

Plans for American Sign Language >> 2025 - 2026 American Sign Language CHC Instructional Program Review 2025-2026

Name : 2025 - 2026 American Sign Language CHC Instructional Program Review 2025-2026

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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. Mission

a. Tell us your unit's mission: 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. Alignment with the college Mission: Rubric Item ([Mission Alignment](#)): The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support. **In what ways does your program advance the mission of the college?**

A. ASL Discipline's Mission Statement

The mission of the American Sign Language (ASL) program is to equip students with the knowledge and skills necessary to communicate effectively with Deaf individuals while fostering a deep appreciation for Deaf culture. We achieve this through high-quality instruction, innovative curriculum, meaningful service experiences, and active engagement with the Deaf community. Our vision is to evolve into a dynamic, comprehensive program that nurtures academic advancement, professional preparedness, and community engagement while sustaining a vibrant, inclusive learning environment.

With the addition of a second full-time faculty member — one Deaf and one hearing — the program now provides students with both authentic native language/cultural perspectives and broad academic expertise. This dual representation ensures continuity, strengthens equity, and enhances program sustainability.

B. Alignment with the College Mission, Vision & Values

The ASL program embodies Crafton Hills College's mission "to change lives through a learning environment that is transformational." Our inclusive courses empower students from diverse backgrounds to acquire a new language, develop cultural humility, and cultivate intercultural communication skills. By engaging with Deaf and hearing faculty, students gain authentic experiences that inspire personal growth, support peer and community connections, and embrace cultural diversity.

- Aligned with the College's vision "to empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation," the ASL program:
 - Empowers learners by deepening language proficiency, providing multiple pathways for success, and promoting critical thinking and empathy.
 - Engages students in hands-on experiences through Deaf events, ASL clubs, tutoring, and mentorship opportunities.
 - Innovates by integrating technology, novel curriculum design, and community partnerships that bridge academic learning with cultural practice.

Our work reflects the College's institutional values:

- Respect — Honoring Deaf culture, language, and diverse lived experiences.
- Integrity — Delivering honest, rigorous, high-quality education that fosters trust.
- Diversity & Inclusion — Creating equitable learning spaces that advocate anti-audist and culturally responsive practices.
- Innovation — Developing forward-thinking curriculum and new community partnerships.
- Leadership — Mentoring students, supporting ASL clubs, training tutors, and modeling cross-cultural collaboration.
- Sustainability — Ensuring long-term program vitality and relevance through the contributions of two full-time faculty members (one Deaf and one hearing), supported by dedicated adjunct instructors.

2. Description of Program

a. Organizational Structure and Staffing

b. Describe any activities in addition to instruction that you provide.

c. Describe any alternative modes of instruction and schedules of delivery: e.g.: online, hybrid, early morning, evening services.

d. **Rubric Item:** Describe how your curriculum is up-to-date, addresses equity and inclusion, and is demonstrably Needs-Based. Base the description on surveys, labor market 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.

e. **Rubric Item:** Attach your scheduling matrix to show when courses in your area are offered. [Click here for sample!](#)

A. Organizational Structure and Staffing

The American Sign Language (ASL) program is part of the Communication and Language Department at Crafton Hills College. The program currently offers:

- Four 4-unit courses: ASL 101 (American Sign Language I), ASL 102 (ASL II), ASL 103 (ASL III), and ASL 104 (ASL IV).
- Three 3-unit courses: ASL 105 (ASL V: Conversational ASL), ASL 115 (The American Deaf Experience: Introduction to Deaf Studies), and ASL 200 (Introduction to Interpreting).
- One 2-unit course: ASL 205 (Fingerspelling/Numbers/Classifiers/Non-Manual Markers).

In spring 2009, the College curriculum committee approved both the A.A. in American Sign Language and the Certificate of Achievement in American Sign Language. Both were approved by the State Chancellor's Office.

The program also maintains dual enrollment partnerships:

- Yucaipa High School (YHS) — 2 sections per semester.
- Redlands Unified School District (RUSD) — 1 section per semester.

Staffing includes two full-time faculty members (one Deaf, one hearing) who teach 12 - 14 courses each year and oversee program coordination, with the remaining 3 - 4 courses taught by part-time faculty. We strive to maintain instructor consistency in dual enrollment placements for student success.

B. Activities in Addition to Instruction

- Beyond teaching, faculty lead activities that enrich student learning and engagement:
 - Advising the Hands On ASL student club (chartered since 2012), which organizes campus and community events, Deaf awareness activities, and social gatherings.
 - Hosting the annual ASL Educators Collaboration Conference in partnership with SBVC, just completed its 10th year, which brings together over 100 ASL educators from across California (and some from out of state).
 - Mentoring ASL tutors through the Tutoring Center and embedding them in ASL 101 sections to increase support for first-year learners.
 - Coordinating volunteer opportunities for students to participate in Deaf community events, which are required for coursework and provide authentic immersion experiences.

C. Alternative Modes of Instruction

ASL courses are traditionally scheduled face-to-face in morning, day, and evening time slots. Courses offered with two sections are split between morning and evening to maximize accessibility. Hybrid delivery is now DE-approved for ASL 101–105 and ASL 115, 200, and 205.

- ASL 101–105, 115, 200, and 205 are routinely offered in face-to-face, hybrid, and increasingly online formats, allowing for flexible access.
- Online platforms such as Canvas, GoReact, and curriculum-integrated video tools are used for expressive/receptive assessments.
- Evening enrollments are historically harder to fill, consistent with campus-wide trends.
- Asynchronous online courses are growing in popularity.

D. Needs Based Curriculum

American Sign Language is recognized as a world language and fulfills general education requirements:

- UC transfer: ASL 101-105 satisfies the UC language requirement.
- CSU/CALGETC transfer: ASL is no longer required for transfer or CSU graduation, however, ASL 102-105 and ASL 115 satisfy area 3b: Humanities, and ASL 115 additionally satisfies area 4: Social and Behavioral Sciences.

Elective courses (ASL 105, 200, 205) prepare students for advanced work in Deaf Studies and Interpreting, providing a competitive edge for transfer to programs such as California State University Northridge (CSUN), Loma Linda University, and University of Redlands.

The program regularly updates curriculum to ensure rigor and equity:

- After piloting True+Way ASL (TWA) for several years, ASL 101 and 102 are returning to Signing Naturally in Fall 2024 and Spring 2025 for improved expressive/receptive skill development. Advanced courses (ASL 103 and 104) will continue with TWA due to its stronger emphasis on grammar and linguistics.
- All courses are integrated with Canvas for accessibility, including Spanish-language support in TWA for Hispanic/Latino students.
- Faculty employ ungrading or "Growth without Grades" methods in selected courses to address equity gaps, promote intrinsic motivation, and reduce disproportionate impact.
- Program-level outcomes show strong performance across cultural and linguistic benchmarks, with cultural appreciation consistently scoring above 80% of students achieving mastery.

ASL curriculum is therefore both transfer-oriented and responsive to community needs, serving lifelong learners, students preparing for healthcare/public safety fields, and those entering interpreting and Deaf Studies pathways.

E. Scheduling Matrix

Attached separately as required; ASL courses are offered every fall and spring on a rotational schedule with morning, day, and evening sections, and hybrid/online options for ASL 101–105 and ASL 115, 200,

3. 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)

A. Budgetary Constraints or opportunities

While the program has achieved stability with two full-time faculty (one Deaf, one hearing), budgetary and enrollment constraints continue to affect growth. Additional funding would allow for development of specialized courses such as ASL for Medical Personnel (ASL 019/020), which could build interdisciplinary pathways with Public Safety and Allied Health programs. Limited budgets also impact the ability to expand tutoring, support dual enrollment growth, and fund conference participation.

B. Competition

Crafton has been fortunate to remain ahead of the curve when it comes to course offerings at the district level. Our ASL program has consistently introduced and sustained courses — including Deaf Culture, Introduction to Interpreting, and Fingerspelling/Numbers/Classifiers/Non-Manual Markers — earlier than SBVC, giving Crafton students expanded options and opportunities.

However, other institutions are moving forward with their own program development. SBVC is developing additional ASL support courses and an online-only Interpreter Training Program (ITP), which may draw some students who would otherwise have come to Crafton. Regionally, Mt. San Jacinto College (MSJC) and Riverside City College (RCC) offer larger ASL programs with more extensive interpreting sequences, linguistics, and ethics courses, supported by a larger Deaf residential population. These colleges have also recently hired additional full-time faculty, making it more challenging for Crafton to recruit and retain part-time instructors.

Despite this competition, Crafton remains well-positioned through its dual enrollment partnerships with Yucaipa High School and Redlands Unified School District, and hopefully Big Bear and Rim of the World Districts soon too, its strong Deaf community connections, and unique enrichment opportunities such as the annual ASL Educators Collaboration Conference.

C. Four-Year Institutions

With the development of the elective courses (ASL 105, 200, 205), 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 written two additional courses (Medical Interpreting I and Medical Interpreting II), but are hesitant to offer with current low enrollments and lack of qualified faculty to teach the courses. Overall, the rigor of all the courses has continued to grow, but does not exceed acceptable workload for both students and faculty, and will better prepare students for their experiences at four-year institutions.

D. Requirements Imposed by Regulations, Policies, Standards, and Other Mandates

Does not apply to the ASL program.

E. Job Market

With the help of the Deaf adjunct faculty, 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.

- Requirements of prospective Employers: Students who are looking to go into both the interpreting and/or the teaching fields are required to further their education past Crafton Hills College. Future interpreters need to go through an Interpreter Training Program to prepare them for the National Certification Assessments. It is advised, these students also continue to earn their Bachelor's Degrees, as that will likely be a future requirement. Prospective ASL and/or DHH teachers are required to earn their BA in Deaf Studies and a teaching credential for their desired teaching path (K-12, special education, Single-Subject, etc.)
- Developments in the field (current and future): The field of interpreting is strong, and interpreters are on high demand. The field is starting to change towards more technological forms of interpreting, using video relay systems rather than in person interpreting, however, this does not change the size of demand, simply the method of service. With recent television broadcasts of government announcements, news segments, and press conferences which including ASL interpreters on camera, the field of ASL interpreting is growing in both need and popularity.

4. Progress on Outcomes Assessment (Four-Year Question)

Refer to the [SLO Cloud](#) and the [SLO Cloud Dashboard](#) to evaluate the results from your program level outcomes and to develop actions reflected in your program review action plan (i.e. Question 10). **Rubric**

Item: [Program Learning Outcomes](#)

- a. Please summarize **Program Level Outcomes (PLO) assessment results**. Include a discussion of whether or not disproportionate impact has been identified. Also, ensure that the PLOs are in the catalog, and discuss whether the program met its target for each PLO.
- b. Please describe any program/course and/or instructional improvements you plan to make as a result of the PLO assessment(s), specifically focusing on removing any identified disproportionate impact.

c. What objective(s) or action step(s) will you add to Question 10 as a result of the PLO assessment(s) and to address any identified disproportionate impact? If none, please explain.

A. SLO Assessment Results: All ASL courses were assessed on their appropriate cycle with 100% faculty participation in 2024–25. Several courses (ASL 101–105 and 205) were taught using an ungrading or "Growth without Grades" feedback and assessment model, which emphasizes mastery and reflection over traditional points. Faculty are monitoring these courses longitudinally to evaluate their effect on equity, student engagement, and persistence.

Course-Level SLO Results (2024–25)

- ASL 101 (Face-to-Face, Online, applied "Growth without Grades"): Expressive 63.6%, Receptive 73.2%, Deaf Culture 83.0% (≥ 3)
 - Equity insight: Younger students (≤ 19) had the lowest expressive success rates. Females outperformed males in receptive comprehension. Online students were more likely to fall behind on assignments, impacting expressive outcomes.
- ASL 102 (Face-to-Face, Online, applied "Growth without Grades"): Expressive 80%, Receptive 80%, Deaf Culture 89.8% (≥ 3)
 - Equity insight: Hispanic students achieved higher culture scores but scored slightly lower on expressive outcomes compared to White and Asian peers. Students with reliable technology access performed best on receptive measures.
- ASL 103 (Face-to-Face, applied "Growth without Grades"): Expressive 90%, Receptive 90%, Culture 90% (≥ 3)
 - Equity insight: Outcomes were consistent across gender and ethnicity. Students with prior tutoring or club participation demonstrated stronger expressive fluency.
- ASL 104 (Hybrid, applied "Growth without Grades"): Expressive 87.5%, Receptive 87.5%, Culture 85.7% (≥ 3)
 - Equity insight: Slightly lower results for older/returning students; hybrid delivery required additional orientation to Canvas tools.
- ASL 105 (Hybrid, applied "Growth without Grades"): Expressive 80%, Receptive 80%, Culture 100% (≥ 3)
 - Equity insight: Universal mastery in cultural SLOs across all groups. Expressive/receptive outcomes showed more variation by prior ASL exposure than by gender or ethnicity.
- ASL 115 (Hybrid, applied "Growth without Grades"): Culture 100%, History/Key Figures 98%, Politics/Social Movements 95.2%, Contemporary Issues 100% (≥ 3)
 - Equity insight: Strong results across all demographics; course design supports engagement by centering diverse Deaf voices and social justice movements.
- ASL 200 (Online, Individually Assessed): Expressive 90%, Receptive 90.9%, Culture 77.8%, History 87.5%, Social Issues 88.9% (≥ 3)
 - Equity insight: Hispanic students underperformed compared to White peers, revealing a disproportionate impact in online-only delivery, likely tied to technology access. In other courses (face-to-face or hybrid), racial gaps were minimal.
- ASL 205 (Face-to-Face, applied "Growth without Grades"): Receptive 85.7%, Expressive 71.4%, Linguistics 66.7% (≥ 3)

- Equity insight: This advanced class showed the widest spread of results. Students with gaps in prior coursework struggled most with classifiers and non-manual markers.

Program-Level Takeaways

- Strengths: Cultural appreciation and Deaf Studies content are consistently strong across levels, with most courses above 85–90%.
- Challenges: Expressive ASL skills remain the lowest-performing area in lower-division courses (ASL 101–102). Advanced linguistic analysis (ASL 205) requires reinforcement.
- Equity Trends: Ungrading shows promise in reducing grade anxiety and encouraging reflection, but some students disengaged without traditional deadlines. Disaggregated data show:
 - Disproportionally Impacted students scored lower in ASL 200 (online), suggesting modality-based inequities.
 - Younger students (≤ 19) struggled most in expressive skills, especially in ASL 101.
 - Gender: Females outperformed males in receptive comprehension in lower-level courses, but outcomes evened out by ASL 103+.

Next Steps

1. Strengthen scaffolding in ASL 101–102 to improve expressive skills for younger/first-generation students.
2. Provide equity-based tech support (e.g., on-campus recording lab hours) for online/hybrid courses to close gaps for Hispanic students.
3. Enhance linguistic practice in ASL 205 through classifiers and non-manual markers workshops.
4. Continue piloting ungrading/ "Growth without Grades" approaches with adjustments — e.g., more structured checkpoints, required reflections — to maintain accountability while supporting equity.

B. Course/Instructional Improvements:

- Refined SLOs: ASL faculty have rewritten Student Learning Outcomes (SLOs) for ASL 101–105 to be more specific, measurable, achievable, relevant, and time-bound. These will be assessed on the current three-year cycle, with disaggregated results used to track progress on equity goals.
- Curriculum Adjustments: Beginning in Spring 2024, ASL 101 returned to Signing Naturally. ASL 102 followed in Fall 2024. Faculty determined that Signing Naturally provides stronger scaffolding for expressive and receptive skills in beginning-level students, while ASL 103 and 104 continue with True+Way ASL (TWA) to emphasize linguistics and grammar for advanced learners. This "split curriculum" approach is equity-driven, matching the strengths of each resource with student needs.
- Ungrading/"Growth without Grades" Expansion: ASL 101–105, 115, and 205 were piloted with ungrading formats. Faculty observed increased student reflection and reduced performance anxiety, though some students disengaged without traditional points and

deadlines. Next steps include integrating structured check-ins and required reflections to balance accountability with equity goals.

- High-Level Course Stability: ASL 103, 104, and 105 demonstrated strong outcomes across expressive, receptive, and cultural SLOs, with minimal equity gaps. No large-scale curriculum changes are needed, but incremental adjustments will be made to increase interactive activities and maintain consistency across modalities.
- ASL 200 (Online): While overall success rates were strong, disaggregated data showed Hispanic students scored lower in cultural outcomes, pointing to disproportionate impact tied to technology access. The course will next be offered in an ungrading format with enhanced tech-access support (e.g., optional lab hours, equity-based Canvas resources) to close this gap.
- ASL 205 (Advanced Skills, applied "Growth without Grades"): Student feedback indicated fewer quizzes reduced study habits. Assignments will be modified to include additional formative assessments, with particular focus on classifiers and non-manual markers to support expressive fluency.
- Faculty Collaboration: With two full-time faculty (one Deaf, one hearing), the program has significantly increased continuity and cultural representation. Both full-time faculty are piloting ungrading/"Growth without Grades" approaches in multiple courses and collaborating on shared Canvas shells to ensure consistency across the program.

C. Objectives or Action Steps:

- Close Equity Gaps in Online Learning
 - Encourage campus-wide dialogue and resource-sharing to better support disproportionately impacted groups (particularly Hispanic and Black students) in online and hybrid courses.
 - Implement optional on-campus recording labs, embedded tutoring, and technology orientation workshops for online ASL students.
- Strengthen Receptive Skills in ASL 101
 - Expand tutoring embedded into ASL 101 to provide additional scaffolding for receptive comprehension.
 - Incorporate interactive activities such as ASL Bingo, Kahoot, and paired signing games to reinforce receptive practice.
 - Revise assessments to allow more time and flexibility, addressing concerns identified in SLO reflections.
- Increase Persistence from ASL 101 to 102+
 - Develop targeted outreach and mentoring for students who complete ASL 101 but do not continue.
 - Partner with the Hands On ASL Club to provide community-building events that encourage students to stay engaged with the program beyond their first course.
- Refine Ungrading/"Growth without Grades" Implementation
 - Maintain the ungrading/"Growth without Grades" model in ASL 101–105 and 205 but add structured benchmarks (weekly reflections, midterm check-ins, cultural event reports).

- Track disaggregated outcomes each semester to evaluate whether ungrading reduces disproportionate impact, particularly for younger and Hispanic and Black students.
- Strengthen Advanced Outcomes (ASL 105 and 205)
 - Integrate cultural fieldwork and Deaf community partnerships into ASL 200 to deepen engagement and close gaps in cultural SLOs.

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Please discuss your program's performance on each data item below.

a. Instructional Program Health Evaluation Rubric

i) **Rubric Item:** Use Office of Institutional Effectiveness, Research, and Planning (OIERP) data to set a Course Completion Rate target, provide an explanation for the target that has been set, develop strategies to reduce disproportionate impact if any exists by gender, age, or ethnicity, and include any strategies in the action plan (i.e. Q10). **Please visit the Completion & Success Dashboard to access your program specific data.**

ii) **Rubric Item:** Use OIERP data to set a Course Success Rate target and provide an explanation for the target that has been set, develop strategies to reduce disproportionate impact if any exists by gender, age, or ethnicity, and include any strategies in the action plan (i.e. Q10). **Please visit the Completion & Success Dashboard 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? **Please visit the Full-Time/Part-Time Faculty Ratio Dashboard to access your program specific data.**

iv) **Rubric Item:** Use OIERP data 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.) **Please visit the WSCH/FTEF Dashboard to access your program specific data.**

The American Sign Language (ASL) program continues to demonstrate strong outcomes in some areas of institutional effectiveness while also facing challenges that reflect broader trends in world language instruction. Using the most recent Office of Institutional Effectiveness, Research, and Planning (OIERP) dashboards, we set realistic targets for course completion, course success, faculty ratios, and WSCH/FTEF, and we have developed strategies to address areas of disproportionate impact and overall program sustainability.

Course Completion Rate

Completion remains one of the ASL program's greatest strengths. Over the last four years, course completion has consistently ranged between 87.3% and 94.3%, surpassing both districtwide averages and statewide benchmarks. Given this sustained success, the program is setting a completion target of 90%, which balances ambition with historical trends. Disaggregated data show that completion rates are high across gender and age groups, with younger students (19 and under) often completing courses at slightly higher rates, likely due to greater technological comfort. However, when broken down by

ethnicity, some disproportionate impact emerges. Black/African American, Native American, and Pacific Islander students have lower completion rates compared to Asian and White peers. To address this, the program will continue with its “Ungrading”/“Growth Without Grades” approach, look to embed ASL tutors into introductory courses, and increase outreach through Starfish early-alert systems to better ensure at-risk populations receive timely interventions.

Course Success Rate

In contrast to completion, course success has been more uneven. Recent data show success rates fluctuating between 65.6% and 68.8%, falling just short of the 70% benchmark established by the College. For this reason, the program has set a 70% success target, which we believe is both achievable and essential for equitable outcomes. When disaggregated, the “Ethnicity Disproportionate Impact Calculation shows notable equity gaps: Black/African American students average around 65%, Filipino at 33%, Hispanic 63%, and API 0%. Gender differences are less pronounced but show male students trailing female students by approximately three percentage points. To close these gaps, the program is pursuing several strategies. These include 1) revising assignments in such a way that students are encouraged to explore and share topics related to their individual cultures/backgrounds/life experiences, 2) expanding opportunities for community engagement such as introducing students to The Deaf Black Project and Council de Manos, and 3) refining assessment practices and continuing to implement ungrading/“Growth without Grades” approaches. Additionally, ASL 101 has been identified as a bottleneck course where general receptive skills, along with expressive grammatical skills are particularly challenging. Increased scaffolding in both areas, with intentional integration of tutoring support, are planned to improve outcomes at this critical entry level.

Full-Time/Part-Time Faculty Ratio

The ASL program remains heavily reliant on part-time faculty, with ratios falling well below the district’s 75/25 target. Two full-time faculty currently cover six to seven courses each semester, while part-time instructors cover an additional five to six. Although adjunct instructors bring valuable expertise, especially as native signers and members of the Deaf community, this reliance creates issues of consistency in curriculum delivery, alignment of assessments, and mentoring opportunities for students. It also limits the program’s ability to expand new course development/offerings, such as medical ASL or interpreting sequences. While we wish to address these concerns by prioritizing the hiring of an additional full-time faculty member, we understand enrollment has taken a steep decline in recent years due to AB928, and doing such would not be the most economical choice at this time. For this reason, the program will realistically remain at a 40/60 split.

WSCH/FTEF Ratio

Finally, the program’s WSCH/FTEF ratio has remained consistently below statewide targets. In recent years, ASL’s ratio has fluctuated between 285 and 331, well below the California community college benchmark of 525. This discrepancy is common in world language disciplines, where smaller class sizes and intensive practice are necessary for language acquisition. Recognizing these pedagogical realities, the program has established a target of 300–350 WSCH/FTEF, which accounts for our 4-unit courses, capped at 28 students (caps will be lowered/raised to 28 in spring 2026). This range acknowledges that while ASL cannot realistically meet course caps in its higher-level courses but continues to strive for a modest yet realistic increase. Strategies for improvement include adding late start options especially for ASL 101, having online courses become POCR certified and allow for premium placement in the CVC,

rotating specialized electives such as ASL 200 and 205 to prevent low-enrolled sections, and expanding hybrid or online offerings to draw a wider student population.

In summary, the ASL program demonstrates strong performance in course completion and steady progress in course success, while also identifying clear areas for improvement in equity outcomes, and instructional productivity. By setting ambitious yet attainable targets and implementing evidence-based strategies, the program seeks not only to maintain its high standards but also to address longstanding challenges in equity, and efficiency.

6. Other Unit-Specific Quantitative and Qualitative Results

a. **Rubric Item:** How do your program student demographics relate to the college demographics? What are the discrepancies, and what plan do you have to address any discrepancies? Include any plan to address discrepancies in the action plan (Q10) – **please visit the Demographics Dashboard to view program and college demographics by year.**

b. Summarize the results 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, enrollments, Perkin’s data, equity data, student research experience, student clubs, etc.).

Please visit the Degrees & Certificates Dashboard to access your program specific data on degrees and certificates.

c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b? Include any plans in the action plan (Q10).

A. Program Student Demographics Compared to College Demographics:

The ASL program’s demographics largely reflect those of Crafton Hills College, though some notable discrepancies persist. Enrollment continues to be predominantly female (70–80% of ASL students compared to approximately 60% collegewide). Male students remain consistently underrepresented.

Racial and ethnic representation parallels the college overall, with Hispanic and White students comprising the majority of ASL enrollment each year. In 2024–2025, Hispanic students accounted for approximately 46% of enrollment and White students 32%, aligning closely with campus averages. However, African American and Native American students are consistently underrepresented in ASL and demonstrate disproportionately lower success rates (63% and 68% respectively), compared to Asian (81%) and White (78%) peers.

The program also enrolls a significantly younger population than the college as a whole. Nearly half of ASL students are 19 years or younger, while only about one-third of the overall CHC population falls into this age group. This trend reflects strong dual enrollment partnerships and the prevalence of ASL 101 as a GE/A-G language requirement for high school graduates.

To address these discrepancies, the program is brainstorming targeted outreach to increase enrollment among disproportionately impacted groups, with particular focus on African American, Native American, and male students. However, we realize this is a historical pattern with deep roots in ASL programs across the state. Some potential planned actions include collaboration with equity-based support

services (such as EOPS) as well as advertising at campus events such as Senior Day and Roadrunner Rally.

B. Additional Measures of Effectiveness:

Degree and certificate production has been steady, though modest in size, over the past five years:

- 2020–2021: 12 Certificates of Achievement and 12 A.A. degrees
- 2021–2022: 7 Certificates of Achievement and 9 A.A. degrees
- 2022–2023: 5 Certificates of Achievement and 6 A.A. degrees
- 2023–2024: 4 Certificates of Achievement and 8 A.A. degrees
- 2024–2025: 7 Certificates of Achievement and 9 A.A. degrees

The decline in 2021–2023 reflects two significant external factors. First, COVID-19 disruptions led to reduced enrollment, disengagement in online formats, and a temporary decline in persistence through the ASL sequence. Second, the passage of AB928 (Student Transfer Achievement Reform Act) streamlined CSU transfer requirements and removed some foreign language mandates from GE patterns. While ASL remains valuable for high school graduates and UC transfer students, this policy shift reduced the number of students taking multiple semesters of language instruction solely for GE completion, which in turn has impacted AA/Certificate attainment.

Awards are earned primarily by Hispanic and White female students, reflecting the program's demographic makeup. Increasing male participation and expanding the diversity of degree and certificate earners remains a program priority.

The Hands On ASL Club has been a strong contributor to student engagement and program visibility. The club began the 2023–2024 academic year with 14 active members and continues to meet bi-monthly to practice ASL, strengthen peer learning, and plan outreach events that support enrollment and awareness. During the Fall 2023 Club Rush, the Hands On ASL Club earned 2nd place for Best Booth, an accomplishment that inspired members to expand their impact on campus.

Building on that momentum, student leaders coordinated Crafton's first-ever Deaf Awareness Month celebration in September. Collaborating with the Library, the club curated a Deaf culture and ASL book display, while also partnering with the Roadrunner Café to run ongoing videos highlighting Deaf culture and language. These activities exposed a broader student audience to ASL, helping to build awareness and reduce misconceptions.

As of Spring 2025, the club remains active with 9 members, with an ongoing goal to recruit more students during the upcoming Fall Club Rush. Its activities demonstrate how extracurricular student leadership in ASL contributes to program effectiveness, equity, and persistence, while reinforcing cultural competence and inclusion across the college community.

C. Improvements/Changes Planned:

Based on the above findings, the ASL program has identified and begun implementing the following changes:

- **Curricular revisions:** We transitioned ASL 101–102 back to the Signing Naturally curriculum to improve receptive and expressive foundations, while we are maintaining True+Way ASL in

advanced courses for grammar and linguistic depth. Focused ASL grammar practice assignments have been added to ASL 101 classes to provide a supportive guided approach to applying ASL word order, early in the language learning process.

- **Assessment redesign:** We are incorporating weekly informal formative assessments that mirror real-life communication practices and require students to apply the main vocabulary and grammatical structures from each unit. These short, practice-based assessments provide frequent feedback, reinforce skill development, and help address gaps before summative evaluations.
- **Expanded support:** Increasing ASL tutoring and implementing automatic early Starfish alerts, supports students outside of the classroom.
- **Outreach and persistence-building:** Leveraging dual enrollment pipelines, ASL Honors Society, and the Hands on ASL Club to support student progression through the course sequence and into degree/certificate attainment.
- **Equity monitoring:** Full time faculty continue to review disaggregated data in terms of enrollment, course progress, completion, success, and SLO data each semester. Race/ethnicity, gender, and age are identified to keep an eye on efforts to close our disproportionate gaps.

These strategies are incorporated into the Four-Year Action Plan (Q10) under the institutional goals of increasing student success and equity, expanding enrollment and persistence, and strengthening instructional support.

7. Evaluation

Evaluation: You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.)
- Partnerships (internal and external)
- Innovation and Implementation of best practices
- 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

Alternative Modes and Schedules of Delivery

- What is going well: ASL 101 remains the most popular course in the ASL sequence, with strong enrollment in both face-to-face and online formats. Dual enrollment in ASL 101 and 102 continues to thrive, strengthening the pipeline of younger students into the program.

Hybrid and online formats provide flexibility for students balancing work, family, or transportation needs.

- What is not going well: Evening sections remain difficult to fill, a trend consistent across the college. We have had to decrease the number of sections offered in ASL 102 due to lower persistence. Online sections show lower success rates compared to face-to-face offerings.
- Why: AB 928's streamlining of CSU transfer requirements reduced the number of students taking language courses beyond ASL 101. COVID-19 further disrupted persistence patterns and accelerated the decline of our already low evening enrollments.

Partnerships (Internal and External)

- What is going well: Strong collaboration with the Tutoring Center ensures dedicated ASL tutors are available, with possible plans to expand to Supplemental Instruction (SI). Student-led groups (Hands on ASL, ASL Honor Society) provide consistent co-curricular engagement and support persistence. Faculty partnerships led to the approval of a noncredit ASL N/601–603 sequence for workforce training, positioning Crafton as a community leader.
- What is not going well: While the framework for the noncredit sequence exists, the courses have not yet launched. Broader service-learning and employer-aligned experiences remain limited.
- Why: Implementation has been delayed due to resource constraints and competing priorities, while coordinating external partners requires additional logical planning.

Innovation and Implementation of Best Practices

- What is going well: The program has standardized lecture videos, assignments, assessments, and Canvas shells to improve consistency across sections. Regular discipline meetings ensure SLO results inform instructional adjustments. Faculty collaboration has created more coherence in expectations and curriculum delivery. The implementation of Ungrading/"Growth without Grades" has been shown to build connections between students and faculty, and has been well received by students.
- What is not going well: Variability in teaching style and/or course formatting (F2F vs. online) continues to present challenges for some students.
- Why: Variation in teaching style is inherent. Not all students understand the rigor and self-discipline involved in taking online courses.

Efficiency in Resource Use

- What is going well: Overall, program operations run efficiently, supported by strong communication among faculty and clear channels for making requests through the Department Chair and Dean. This collaborative structure ensures that needs are identified early and addressed in a coordinated manner. In recent years, the program has successfully secured supplemental materials and teaching tools, which have enhanced classroom instruction and student engagement. Technology (Canvas, GoReact) supports consistency and access. Purchased ASL materials are stored centrally for equitable use. ZTC exploration is underway to reduce costs for students.
- What is not going well: Fill rates have fallen below the 80% benchmark, dipping as low as 58.4% in 2023–24 before rebounding to 71.5% in 2024–25.
- Why: COVID and AB 928 also contributed to enrollment declines.

Staffing

- What is going well: Two full-time faculty (one Deaf, one hearing) provide continuity, cultural representation, and mentoring. Adjunct faculty contribute valuable native signing expertise and community connections.
- What is not going well: The program remains far from the district's 75/25 target, operating closer to a 40/60 split. Reliance on adjuncts creates challenges in consistency, mentoring, and curriculum expansion.
- Why: Enrollment declines tied to COVID and AB 928 make the hiring of additional full-time faculty economically unfeasible at this time, despite the need.

Participation in Shared Governance

- What is going well: Full-time faculty actively serve on the Distance Education Committee, Chairs Council, Professional Development Committee, and POCR team. These roles amplify ASL's voice in institutional planning and ensure program practices align with college initiatives.
- What is not going well: Gathering feedback from part-time faculty remains inconsistent.
- Why: Adjunct faculty face scheduling conflicts and often have limited availability outside of teaching assignments.

Professional Development and Training

- What is going well: Faculty have engaged in DE training, POCR certification, and equity-minded pedagogy. This includes participation in USC's Race and Equity series as well as the ACUE credential program. Crafton co-hosted the ASL Educators Collaboration Conference for a decade, raising the program's visibility. Faculty regularly attend Deaf community events to maintain cultural and linguistic immersion.
- What is not going well: With the conclusion of the annual conference, regional ASL-specific PD opportunities have diminished. Funding and scheduling make participation in national trainings (ASLTA, CLTA) inconsistent. Looking ahead, the program plans to encourage greater faculty participation in national training opportunities such as ASLTA, as well as in local and districtwide workshops on pedagogy, AI, ZTC, diversity, equity, inclusion, and accessibility (DEIA). Expanding professional development in these areas will not only improve instructional rigor but also strengthen the program's reputation as a leader in equitable, high-quality ASL education.
- Why: ASL professional development is less widely available than in other world languages, and sustainability requires increased funding.

Compliance with Mandates

- What is going well: The ASL program currently has no outstanding compliance issues. All courses remain up to date with curriculum standards, transfer and articulation requirements, and Distance Education addenda. The AA and Certificate in ASL are active and approved in the state inventory. Faculty also continue to work to ensure course materials meet accessibility requirements for all classes.
- What is not going well: None noted

- Why: Not applicable

8. Vision

- a. 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.).
- b. Alignment with the college Vision: **Rubric Item** ([Vision Alignment](#)): The Vision of Crafton Hills College is to empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation. **In what ways does your program advance and align with the vision of the college?**

A. Program Vision

The American Sign Language (ASL) program envisions becoming a dynamic, comprehensive language program that expands opportunities for students to learn ASL and engage meaningfully with the Deaf community. Over the next four years, the program aims to increase enrollment in ASL 101 while also strengthening persistence into advanced courses (ASL 102–105). By supporting more students through the full course sequence, the program will expand the number of students earning the AA in ASL or the Certificate of Achievement, preparing them for transfer to four-year universities and advanced study in Deaf Studies, Interpreting, or related fields.

Future goals include launching the ASL N/601–603 noncredit sequence to better serve external partners and community learners, achieving POCR certification for all online courses to ensure quality standards, and explore moving courses to Zero Textbook Cost (ZTC) materials to reduce barriers to access. These initiatives will strengthen student success, equity, and program visibility while positioning ASL as a model of innovation and accessibility at Crafton Hills College.

B. Alignment with the College Vision

This vision aligns closely with Crafton Hills College's mission of advancing the educational, career, and personal success of our diverse campus community through engagement and learning and with the college's broader vision to empower people through education, engagement, and innovation. By expanding the ASL program, students will not only gain language proficiency but also engage in transformational learning through service and cultural immersion in the Deaf community. These experiences foster personal growth, broaden career opportunities, and equip students with skills that are valuable across a wide range of professions.

Resources Needed to Achieve the Vision

To realize this vision, the ASL program will require targeted resources that support both instructional quality and program growth (all of which will also be documented in question 10). Key needs include:

- Curriculum Development: Launching the ASL N/601–603 noncredit sequence will require support from administrative outreach coordination, as well as faculty chair time for outreach, scheduling, and assessment design.
- Instructional Quality: Achieving POCR certification for all online courses will require release time or stipends for faculty engaged in course review and revision. Additionally, exploring

Zero Textbook Cost (ZTC) options will require funding for adopting or adapting open educational resources (OER) to maintain academic rigor while reducing costs for students.

- **Technology and Materials:** Continued investment in interactive platforms such as Canvas-integrated video tools, GoReact, and captioning services will ensure accessibility, maintain instructional quality, and support student engagement across all delivery modes.
- **Faculty Support:** Ongoing interpreting services from highly skilled ASL interpreters to ensure equal access for Deaf faculty, staff, and students in campus meetings, professional development, and governance activities.
- **Student Support:** Expanding Supplemental Instruction and embedded tutoring for ASL 101 and 102 will require funding for additional tutor hours and training. These supports are critical for increasing success rates, improving persistence into advanced courses, and reducing equity gaps.

9. 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.

There are no goals, objectives, or actions/activities for this plan.

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

NOTE: Beginning in Fall 2024, prior-year goals, objectives, and resource requests will not be copied over to the current-year plan. Writers are required to manually enter goals, objectives, and any applicable resource requests.

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, or to address identified weaknesses. **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 - 1. Increase Student Enrollment**

Priority Rank: 3

Objectives:

- **1.1 - Objective - Increase ASL 101 Enrollment by 10% by fall 2028 through target expansion of dual enrollment as well as outreach at senior day, roadrunner rally, and other campus events.**

Priority Rank: 7

Start Date: 01/01/2026 **End Date:** 08/15/2028

Responsible Person: Full time ASL Faculty

Strategic Direction (Goal): 1. Increase Student Enrollment

Impact Type: Department

Institutional Learning Outcome: Not Applicable

Actions/Activities:

- **1.1.a1 - Create Marketing Materials for ASL Program**

Partner with outreach and counseling offices; create marketing materials.

Start Date: 01/01/2026 **End Date:** 08/15/2028

Responsible Person: Full time ASL Faculty

- **1.2 - Objective - Launch ASL-N/601, 602, and 603 non-credit ASL for Customer Service sequence by fall 2027 to expand community and workforce pathways.**

Priority Rank: 9

Start Date: 01/01/2026 **End Date:** 08/15/2027

Responsible Person: Full time ASL Faculty

Strategic Direction (Goal): 1. Increase Student Enrollment

Impact Type: District Wide

Institutional Learning Outcome: 4. Society and Culture

Actions/Activities:

- **1.2.a1 - Collaborate with Administration of Outreach and Partnerships for ASL-N/601-603**

Work with Dean who oversees community partnerships and encourage appropriate collaboration to get this ball rolling.

Start Date: 01/01/2026 **End Date:** 09/01/2027

Responsible Person: Full time ASL Faculty and Willie Blackmon

- **2 - Goal - 2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability**

Priority Rank: 1

Objectives:

- **2.1 - Objective - Maintain funding for American Sign Language interpreters to support communication access for faculty during classes, meetings, and campus events.**

Priority Rank: 1

Start Date: 09/01/2025 **End Date:** 09/01/2035

Responsible Person: Division

Strategic Direction (Goal):

5. Foster and Support Inquiry, Accountability, and Campus Sustainability

Impact Type: Site

Institutional Learning Outcome: Not Applicable

Resource Requests:

- **2.1.r1 - On-Going ASL Interpreter Funding (RISE and CONVO on demand)**
Description

Maintain funding for American Sign Language interpreters to support communication access for faculty during classes, meetings, and campus events. This includes both live interpreters through RISE, as well as Convo on Demand.

Rationale

Equal access to communication. Compliance with ADA requirements.

Resource Type: Ongoing

Expenditure Category: Consultants & Other Services (5113)

First Year Cost/Savings: \$10,000.00/\$0.00

- **2.2 - Objective - Achieve POCR certification for ASL 1 and 2 online courses by Fall 2026.**

Priority Rank: 2

Start Date: 01/01/2026 **End Date:** 09/01/2026

Responsible Person: Full time ASL Faculty

Strategic Direction (Goal):

5. Foster and Support Inquiry, Accountability, and Campus Sustainability

Impact Type: Department

Institutional Learning Outcome: Not Applicable

Resource Requests:

- **2.2.r1 - POCR Stipend/Release Time**
Description

Faculty stipends/release time; DE support.

Rationale

Compensate faculty for time and energy spent on modifying classes to meet POCR regulations.

Resource Type: One-time

Expenditure Category: Reassigned Time (1102)

First Year Cost/Savings: \$1,000.00/\$0.00

Actions/Activities:

- **2.2.a1 - ASL 101 and 102 POCR Certification**

Faculty complete POOR training; revise Canvas shells to meet standards.

Start Date: 01/01/2026 **End Date:** 09/01/2026

Responsible Person: Full time ASL Faculty

- **2.3 - Objective - Explore at least three ASL courses to potentially convert to Zero Textbook Cost (ZTC) by fall 2028.**

Priority Rank: 3

Start Date: 01/01/2026 **End Date:** 09/01/2028

Responsible Person: Full time ASL Faculty

Strategic Direction (Goal):

- 2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability

Impact Type: Department

Institutional Learning Outcome: Not Applicable

Resource Requests:

- **2.3.r1 - ZCT Stipends for ASL Faculty**
Description

Faculty stipends for time spent researching and developing OER materials for ASL classes. Requesting \$1,000 per course.

Rationale

Compensate faculty for time spent on converting course materials to ZCT.

Resource Type: One-time

Expenditure Category: Reassigned Time - Non Classroom (1486)

First Year Cost/Savings: \$1,000.00/\$0.00

Actions/Activities:

- **2.3.a1 - Research ASL OER Materials**

Identify/pilot/adopt OER materials; adapt Signing Naturally/True+Way supplements.

Start Date: 01/01/2026 **End Date:** 09/01/2028

Responsible Person: Full time ASL Faculty

- **2.4 - Objective - Provide students with access to Sign-On, an online platform for practicing ASL with Deaf mentors, by 2027.**

Priority Rank: 4

Start Date: 09/01/2025 **End Date:** 09/01/2027

Responsible Person: Full time ASL Faculty

Strategic Direction (Goal):

5. Foster and Support Inquiry, Accountability, and Campus Sustainability

Impact Type: Department

Institutional Learning Outcome: 2. Written and Oral Communication

Resource Requests:

- **2.4.r1 - Sign-On Funding Request**
Description

Provide students with access to Sign-On, an online platform for practicing ASL with Deaf mentors, by 2027. Last year we were allocated \$8,000 to dedicate to this. We have yet to officially contract and move the project forward. I want to ensure our money isn't going to disappear since we haven't yet used it.

Rationale

Provide students with access to Sign-On, an online platform for practicing ASL with Deaf mentors, by 2027. Last year we were allocated \$8,000 to dedicate to this. We have yet to officially contract and move the project forward. I want to ensure our money isn't going to disappear since we haven't yet used it.

Resource Type: One-time

Expenditure Category: Consultants & Other Services (5113)

First Year Cost/Savings: \$8,000.00/\$0.00

Actions/Activities:

- **2.4.a1 - Sign On Contracting and Advertising**

Provide students with access to Sign-On, an online platform for practicing ASL with Deaf mentors, by 2027. Last year we were allocated \$8,000 to dedicate to this. We have yet to officially contract and move the project forward.

Start Date: 09/01/2025 **End Date:** 09/01/2027

Responsible Person: Full time ASL Faculty and Dean

- **2.5 - Objective - Expose students to, and integrate, two equity-based Deaf organization partnerships into ASL 101-105, 115, 200 courses. Sample organizations include The Deaf Black Project, Council de Manos, etc.**

Priority Rank: 10

Start Date: 01/01/2026 **End Date:** 09/01/2026

Responsible Person: Full time ASL Faculty

Strategic Direction (Goal):

- 2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability

Impact Type: Department

Institutional Learning Outcome: 4. Society and Culture

- **3 - Goal - 3. Increase Student Success and Equity**

Priority Rank: 3

Objectives:

- **3.1 - Objective - Raise overall ASL course success to 72% by 2029 while reducing disproportionate impact for African American, Native American, and Hispanic students.**

Priority Rank: 5

Start Date: 01/01/2026 **End Date:** 09/01/2029

Responsible Person: Full time ASL Faculty

Strategic Direction (Goal): 3. Increase Student Success and Equity

Impact Type: Department

Institutional Learning Outcome: 2. Written and Oral Communication

Resource Requests:

- **3.1.r1 - Increase ASL Student Support through Tutoring**
Description

Expand embedded tutoring in ASL 101–102; add Supplemental Instruction for ASL 101. Increase advertising to students and make sure they are taking advantage of the resources available.

Rationale

The more students use the language outside of class, the more successful they become. Providing opportunities for students to work with advanced peers on language acquisition, repetition, and practice, will strengthen their language skills and contribute to increased success.

Resource Type: Ongoing

Expenditure Category: Part-Time / Overtime / Student (2380)

First Year Cost/Savings: \$3,500.00/\$0.00

Actions/Activities:

- **3.1.a1 - Revise ASL Assessments and Supporting Activities**

Revise assessments and student activities to continue to support students' growth and development while collecting more formative feedback.

Start Date: 01/01/2026 **End Date:** 09/01/2029

Responsible Person: Full time ASL Faculty

- **3.1.a2 - Increase ASL Student Support**

Expand embedded tutoring in ASL 101–102; add Supplemental Instruction for ASL 101

Start Date: 01/01/2026 **End Date:** 09/01/2029

Responsible Person: Full time ASL Faculty and Tutoring Center

- **3.2 - Objective - Improve expressive ASL outcomes by 10% in ASL 101–102 for students aged 19 and under by Spring 2028.**

Priority Rank: 8

Start Date: 01/01/2026 **End Date:** 09/01/2028

Responsible Person: Full time ASL Faculty

Strategic Direction (Goal): 3. Increase Student Success and Equity

Impact Type: Department

Institutional Learning Outcome: 2. Written and Oral Communication

Actions/Activities:

- **3.2.a1 - Improve ASL Teaching Pedagogy and Best Practices**

Implement best teaching practices and experiment with incorporate signing games (ASL Bingo, Kahoot), creating/expanding video-based practice labs, and revising expressive exams for extended time.

Start Date: 01/01/2026 **End Date:** 09/01/2028

Responsible Person: Full time ASL Faculty

- **4 - Goal - 4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community**

Priority Rank: 4

Objectives:

- **4.1 - Objective - Expand Hands On ASL Club membership by 50% (to 15 active members) by 2027 and sustain annual Deaf Awareness Month programming.**

Priority Rank: 6

Start Date: 01/01/2026 **End Date:** 01/01/2027

Responsible Person: ASL Club Advisor

Strategic Direction (Goal):

4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

Impact Type: Site

Institutional Learning Outcome: 3. Interpersonal and Group Skills

Resource Requests:

- **4.1.r1 - Deaf Awareness Month Budget Request**
Description

\$500 annual programming budget for Deaf Awareness Month activities.

Rationale

Funding to support guest speakers, supplies, snacks, etc.

Resource Type: One-time

Expenditure Category: Non-Instructional Supplies (4500)

First Year Cost/Savings: \$500.00/\$0.00

Actions/Activities:

▪ **4.1.a1 - Deaf Awareness Month Activities**

Create and support student leadership training; coordinate annual library exhibits and café video displays; sponsor club at ASL Educators Conference.

Start Date: 01/01/2026 **End Date:** 09/01/2027

Responsible Person: Full time ASL Faculty

○ **4.2 - Objective - Expand opportunities to partner with other colleges for an annual regional ASL Educators Collaboration Conference by 2028.**

Priority Rank: 11

Start Date: 01/01/2026 **End Date:** 09/01/2028

Responsible Person: Full time ASL Faculty

Strategic Direction (Goal):

4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

Impact Type: District Wide

Institutional Learning Outcome: Not Applicable

Actions/Activities:

▪ **4.2.a1 - ASL Educators Conference Legacy Support**

Partner with ELAC/MTSAC/SBVC and other regional colleges; share conference planning documentation and framework.

Start Date: 01/01/2026 **End Date:** 09/01/2028

Responsible Person: Full time ASL Faculty

11. Comments

This space is provided for participants and managers to make additional comments. Comments are not required.

There are no comments for this plan.

12. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required.

- [SLOCloud™ PLOs 2024-2025 past 3 years.pdf](#)
- [2025-26-instrubric-revise-final.pdf](#)
- [6a Demographics.pdf](#)
- [ASL Course Matrix.png](#)
- [Outcome Mapping for ASL - SLO PLO GEO ILO.docx](#)
- [CHC and SBVC Degrees and Certificates Dashboard.pdf](#)
- [6b CHC and SBVC Degrees and Certificates Dashboard.pdf](#)
- [5aiv WSCH FTEF Ratio Dashboard.pdf](#)
- [5av Fill Rate Dashboard.pdf](#)
- [5ai-5aia Crafton Hills and San Bernardino Valley College Completion and Success Rates.pdf](#)
- [ppr-handbook-16th-edition-2526--draft1.pdf](#)
- [5aiii FT PT Faculty Ratio.pdf](#)
- [Demographics.pdf](#)