progress:

Approved courses in CirricUNET, course offerings, and enrollment numbers.

- **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

  Status Code:

  Work is Completed and Ongoing

  Progress Description:

  We have grown our offerings of ASL 101 and 102, and kept consistent with ASL 103 and 104, with a slight increase in 103 (offering two sections instead of one). MCS continues to be offered once annually, currently in the fall.

  Measurements/Documentation of Progress:

  Course offerings and enrollment numbers.

- **2 - Goal - Be known as a reputable ASL program among the Deaf Community.**

  Priority Rank:

  2

  Objectives:

  o **2.1 - Objective - Develop instructor credibility**

  Priority Rank:

  2

  Original Start Date:

  09/03/2012

  Original End Date:

  05/29/2015

  Revised Start Date:

09/03/2012
Revised End Date:
05/29/2015
Responsible Person:
Breanna Andrews
Strategic Direction:
None
Impact Type:
-- Pick One --
Institutional Learning Outcome:
-- Pick One --
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
    Funded:
    No
    Funding Source:
    Professional Development
    First Year Cost/Savings:
    $400.00/$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
Status Code:
Work is Completed and Ongoing
Progress Description:
Skills assesments are not required for employment, but are encouraged for our ASL faculty.
Measurements/Documentation of Progress:
Assessment scores.

- **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
  Status Code:
  Work is Completed and Ongoing
  Progress Description:
  This conference takes place once every two years. This past year (2015), one of our adjuncy faculty members attended in Minnesota. Hopefull another faculty member will be able to attend the 2017 conference in Salt Lake City Utah. The conference will be in LA in 2019, so this should be a relatively easy one for us to attend.
  Measurements/Documentation of Progress:
  Conference attendance.

- **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
  Status Code:
  Work is Planned but not yet firmly scheduled
  Progress Description:
  ASL is in desperate need of another full-time faculty member, preferably one who is a native member of the community.
  Measurements/Documentation of Progress:

Successful hiring of another full-time faculty member.
- o **2.2 - Objective - Develop program reputation**
Priority Rank:
3
Original Start Date:
09/03/2012
Original End Date:
05/29/2015
Revised Start Date:
09/03/2012
Revised End Date:
05/29/2015
Responsible Person:
Breanna Andrews
Strategic Direction:
None
Impact Type:
-- Pick One --
Institutional Learning Outcome:
-- Pick One --
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
    Status Code:
    Work is Completed
    Progress Description:
    The ASL advisory committee was formed and held for four years. It started out strong but attendees started not coming. This was due to the spread out nature of the members and their other committements. Many held multiple jobs and no longer could attend.
    Measurements/Documentation of Progress:
    Minutes from advisory meetings.
  - ▪ **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
Status Code:
Work is Completed and Ongoing
Progress Description:
With the success of the annual ASL Educator's Conference held annually at Crafton Hills College, our name and reputation has spread, along with our number of connections with Deaf Community members.
Measurements/Documentation of Progress:
Conference attendance and satisfaction surveys.

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

To update this question, you will need to click on the link above to "Edit goals/objectives/resource requests/actions/activities for plan (Question #9)"

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals (goal rubric) and objectives (objective rubric) you have formulated to maintain or enhance your strengths, to address identified weaknesses, and to demonstrably move your unit toward accomplishing your vision. ***In writing your objectives and developing your resource requests, take into account student learning and program assessment results.*** 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 - Promote Student Success**
  Priority Rank:
  1
  Objectives:
  - **1.1 - Objective - Hire full-time faculty member for ASL**
    Priority Rank:
    1
    Start Date:
    09/03/2012
    End Date:
    08/01/2018
    Responsible Person:
    Department Chair and Dean
    Strategic Direction:
    1. Promote Student Success
    Impact Type:
    Site
    Institutional Learning Outcome:
    Not Applicable
    Resource Requests:

- **1.1.r1 - Faculty member salary**
  Description
  Salary to support one full-time faculty member in the area of ASL.
  Rationale
  Currently, qualified ASL instructors are hard to come by as local other full-time positions have been filled and taken our adjunct pool. It has become hard to find teachers to teach our courses, especially Deaf Culture. Additionally, ASL courses are currently taught by 87% adjunct. An additional full-time faculty member would be of great benefit.
  Resource Type:
  Ongoing
  Expenditure Category:
  Personnel
  First Year Cost/Savings:
  $60,000.00/$0.00
  Second Year Cost/Savings:
  $61,000.00/$0.00
  Third Year Cost/Savings:
  $62,000.00/$0.00

Actions/Activities:

- **1.1.a1 - Hire Full-Time Faculty Member**
  Currently, qualified ASL instructors are hard to come by as local other full-time positions have been filled and taken our adjunct pool. It has become hard to find teachers to teach our courses, especially Deaf Culture. Additionally, ASL courses are currently taught by 87% adjunct. An additional full-time faculty member would be of great benefit.
  Start Date:
  09/03/2012
  End Date:
  08/01/2018
  Responsible Person:
  Department Chair and Dean

- **1.2 - Objective - Increase student support of classroom learning.**
  Priority Rank:
  2
  Start Date:
  09/03/2012
  End Date:
  08/31/2020
  Responsible Person:
  Breanna Andrews
  Strategic Direction:
  1. Promote Student Success
  Impact Type:
  Department
  Institutional Learning Outcome:

Not Applicable

Resource Requests:

- **1.2.r1 - Provide tutoring in tutoring center**
  Description
  Hire 2 students to tutor ASL in the Tutoring Center.
  Rationale
  Many ASL students need sufficient supplimental help outside of the classroom to be successful in the discipline.
  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

- **1.2.r2 - Resources for Faculty**
  Description
  Purchase up to date DVDs and texts to support continuous development of courses.
  Rationale
  ASL is a true langauge and language changes over time. We need to ensure that our courses reflect the most up to date changes in the language and culture.
  Resource Type:
  One-time
  Expenditure Category:
  Supplies (4000)
  First Year Cost/Savings:
  $500.00/$0.00

- **1.2.r3 - ASL Lab Facility**
  Description
  A dedicated computer lab of approximately 25-35 computers (with webcams) for all languages to share as a language lab facility. There were talks in the works about utilizing a room in the new Central Building (old LADM building).
  Rationale
  Computer labs on campus have become non-conducive to ASL testing and the lab in the library is not conducive to student use for video homework and projects. By turning our computers into virtual machines, they do not run fast enough to support the online ASL assessment program. This lab would allow language teachers to work together and schedule assessments easier as well as provide students with a space to practice their language skills and complete homework and projects assignments.

Resource Type:
One-time
Expenditure Category:
Equipment (6400)
First Year Cost/Savings:
$15,000.00/$0.00

Actions/Activities:

- **1.2.a1 - 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:
05/31/2020
Responsible Person:
Breanna Andrews

- **1.2.a2 - Establish ASL Language Lab**
Provide students with the ability to practice their receptive and productive language skills in monitored setting with standardized material. Computer labs on campus have become non-conducive to ASL testing and the lab in the library is not conducive to student use for video homework and projects. By turning our computers into virtual machines, they do not run fast enough to support the online ASL assessment program. This lab would allow language teachers to work together and schedule assessments easier as well as provide students with a space to practice their language skills and complete homework and projects assignments.
There were talks in the works about utilizing a room in the new Central Building (old LADM building).
Start Date:
08/11/2014
End Date:
05/31/2020
Responsible Person:
Breanna Andrews

- **1.3 - Objective - Sustain and grow the ASL program**
Priority Rank:
4
Start Date:
09/03/2012
End Date:
05/31/2020
Responsible Person:
Breanna Andrews
Strategic Direction:
7. Develop Programs and Services
Impact Type:

Site
Institutional Learning Outcome:
Not Applicable
Actions/Activities:
- ▪ **1.3.a1 - Maintain ASL course offerings to meet demand**
  Offer approximately seven sections of ASL 101 and two to three sections of ASL 102 each semester, spread throughout the day. Continue to offer at least one ASL 103 course and one ASL 104 course each fall/spring. Continue offering ASL 105 and Deaf Culture in the fall, and rotating ASL 200 and 205 each spring.
  Start Date:
  01/07/2013
  End Date:
  05/31/2020
  Responsible Person:
  Breanna Andrews
- ▪ **1.3.a2 - Develop new ASL classes**
  Write the curriculum for Medical ASL courses.
  Start Date:
  08/11/2014
  End Date:
  05/31/2020
  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:
    3
    Start Date:
    09/03/2012
    End Date:
    05/31/2020
    Responsible Person:
    Breanna Andrews
    Strategic Direction:
    8. Support Employee Growth
    Impact Type:
    Department
    Institutional Learning Outcome:
    Not Applicable
    Resource Requests:
    - ▪ **2.1.r1 - ASLTA Conference**
      Description

Five-day conference specifically for instructors of American Sign Language. This conference takes place in various locations and occurs once every two years.

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:

$1,000.00/$0.00

Actions/Activities:

- **2.1.a1 - ASL Skills Assessments**

  Have full-time faculty, and any new faculty members, take the ASL Proficiency Interview, ASL CSET, or other skills assessment. Goal is to have all instructors pass tone or more of these assessments to prove discipline competency.

  Start Date:

  11/01/2012

  End Date:

  05/31/2020

  Responsible Person:

  Breanna Andrews

- **2.1.a2 - ASLTA Conference**

  Send full-time faculty member to the nationally recognized ASL Teachers' Association conference. This conference takes place at various locations around the country and occurs once every two years.

  Start Date:

  07/02/2013

  End Date:

  08/31/2019

  Responsible Person:

  Breanna Andrews

- **2.2 - Objective - Develop Program Reputation**

  Priority Rank:

5
Start Date:
09/03/2012
End Date:
05/31/2020
Responsible Person:
Breanna Andrews
Strategic Direction:
5. Enhance Value to Surrounding Community
Impact Type:
Site
Institutional Learning Outcome:
4. Society and Culture
Actions/Activities:

- **2.2.a1 - Take part in ASL Advisory Committees**
  Take part in local ASL advisory Committees and host our own when needs arise. Netowrk with other professionals in the field of the teaching or Deaf community services, in order to collaborate on the programs' structure, vision, and progress.
  Start Date:
  09/03/2012
  End Date:
  05/31/2020
  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:
  05/31/2020
  Responsible Person:
  Breanna Andrews

10. Comments
This space is provided for participants and managers to make additional comments. Comments are not required.
There are no comments for this plan.

11. Supporting Documents
This question is for attaching supplemental materials. Supporting documents are not required. To attached supporting documents, click on the link above to "Attach Supporting Document(s) - Optional (Question #11)"

- AAinASL.pdf
- 3-year ASL 103 SLOs.pdf

- CertificateInASL.pdf
- [_ ASL 101 SLO Rubric.doc](_ASL101SLORubric.doc)
- Scheduling Matrix (course offerings and SLO assessments).docx
- Program and Course Level SLO ASL and Deaf Culture.docx
- 3-yearASL PLO Data.pdf
- 3-year ASL 104 SLOs.pdf
- 3-year ASL 101 SLOs.pdf
- 3-year ASL 102 SLOs.pdf