

Comprehensive Program Review Report



Program Review - American Sign Language

Program Summary

2021-2022

Prepared by: Annette Klein

What are the strengths of your area?: The strength of American Sign Language at College of the Sequoias is the large number of students who want to learn about and understand Deaf Culture and community. Many of them are able to communicate with Deaf/Hard of Hearing at their place of work. Additionally, there are 8 adjunct instructors and one Full Time ASL instructor.

In terms of enrollment, ASL is one of the most stable programs within the Language and Communication Studies Division. ASL offers between 20-25 courses--ASL 1-4, ASL 005 (Deaf Culture), ASL 006 (Deaf Literature) and ASL 110 (Intro to ASL Interpreting)--within each semester in a given year. There is a long-standing high level of demand for all ASL classes, which satisfy AA/AS degree requirements as well as being key components of the IGETC and General Ed Certification packages for transfer to the CSU and UC systems. In 2016 the total ASL FTES rate was 94.81 and now in 2021 it is 142.00 which is an approximately 40% increase. COS is working to increase the success rates of our various under-performing subgroups for race/ethnicity and under ASL in 2018-2019 it was shown a success rate of 75%. In 2020-2021, the success rate increased to 78%. I foresee this growth trend will continue since it increases a little more than the previous years. [1] Student demands for ASL instruction classes remains high even though with the COVID circumstances. Also, I also had three new courses (ASL 001 - online, ASL 005 - Deaf Culture, and ASL 006 - Deaf Literature) be approved during the 2019-2020 academic year. ASL 001 - online and ASL 005 - Deaf Culture was first offered during the Fall 2020 semester. ASL 006 - Deaf Literature was first offered during the Spring 2021 semester. I have inputted ASL 005 (Deaf Culture) and ASL 006 (Deaf Literature) as required major courses for the ASL AA degree requirement. This shows increases in ASL classes being offered each semester.

ASL has slowly been climbing back from the mandated budget cuts after the 2010/11 year. Since then we have seen significant growth in ASL classes; in 2020-2021, our FTES in ASL 1 has reached 106.00, with the course continuing to see success rates hovering around 75%.[1]

What improvements are needed?: 1. Need curriculum review and add additional courses:

Full time ASL instructor, Annette, is working on proposing two new courses through Courseleaf. The two courses are named "English to American Sign Language (ASL) Translation" and "American Sign Language (ASL) to English Translation". Once approved then would add those two courses onto the ASL AA degree as electives. I'm hoping to have another Full Time instructor to be hired by Fall 2022 and be available to teach these new courses. These new courses would prepare students for entry-level interpreting positions in a variety of settings such as schools and social services agencies without the need of having a BA degree.

2. Hire another Full Time Faculty for the ASL Program in order to grow the program and establish an ASL Interpreting Preparation Program for student success:

It is time to add another Full-Time position for the ASL program. Since I was hired as a Full-Time instructor in 2016, ASL classes have steadily grown. At the end of Spring 2016 the total ASL FTES rate was 94.81 and now in 2021 it is 142.00 which is an approximately 40% increase. By all indications we predict this growth trend will continue in the years to come. I am the only Full-Time instructor for the ASL program. We currently have 8 adjunct instructors. One of those adjunct instructors are planning to retire at the end of Spring 2022 semester. I also have been told that another one of the adjunct instructors plan to retire within a year. We are in need of looking to hire another adjunct instructor to cover several classes for Spring 2022 for Corcoran High School. During the Fall 2018 semester, we unfortunately had to cancel our ASL instructional classes at Corcoran High School due to not being able to find an adjunct instructor to teach the classes. I fear that will happen again for the Spring 2022 semester. Last year, Fall 2020 semester we had to have one of the ASL adjunct instructors be temporary "Full-Time" to cover

classes that needed instructors. So, by hiring and securing another Full-Time faculty would lessen the stress of looking for new adjunct ASL instructors and having all classes be staffed.

I am also currently working on creating new courses to add onto the ASL AA degree as electives. Those two new courses are "American Sign Language to English Translation" and "English to American Sign Language Translation". This is due to the demand of students who are interested in becoming interpreters. By creating those new courses will prepare students for entry-level interpreting positions in a variety of settings such as schools and social services agencies without having the requirement of having a BA degree. Fresno State has a four-year degree in Deaf Studies, Interpreting and Deaf Education. A BA degree is required for those who want to become certified interpreters. Once those two new courses are approved then we will for sure have to seek more instructors to teach extra course offerings.

By adding a Full-Time faculty member to the ASL Program, we would be able to increase student success and exposure to the ASL interpreting field and needs of the Deaf community. The additional Full-Time faculty member would be able to teach the additional new courses that are pending approval as well as courses that cannot be staffed. I believe that this will help expand and elevate the program and increase interest and motivation for those students who are wanting to pursue their dreams and aspirations in this field.

3. Improve Deaf Culture Awareness:

Provide and promote more Deaf Events through the ASL department and ASL club for ASL students on campus. We were able to provide events once every semester. Spring 2018 we provided an ASL movie night. Fall 2019 semester we provided a "Deaf Panel" event. Both events were well attended with approximately 150 students. The ASL department typically provides a big event for ASL students once a semester but since the COVID-19 pandemic, instructors and students were forced to teach/learn remotely so this hinders attending events for the 2020-2021 academic year. Annette will continue to work with the Deaf/Hard of Hearing Center (DHHSC) or Fox Interpreting in being creative in possibly holding events via zoom. This is to encourage COS students and the deaf community to come and interact together.

[1]: "ASL PR Dashboard" in Document Repository.

Describe any external opportunities or challenges.: In order to become certified interpreters, you need to have a BA degree. COS need an ASL AA degree that is transferrable to the CSU and UC systems. COS needs to establish an ASL Interpreter Preparation Program.

Overall SLO Achievement: Overall 2020-2021 Courses Success are:

ASL 001 - 72%

ASL 002 - 76%

ASL 003 - 84%

ASL 004 - 86%

ASL 110 - 94%

Changes Based on SLO Achievement: There has not been much change in the overall Course Success from 2016-2021.

Overall PLO Achievement: Overall 2020/2021 Program Success for the program is 75%.

Changes Based on PLO Achievement: There has not been much change in the overall Program Success from 2016-2021.

Outcome cycle evaluation: The ASL AA degree and all ASL courses are on a three-year cycle. The ASL degree is due to be next assessed in 2021-2022.

Action: Increase student feedback through technology

Record students Midterms and Finals through GoReact on Canvas. GoReact allows students to record themselves then send it to the instructor. Instructor is able to record back and give feedback regarding their skills.

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Implementation Timeline: 2020 - 2021

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Identify related course/program outcomes: ASL001: SLO

ASL002

ASL003

ASL004

ASL110:

Person(s) Responsible (Name and Position): Annette Klein; working with Division Chair and Dean to get student fee of \$20 per semester to pay for this service.

Program Review - American Sign Language

Rationale (With supporting data): In order to improve student learning, there is technology available for better feedback. For exams in ASL classes, students would use GoReact to get feedback from their instructors. The video record would archive student exams of them signing in order to give an accurate feedback and to help students see how they can improve their signing skills.

Priority: Low

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Action: Establish ASL Interpreting Program for students to obtain a "Certification of Achievement". This will mandate the growth of the ASL Program at COS and provide more ASL interpreters in the Central Valley.

Goal is to establish an ASL Interpreting Preparation Program and provide a "Certification of Achievement" for the students. The ASL Interpreting Preparation Program will prepare students for entry-level interpreting positions in a variety of settings such as schools and social services agencies without having the requirement of having a BA degree. The Certification of Achievement will also provide students employment who are interested in becoming ASL interpreters in the Central Valley. There is a very large need for ASL interpreters within the Central Valley and surrounding areas.

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Implementation Timeline: 2019 - 2020, 2021 - 2022

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Annette Klein

Rationale (With supporting data):

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021

09/08/2021

Status: Action Discontinued

Annette Klein has proposed for a new Full time ASL Instructor position in hopes of hiring someone with ASL and interpreting experience and knowledge. It was not accepted during the 2018-2019 and 2019-2020 academic years but will propose again during the 2021-2022 academic year.

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 1.1 - The District will increase FTES by 1.75% over the three years

District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

Action: Hire another Full Time Faculty for the ASL Program in order to grow the program for student success.

Program Review - American Sign Language

It is time to add another Full-Time position for the ASL program. Since I was hired as a Full-Time instructor in 2016, ASL classes have steadily grown. At the end of Spring 2016 the total ASL FTES rate was 94.81 and now in 2021 it is 142.00 which is an approximately 40% increase. By all indications we predict this growth trend will continue in the years to come. I am the only Full-Time instructor for the ASL program. We currently have 8 adjunct instructors. One of those adjunct instructors are planning to retire at the end of Spring 2022 semester. I also have been told that another one of the adjunct instructors plan to retire within a year. We are in need of looking to hire another adjunct instructor to cover several classes for Spring 2022 for Corcoran High School. During the Fall 2018 semester, we unfortunately had to cancel our ASL instructional classes at Corcoran High School due to not being able to find an adjunct instructor to teach the classes. I fear that will happen again for the Spring 2022 semester. Last year, Fall 2020 semester we had to have one of the ASL adjunct instructors be temporary "Full-Time" to cover classes that needed instructors. So, by hiring and securing another Full-Time faculty would lessen the stress of looking for new adjunct ASL instructors and having all classes be staffed.

I am also currently working on creating new courses to add onto the ASL AA degree as electives. Those two new courses are "American Sign Language to English Translation" and "English to American Sign Language Translation". This is due to the demand of students who are interested in becoming interpreters. By creating those new courses will prepare students for entry-level interpreting positions in a variety of settings such as schools and social services agencies without having the requirement of having a BA degree. Fresno State has a four-year degree in Deaf Studies, Interpreting and Deaf Education. A BA degree is required for those who want to become certified interpreters. Once those two new courses are approved then we will for sure have to seek more instructors to teach extra course offerings.

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[1]: "ASL PR Dashboard" in Document Repository.

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Implementation Timeline: 2019 - 2020, 2020 - 2021, 2021 - 2022

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Annette Klein

Rationale (With supporting data): (see "Action" above)

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022

09/08/2021

Status: Continue Action Next Year

Annette Klein plans to propose for a new Full time Faculty Instructor position for the ASL Program in hopes of hiring someone with ASL and interpreting experience and knowledge. It was not accepted during the 2018-2019, 2019-2020 and 2020-2021 academic years but will propose again during the 2021-2022 academic year.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Personnel - Faculty - One Full-Time ASL Faculty member (Active)

Why is this resource required for this action?: It is time to add another Full-Time position for the ASL program. Since I was hired as a Full-Time instructor in 2016, ASL classes have steadily grown. At the end of Spring 2016 the total ASL FTES rate

Program Review - American Sign Language

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[1]: "ASL PR Dashboard" in Document Repository.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 100000

Related Documents:

[ASL - 2018 Program Review Data.pdf](#)

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 1.1 - The District will increase FTES by 1.75% over the three years
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years
District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level

Action: Making changes to the ASL AA degree with inputting ASL 005 (Deaf Culture) and ASL 006 (Deaf Literature) as required major courses.

Annette Klein is currently working on inputting ASL 005 (Deaf Culture) and ASL 006 (Deaf Literature) as required major courses for the ASL AA degree requirement. I have proposed it through CourseLeaf and it is in the process of getting approved.

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Implementation Timeline: 2020 - 2021

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Annette Klein - ASL Full Time Instructor

Rationale (With supporting data):

Program Review - American Sign Language

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021

09/08/2021

Status: Action Completed

This has been completed and is currently updated in the catalog.

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 1.1 - The District will increase FTES by 1.75% over the three years

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

Action: Develop Open Educational Resources (OER) for ASL and Deaf Culture

There is very limited OER for ASL and Deaf Culture. Therefore, more OER needs to be developed for ASL and Deaf Culture. Sal Garcia (Temporary ASL Full-Time instructor) and myself (ASL Full-Time instructor) have been working with Emily Campbell and Mary Catherine-Oxford and have been approved to develop OER for ASL and Deaf Culture by December 2020. Many of the ASL adjunct instructors have been struggling teaching remotely since many do not have materials for teaching online. By developing OER will hopefully help other ASL instructors to have OER materials for teaching online courses.

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Implementation Timeline: 2020 - 2021

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Annette Klein - ASL Full Time Instructor and Sal Garcia - Temporary ASL Full Time Instructor

Rationale (With supporting data):

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021

09/08/2021

Status: Action Completed

This has been completed for ASL 1 and ASL 105 (Deaf Culture). OER for those courses are now available to any ASL adjunct instructors who wish to use it for their courses.

Impact on District Objectives/Unit Outcomes (Not Required):

Program Review - American Sign Language

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 1.1 - The District will increase FTES by 1.75% over the three years
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

Action: 2021-2022 Create two new courses to add onto the ASL program.

The two courses that are needed to be created is due by high demand of ASL students who want to become interpreters. The two courses are named "English to American Sign Language (ASL) Translation" and "American Sign Language (ASL) to English Translation". These two courses would be added onto the ASL AA degree as electives.

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Implementation Timeline: 2021 - 2022

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Annette Klein - ASL Full Time Instructor

Rationale (With supporting data):

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Link Actions to District Objectives

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