

[Plans for American Sign Language >> 2019 - 2020 American Sign Language CHC Instructional Annual Plan 2019-2020](#)

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Name :

2019 - 2020 American Sign Language CHC Instructional Annual Plan 2019-2020

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Instructions

The annual plan provides the opportunity for each program to update their four-year action plan and requires each plan to provide the current status on their course outcomes assessment, progress on effectiveness measures, and progress each program has made on achieving their goals and objectives.

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

Updating this Question is Optional on the Annual Plan!

- 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 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?**

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," continuing to offer new classes such as Introduction to Interpreting or Classifiers/Numbers/Fingerspelling allows students to deepen 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 an accessible/devoted ASL computer lab would need to be considered. By adding a full-time faculty member, we would ensure high quality teaching expertise and consistency. In 2015-2016, only 23.5% of ASL classes were taught by full-time faculty, in 2016-2017 the full time faculty member was on full release, and 2017-2018, we returned to about 24% of classes being taught by full-time faculty. A new full-time faculty member would be able to with running the student club, developing ASL tutors, and continuing to build and adapt classroom curriculum. 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."

2. Description of Program

Updating this Question is Optional on the Annual Plan!

- 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 and [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!](#)

Organizational Structure, Staffing and Modes of Instruction: 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); three, three-unit courses: ASL 105 (ASL V, Conversational ASL), ASL 115 (formerly known as MCS 110- The American Deaf Experience: Introduction to Deaf Studies), and ASL 200 (Introduction to Interpreting); and one, two-unit course: ASL 205 (Fingerspelling/Numbers/Classifiers/NMS). 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. ASL 115 (then 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 struggled to get off the ground, but was first offered in Fall 2017. ASL 901 and 902 have since become obsolete as Crafton now allows students to audit courses, eliminating the need for these two courses. All classes are currently offered in a face-to-face format and are held in the morning, day, and evening. The courses that offer only one section, usually take place during the campus's "prime time" day offerings. The program currently does not have any distance education courses on record, but is researching best practices to see if it will be added in the future.

Activities in Addition to Instruction: The discipline hired its first full-time faculty member in the fall of 2012. This instructor currently teaches only two ASL classes due to a reassign-time project, but is responsible for the oversight and planning for the program. This instructor conducts interviews for part-time instructors and mentors them throughout their time at the college. Additionally, the full timer has been an advisor to the Hands on ASL club since 2012.

Needs Based Curriculum: 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 elective courses: ASL 105, 200, and 205 also give students a competitive edge when their goal is to transfer to a Deaf Studies or Interpreter Training Program. To keep current, the ASL program is looking at other more recent curriculums during the 2018-2019 academic year to see if it is worth implementing in subsequent years (ASL 101-104).

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," have deaf family members or simply a genuine interest in the language, need ASL for communication at work, and/or aspirations for a future career within the field of the Deaf Community. 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.

Scheduling Matrix: See attachments

3. External Factors with Significant Impact

Updating this Question is Optional on the Annual Plan!

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)

Budgetary Constraints or opportunities: 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 and 205- 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.

Competition: 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, 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. 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.

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. 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. The rigor of each course has continued to grow yet not exceed acceptable workload for both students and faculty.

Job Market:

4. Progress on Outcomes Assessment (Annual Question)

Updating this Question is **Required** on the Annual Plan!

Refer to the [SLO Cloud](#) to evaluate the results from your course level Student Learning Outcomes (SLOs) and to develop actions reflected in your program review action plan (i.e. Question 10).

- a. Please summarize **course SLO assessment results**. Include a discussion of whether or not the program met its target for each course SLO.
- b. Please describe any course and/or instructional improvements you plan to make as a result of the course SLO assessment(s).
- c. What objective(s) or action step(s) will you add to Question 10 as a result of the SLO assessment(s)? If none, please explain.

All SLOs have been, and will continue to be measured every year since 2010-2011. 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.

Summary of SLO Assessment Results: In 2018-2019, we had a stable group of instructors (not much rollover) and they knew the expectations regarding SLOs. In the Fall 2018, all ASL 101 courses were assessed and data was submitted, as did the one section of ASL 103 and ASL 115. ASL 105 was offered for the second time, but was taught by a different instructor than the first year, however SLO data was entered for the first time. In spring 2019, once again all sections of ASL 102 were assessed and data was entered, as well as ASL 205. See "ASL_SLOCloud™ 2018-2019" documents for course level SLOs (ASL 101-105, 115, and 205) and our PLOs in the document titled "2018-2019 ASL Program SLOCloud™."

In summary, ASL 101 fell under target for every SLO based on the numbers. However, one instructor wrote, "3 students had not taken the final exam and one had completed 1 out of 3 portions of exam and decided not to finish them which pulled their grades down and thus affecting the SLOs." This is a red flag since this grades are not tied to SLOs and only scores from completed assessments should be entered. Apparently more training needs to be had on the entry of data. ASL 102 students passed their target for "Deaf Culture and History," and Expressive communication was close, but fell 2% shy. Receptive communication is the weakest skill for ASL 102 students according to our data. When looking at ASL 103, 104, 105, 115, and 205, all students met or exceed the targets for all SLOs. Looking forward, we will be talking about "raising the bar" and standardization of grading as a discipline, as well as boosting receptive skills in ASL 101 and 102.

Program Level Outcomes

While our target is 75% passage, data shows our students earning the following rates:

1. Expressive Communication: 70%
2. Receptive Communication: 64.93%
3. Deaf Culture and History: 78.08%
4. Cultural Diversity and Appreciation: 70.52%

We are hopeful our new curriculum will assist in raising these rates by provide students with faster signing speeds from the beginning and more complex vocabulary which will better prepare them for their SLO assessments. Additionally, the new ebook provides text in both English and Spanish so ESL students don't have to stress over the text (assuming they are native Spanish speakers/readers).

Instructional Improvements and Next Steps:

1. As a discipline, we need to improve the receptive skills of our ASL 101 and 102 students. One

way to assist in this, would be to offer Supplemental Instruction to these courses specifically. Despite wanting to attend tutoring, many students do not have the time to go to the tutoring center. Supplemental Instruction would allow them to receive extra support when is convenient for them. We are also in the process of switching our primary curriculum which will hopefully also boost these skills.

2. Our dual enrollment students are often under prepared for the expectations of college courses, as well as the technology use that accompanies them. It is recommended that the Dual Enrollment Program develop an introduction workshop to the students (and their families) explaining expectations and technological requirements of these courses.

3. In order to continue our success in completing the SLO 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. The ASL faculty will also continue to collaborate to improve curriculum to maintain high program rigor.

4. Options for Deaf Event attendance should be considered.

5. Services such as Sign On should be researched as possible supplemental tools for student success.

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Updating this Question is Required on the Annual Plan!

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 and provide an explanation for the target that has been set. **Click [HERE](#) 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. **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 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.) **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 2018-2019, our program completion rate was 93.1%, same as the year prior. Not only did we meet our goal, but we also surpassed the campus goal of 88%. Gender, age, and Ethnicity did not seem to play a significant factor on course completion, although Hispanic students did complete the course at a slightly lower rate than their peers. Overall, this data was pleasing to see.

Course Success: The ASL program's success goal is 75% or higher. During the 2018-2019 academic year, our course success rate was 72.6%, an increase of .2 from the previous

year. We fell short of our goal, as well as the campus goal of 73.4%. Our data shows that females outperform males but there are far fewer males in class, so their percentages are heavier in weight. Scores based on age is fairly consistent across the board, with a slight decrease for students who are 19 years old or younger. In terms of ethnicity, Asian and Native American students outperformed all other groups, followed by Caucasian and MR students. Hispanic and African American scored the lowest. These numbers prove that we need to find more culturally relevant events and ways to support learning for our Hispanic and African American populations. It is our hopes that our new curriculum, which has text in both English and Spanish, will also lead to higher success rates among our Hispanic students.

In both **Course Completion** and **Course success**, I would be interested to know where our DSPS students place and other special population program students (Veterans, EOPS, etc). 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. In 2018-2019, we had a 5.34 FTEF with our only full time faculty member teaching 1 class due to release (project based and department chair) and maternity leave. The 75/25 ratio was 11.2. ASL is in desperate need of another full-time faculty member.

WSCH/FTEF: The ASL program's current target WSCH/FTEF ratio is 425 (see attached calculation document). During the 2018-2019 academic year, our WSCH/FTEF ratio was 383, which is an increase from the previous 350. Although we still fell far short of our goal, we are optimistic in keeping our upward trend.

Fill Rate: The standard fill rate goal is 80%. During the 2018-2019 academic year, our fill rate was 80.4%, an increase from the previous 73.3%. This is likely due to scheduling classes as "ghost sections" and only opening them as needed and reducing the overall number of sections. Although we have some progress to still make, I am satisfied that we are above the campus average for the year at 65.4%. This year (Fall 2019) we are adding ASL 103 and 104 in the evenings which typically have lower enrollment, however it allows our evening students to earn the Basic American Sign Language Certificate.

6. Other Unit-Specific Quantitative and Qualitative Results

Updating this Question is Optional on the Annual Plan!

a. **Rubric Item:** How do your [program student demographics](#) relate to the college demographics? What are the discrepancies? – Click [HERE](#) 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.) Click [HERE](#) 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?

Student Demographics of Population Served: 2017-2018 data for the ASL program currently is listed below (CHC averages are listed in parenthesis)

Gender

Female: 79% (54.6%)

Male: 21% (45.3%)

ASL tends to be a very female dominant discipline across the country and this is no exception

at Crafton Hills College. Over the past seven years, the gender demographics have been approximately 70-80% female and 20%-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.

Race/Ethnicity

African American: 5% (3.9%)

Asian: 4.4% (5.6%)

Caucasian: 40.2% (35.4%)

Hispanic: 42.6% (48.1%)

Native American: 1.3% (.35%)

Multiracial: 6% (6.2%)

In terms of ethnic demographics, most notably, the Caucasian population is decreasing while other groups are increasing. This is good news for diversity and seems to be consistent with the campus's statistics as well.

Age

Age 19: 41.8% (29.5%)

Age 20-24: 33.7% (39.2%)

Age 25-29: 11.2% (16.6%)

Age 30-34: 5.7% (7.6%)

Age 35-39: 4.1% (4.6%)

Age 40-49: 3.4% (4%)

Age 50 or older: 2.4% (2.9%)

These numbers show a slightly older population of students enrolling in ASL courses than years past, but still fit well with the overall campus's average in terms of population served.

Degrees and Certificates Earned

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

In 2012-2013, 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.

In 2016-2017, 3 students earned a certificate and 10 earned their AA degree.

In 2017-2018, 6 students earned a certificate and 18 earned their AA degree.

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. In addition, the ASL program has begun using the Starfish early alert system both through manual entries and automatic flags. This will hopefully increase overall completion, success, and retention rates.

7. Evaluation

Updating this Question is Optional on the Annual Plan!

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 (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 and writing DE curriculum for ASL 101-104.

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.

Compliance with applicable mandates: This does not apply.

8. Vision

Updating this Question is Optional on the Annual Plan!

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 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 and align with 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," continuing to offer new classes such as Introduction to Interpreting or Classifiers/Numbers/Fingerspelling allows students to deepen 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 an accessible/devoted ASL computer lab would need to be considered. By adding a full-time faculty member, we would ensure high quality teaching expertise and consistency. As of 2015-2016, only 23.5% of ASL classes were taught by full-time faculty, and in 2016-2017 the full time faculty member was on full release. This full-time faculty member could then assist with running the student club, developing ASL tutors, and continuing to build and adapt classroom curriculum. 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."

9. Progress on Prior Goals

Updating this Question is Required on the Annual Plan!

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

- **1 - Goal - Promote Student Success in ASL**

Priority Rank:

1

Objectives:

- **1.1 - Objective - Hire full-time faculty member for ASL**

Priority Rank:

1

Original Start Date:

09/03/2012

Original End Date:

08/01/2019

Revised Start Date:

09/03/2012

Revised End Date:

05/01/2020

Responsible Person:

Department Chair and Dean

Strategic Direction:

1. Promote Student Success

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

Resource Requests:

- **1.1.r1 - ASL Faculty member salary**

Description

Salary to support one full-time faculty member in the area of ASL.

Rationale

At least 75% of FTE instructional load in ASL needs to be taught by full time faculty. Our current data shows roughly 25% or less of our courses are taught by full time faculty. 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 and higher level ASL courses. An additional full-time faculty member would be of great benefit to the program and campus.

Resource Type:

Ongoing

Expenditure Category:

Contract Classroom Inst. (1100)

Funded:

No

Funding Source:

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 ASL Faculty Member**

At least 75% of FTE instructional load in ASL needs to be taught by full time faculty. Our current data shows roughly 25% or less of our courses are taught by full time faculty. 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 and higher level ASL courses. An additional full-time faculty member would be of great benefit to the program and campus.

Start Date:

09/03/2012

End Date:

08/01/2019

Responsible Person:

Department Chair and Dean

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

I wish there was another status option for "I have no idea." Hiring another fulltime ASL faculty member has been part of my plan for YEARS (seven to be exact) and with growing need and seeing it continuously prioritized as one of the top new hires, I still have no clue when it will actually happen.

Measurements/Documentation of Progress:

I am still a discipline with only one full time faculty member, with an average of only 15-20% of classes taught by a fulltime instructor

○ **1.2 - Objective - Increase student support of classroom learning for ASL classes**

Priority Rank:

2

Original Start Date:

09/03/2012

Original End Date:

08/31/2020

Revised Start Date:

09/03/2012

Revised End Date:

08/31/2020

Responsible Person:

Breanna Andrews

Strategic Direction:

1. Promote Student Success

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

Resource Requests:

▪ **1.2.r1 - Provide Classroom Interpreters for Deaf Faculty Members**

Description

Funding needs to be allocated to allow for interpreters to be hired for instructors who are Deaf. This would include hiring interpreters for class lectures, meetings, workshops, etc. This is a legally mandated obligation by the college.

Rationale

Funding needs to be allocated to allow for interpreters to be hired for instructors who are Deaf. This would include hiring interpreters for class lectures, meetings, workshops, etc. This is a legally mandated obligation by the college.

Resource Type:

Ongoing

Expenditure Category:

Consultants & Other Services (5113)

Funded:

No

Funding Source:

First Year Cost/Savings:

\$9,000.00/\$0.00

Second Year Cost/Savings:

\$9,000.00/\$0.00

Third Year Cost/Savings:

\$9,000.00/\$0.00

▪ **1.2.r2 - Supplemental Resources for ASL Faculty**

Description

Purchase up to date DVDs and texts to support continuous development of courses.

Rationale

ASL is a true language 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:

Media (4440)

Funded:

No

Funding Source:

First Year Cost/Savings:

\$500.00/\$0.00

Second Year Cost/Savings:

\$500.00/\$0.00

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

▪ **1.2.r3 - ASL Supplemental Instruction**

Description

Provide supplemental instruction in all ASL 101 and 102 courses to start, and build from there.

Rationale

Many students want to take advantage of tutoring opportunities but do not have the time to make it down to the tutoring center. Supplemental Instructors would be able to work with students when is convenient for them, and ensure accurate transfer of information based on individual ASL teachers' needs. During recent SLO assessments, ASL 101 and 102 had low receptive ASL skills and Supplemental Instruction could assist in these students' success.

Resource Type:

Ongoing

Expenditure Category:

Part-Time / Overtime / Student (2380)

Funded:

No

Funding Source:

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

Actions/Activities:

▪ **1.2.a1 - Provide Classroom Interpreters for Deaf Faculty Members**

Funding needs to be allocated to allow for interpreters to be hired for instructors who are Deaf. This would include hiring interpreters for class lectures, meetings, workshops, etc.

Start Date:

08/01/2017

End Date:

06/01/2027

Responsible Person:

Dean

Status Code:

Work is Completed and Ongoing

Progress Description:

Classroom interpreters are provided for Deaf faculty members.

Interpreters are used for the first two days of classes in ASL 101, the first day of ASL 102, and every class session for ASL 115.

Measurements/Documentation of Progress:

Interpreter confirmations.

- **1.2.a2 - ASL Supplemental Instruction**

Many students want to take advantage of tutoring opportunities but do not have the time to make it down to the tutoring center. Supplemental Instructors would be able to work with students when is convenient for them.

Start Date:

08/01/2018

End Date:

05/23/2025

Responsible Person:

Discipline Lead

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

There really should be another status option that reads "not yet planned."

Hiring and implementing supplemental instructors is out of my control.

Measurements/Documentation of Progress:

Number of supplemental instructors assigned to courses.

- **1.3 - Objective - Sustain and grow the ASL program**

Priority Rank:

3

Original Start Date:

09/03/2012

Original End Date:

05/31/2020

Revised Start Date:

09/03/2012

Revised End Date:

05/31/2020

Responsible Person:

Discipline Lead

Strategic Direction:

7. Develop Programs and Services

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **1.3.a1 - Maintain ASL course offerings to meet demand**

Offer approximately five-six sections of ASL 101 and two-three sections of ASL 102 on campus 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:
Discipline Lead
Status Code:
Work is Completed and Ongoing

Progress Description:

We are maintaining ASL course offerings, and have even expanded slightly to offer night courses of ASL 103 and 104.

Measurements/Documentation of Progress:

Numbers of course offerings.

- **1.3.a2 - Increase number of students who major in ASL**

Increase the number of students who major in ASL. This will likely have a positive correlation with the number of degrees and certificates awarded as well.

Start Date:
08/01/2018
End Date:
05/23/2025
Responsible Person:
Discipline Lead
Status Code:
Work is Underway

Progress Description:

In 2018-2019, we had 14 students earn their AA degrees and 8 earn a certificate.

Measurements/Documentation of Progress:

Numbers of degrees and certificates awarded.

- **1.3.a3 - Curriculum Review**

Review "True Way ASL" as a possible source of curriculum. This online curriculum would provide students with an updated online curriculum, cheaper than what is currently being supported.

Start Date:
08/01/2018
End Date:
05/24/2019
Responsible Person:
Discipline Lead
Status Code:
Work is Completed and Ongoing

Progress Description:

The discipline has researched curriculum options and is starting to implement True Way ASL in fall of 2019.

Measurements/Documentation of Progress:

ASL 101 is currently using True Way ASL this semester. In spring, we will expand its use to include ASL 102.

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

Priority Rank:

2

Objectives:

- **2.1 - Objective - Develop ASL Instructors Credibility**

Priority Rank:

4

Original Start Date:

09/03/2012

Original End Date:

05/31/2020

Revised Start Date:

09/03/2012

Revised End Date:

05/31/2020

Responsible Person:

Discipline Lead

Strategic Direction:

8. Support Employee Growth

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

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:

Conference and Travel (5200)

Funded:

No

Funding Source:

First Year Cost/Savings:

\$2,000.00/\$0.00

Third Year Cost/Savings:

\$2,000.00/\$0.00

Actions/Activities:

▪ **2.1.a1 - 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:

Discipline Lead

Status Code:

Work is Completed and Ongoing

Progress Description:

This most recent ASLTA conference was attended by the fulltime faculty member as well as two current part-timers. Due to completed "Pathways" for ASL, the full time faculty member will try to track down more funding to attend future conferences.

Measurements/Documentation of Progress:

Attendance at most recent conference.

▪ **2.1.a2 - 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 one or more of these assessments to prove discipline competency.

Start Date:

11/01/2012

End Date:

05/31/2020

Responsible Person:

Discipline Lead

Status Code:

Work is Underway

Progress Description:

When interviewing, questions are asked regarding ASL Proficiency Interview, ASL CSET, or other skills assessments, however, due to difficulty in hiring, we sometimes have to bypass this desired quality.

Measurements/Documentation of Progress:

Items on resume and answers during interview.

○ **2.2 - Objective - Develop ASL Program Reputation**

Priority Rank:

5

Original Start Date:

09/03/2012

Original End Date:

05/31/2020

Revised Start Date:

09/03/2012

Revised End Date:

05/31/2020

Responsible Person:

Discipline Lead

Strategic Direction:

5. Enhance Value to the Surrounding Community

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

▪ **2.2.a1 - Host Annual SoCal ASL Educators Collaboration Conference**

Organize, plan, and execute a day of workshops for ASL teachers.

Start Date:

03/03/2012

End Date:

05/31/2022

Responsible Person:

Breanna Andrews

Status Code:

Work is Completed and Ongoing

Progress Description:

Although our conference took a hiatus in Spring of 2019, we will be hosting it again in spring of 2020. The larger national ASLTA conference took place in 2019, so we did not want to compete with this conference.

Measurements/Documentation of Progress:

Completion of event.

▪ **2.2.a2 - Take part in ASL Advisory Committees**

Take part in local ASL advisory Committees and host our own when needs arise. Network 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:

Discipline Lead

Status Code:

Work is Completed and Ongoing

Progress Description:

The fulltime faculty member remains on advisory boards for local community colleges and ROP programs and attends when schedules align.

Measurements/Documentation of Progress:

Completed meetings.

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

Updating this Question is **Required** on the Annual Plan!

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 - Promote Student Success in ASL**

Priority Rank:

1

Objectives:

- **1.1 - Objective - Hire full time ASL Faculty. At least 75% of FTE instructional load in ASL needs to be taught by full time faculty. Our 2018-2019 data shows only 11.2% or less of our courses were taught by full time faculty. 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 and higher level ASL courses.**

Priority Rank:

1

Start Date:

09/03/2012

End Date:

05/01/2020

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 - ASL Faculty member salary**

Description

Salary to support one full-time faculty member in the area of ASL.

Rationale

At least 75% of FTE instructional load in ASL needs to be taught by full time faculty. Our 2018-2019 data shows only 11.2% or less of our courses were taught by full time faculty. 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 and higher level ASL courses. An additional full-time faculty member would be of great benefit to the program and campus.

Resource Type:

Ongoing

Expenditure Category:

Contract Classroom Inst. (1100)

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 ASL Faculty Member**

At least 75% of FTE instructional load in ASL needs to be taught by full time faculty. Our 2018-2019 data shows only 11.2% or less of our courses were taught by full time faculty. 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 and higher level ASL courses. An additional full-time faculty member would be of great benefit to the program and campus.

Start Date:

09/03/2012

End Date:

05/01/2020

Responsible Person:

Department Chair and Dean

- **1.2 - Objective - Increase student support of classroom learning for ASL classes by budgeting for ASL Interpreters for Deaf faculty members' first week of classes, purchasing supplemental resources for ASL classrooms, and implementing supplemental instruction (tutors).**

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 - Fund GoREACT and SignOn Services**

Description

GoREACT is the current tool for assessing ASL students, but costs each student \$30 per semester, per course. Sign On is a conversational service that allows students to converse with Deaf people from all across the country. It currently runs for \$20 per session per student. Students would benefit greatly if we could require 2 Sign On sessions per semester per student (\$40 per student total), but we cannot justify adding this cost to the class.

Rationale

The growing costs of courses is prohibiting some students from taking our classes. Although GoREACT is already in place (paid for by students), an institutional membership would lower costs per student and be applicable to ALL disciplines across campus. SignOn would allow students greater exposure to the language including regional variations without having to leave their home. This could also solve the logistical problems of students attending required Deaf events.

GoREACT= ~ \$6,773.30

Sign On= ~ \$8,000

Resource Type:

One-time

Expenditure Category:

Consultants & Other Services (5113)

First Year Cost/Savings:

\$15,000.00/\$0.00

- **1.2.r2 - Provide Classroom Interpreters for Deaf Faculty Members**

Description

Funding needs to be allocated to allow for interpreters to be hired for instructors who are Deaf. This would include hiring interpreters for class lectures, meetings, workshops, etc. This is a legally mandated obligation by the college.

Rationale

Funding needs to be allocated to allow for interpreters to be hired for instructors who are Deaf. This would include hiring interpreters for class lectures, meetings, workshops, etc. This is a legally mandated obligation by the college.

Resource Type:
Ongoing
Expenditure Category:
Consultants & Other Services (5113)
First Year Cost/Savings:
\$9,000.00/\$0.00
Second Year Cost/Savings:
\$9,000.00/\$0.00
Third Year Cost/Savings:
\$9,000.00/\$0.00

▪ **1.2.r3 - Supplemental Resources for ASL Faculty**

Description

Purchase up to date DVDs and texts to support continuous development of courses.

Rationale

ASL is a true language 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:
Media (4440)
First Year Cost/Savings:
\$500.00/\$0.00
Second Year Cost/Savings:
\$500.00/\$0.00
Third Year Cost/Savings:
\$500.00/\$0.00

▪ **1.2.r4 - ASL Supplemental Instruction**

Description

Provide supplemental instruction in all ASL 101 and 102 courses to start, and build from there.

Rationale

Many students want to take advantage of tutoring opportunities but do not have the time to make it down to the tutoring center. Supplemental Instructors would be able to work with students when is convenient for them, and ensure accurate transfer of information based on individual ASL teachers' needs. During recent SLO assessments, ASL 101 and 102 had low receptive ASL skills and Supplemental Instruction could assist in these students' success.

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

Actions/Activities:

- **1.2.a1 - Fund GoREACT and SignOn Services**

GoREACT is the current tool for assessing ASL students, but costs each student \$30 per semester, per course. Sign On is a conversational services that allows students to converse with Deaf people from all across the country. It currently runs for \$20 per session per student. We would love to require 2 sessions per student per semester, but cannot justify adding this cost to the class.

Start Date:

09/01/2019

End Date:

08/31/2029

Responsible Person:

Discipline Lead and Dean(s)

- **1.2.a2 - Provide Classroom Interpreters for Deaf Faculty Members**

Funding needs to be allocated to allow for interpreters to be hired for instructors who are Deaf. This would include hiring interpreters for class lectures, meetings, workshops, etc.

Start Date:

08/01/2017

End Date:

08/31/2037

Responsible Person:

Dean

- **1.2.a3 - Purchase Supplemental Resources**

Purchase up to date DVDs and texts to support continuous development of courses. ASL is a true language and language changes over time. We need to ensure that our courses reflect the most up to date changes in the language and culture.

Start Date:

08/01/2019

End Date:

08/31/2030

Responsible Person:

Discipline Lead

- **1.2.a4 - ASL Supplemental Instruction**

Many students want to take advantage of tutoring opportunities but do not have the time to make it down to the tutoring center. Supplemental Instructors would be able to work with students when is convenient for them.

Start Date:

08/01/2018

End Date:
08/31/2021
Responsible Person:
Discipline Lead

- **1.3 - Objective - Sustain and grow the ASL program by maintaining number of course offerings, increasing number of students who major in ASL, and building new curriculum and course offering styles (flipped/hybrid/online).**

Priority Rank:

3

Start Date:
09/03/2012

End Date:
05/31/2021

Responsible Person:
Discipline Lead

Strategic Direction:
7. Develop Programs and Services

Impact Type:

Site

Institutional Learning Outcome:

2. Written and Oral Communication

Actions/Activities:

- **1.3.a1 - Curriculum Development**

Build new curriculum to be able to implement new course offering styles (flipped/hybrid/online). This will include creating videos, PowerPoints, and other resources for use through Canvas.

Start Date:
08/01/2018

End Date:
08/31/2023

Responsible Person:
Discipline Lead

- **1.3.a2 - DE Addendums**

Write DE addendums for ASL 105, 200, and 205.

Start Date:
09/01/2019

End Date:
08/31/2024

Responsible Person:
Discipline Lead

- **1.3.a3 - Maintain ASL course offerings to meet demand**

Offer approximately five-six sections of ASL 101 and two-three sections of ASL 102 on campus each semester, spread throughout the day and evening. Continue to offer at least one ASL 103 course and one ASL 104 course each fall/spring, preferably two so one can be offered in the day,

and the other in the evening. 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:

08/31/2030

Responsible Person:

Discipline Lead

- **1.3.a4 - Increase number of students who major in ASL**

Increase the number of students who major in ASL. This will likely have a positive correlation with the number of degrees and certificates awarded as well. In 2018-2019 14 degrees and 8 certificates were earned. we would like to see these numbers increase to 20 and 10 respectively.

Start Date:

08/01/2018

End Date:

08/31/2035

Responsible Person:

Discipline Lead

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

Priority Rank:

2

Objectives:

- **2.1 - Objective - Develop ASL Instructors Credibility through conference attendance and skills demonstration assessment "requirements" upon hiring.**

Priority Rank:

4

Start Date:

09/03/2012

End Date:

08/31/2030

Responsible Person:

Discipline Lead

Strategic Direction:

8. Support Employee Growth

Impact Type:

Department

Institutional Learning Outcome:

Not Applicable

Resource Requests:

- **2.1.r1 - PT Faculty Training Retreat**

Description

Enhance professional development with part time faculty. Focus on pedagogy and grading standardization. This would be in the form of a one day retreat.

Rationale

To help increase SLO statistics, a one-day retreat would focus on best practices as well as effective grading, efficient feedback, and pedagogy.

Resource Type:

One-time

Expenditure Category:

Non-Instruction Hourly (1480)

First Year Cost/Savings:

\$2,400.00/\$0.00

- **2.1.r2 - 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:

Conference and Travel (5200)

First Year Cost/Savings:

\$2,000.00/\$0.00

Third Year Cost/Savings:

\$2,000.00/\$0.00

Actions/Activities:

- **2.1.a1 - PT Faculty Training**

Enhance professional development with part time faculty. Focus on pedagogy and grading standardization.

Start Date:

09/01/2019

End Date:

08/31/2029

Responsible Person:

Discipline Lead

- **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:

08/31/2031

Responsible Person:

Discipline Lead

▪ **2.1.a3 - 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 one or more of these assessments to prove discipline competency.

Start Date:

11/01/2012

End Date:

08/31/2030

Responsible Person:

Discipline Lead

○ **2.2 - Objective - Develop ASL Program Reputation through hosting regional conferences and sitting on advisory boards of surrounding ASL programs.**

Priority Rank:

5

Start Date:

09/03/2012

End Date:

08/31/2030

Responsible Person:

Discipline Lead

Strategic Direction:

5. Enhance Value to the Surrounding Community

Impact Type:

Site

Institutional Learning Outcome:

4. Society and Culture

Actions/Activities:

▪ **2.2.a1 - Host Annual SoCal ASL Educators Collaboration Conference**

Organize, plan, and execute a day of workshops for ASL teachers.

Start Date:

03/03/2012

End Date:

08/31/2032

Responsible Person:

Breanna Andrews

▪ **2.2.a2 - Take part in ASL Advisory Committees**

Take part in local ASL advisory Committees and host our own when needs arise. Network 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:

05/31/2030

Responsible Person:

Discipline Lead

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.

- [FTES Calculations.xlsx](#)
- [2018-2019 - ASL Fill Rate Dashboard.pdf](#)
- [program_report_CertificateInASL.pdf](#)
- [2018-2019 - ASL - WSCH FTEF Ratio Dashboard.pdf](#)
- [SLOCloud™ - ASL 101 - 2018-2019.pdf](#)
- [SLOCloud™ - ASL 115 - 2018-2019.pdf](#)
- [Scheduling Matrix \(course offerings and SLO assessments\).docx](#)
- [SLOCloud™ - ASL 103 - 2018-2019.pdf](#)
- [SLOCloud™ - ASL 105 - 2018-2019.pdf](#)
- [2018-2019 ASL Program SLOCloud™.pdf](#)
- [_ASL 101 SLO Rubric.doc](#)
- [SLOCloud™ - ASL 205 - 2018-2019.pdf](#)
- [Program and Course Level SLO ASL and Deaf Culture.docx](#)
- [SLOCloud™ - ASL 104 - 2018-2019.pdf](#)
- [program_report_AAinASL.pdf](#)
- [2018-2019 - ASL - 75_25 Ratio Dashboard.pdf](#)
- [SLOCloud™ - ASL 102 - 2018-2019.pdf](#)
- [2018-2019 - ASL Completion and Success Rates.pdf](#)