

Comprehensive Program Review Report



Program Review - American Sign Language

Program Summary

2020-2021

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 105 (Deaf Culture), ASL 106 (Deaf Literature) and ASL 110 (Introduction to 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 122.43 and now in 2020 it is 146.00 which is a approximately 19% increase. 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. Also, I also had three new courses (ASL 001 - online, ASL 105 - Deaf Culture, and ASL 106 - Deaf Literature) be approved during the 2019-2020 academic year. ASL 001 - online and ASL 105 - Deaf Culture is being first offered during the Fall 2020 semester. ASL 106 - Deaf Literature will be first offered during the Spring 2021 semester. 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 2019-2020, our FTES in ASL 1 has reached 104.40, with the course continuing to see success rates hovering around 82%. [1]

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

What improvements are needed?: 1. Need curriculum review and update:

Full time ASL instructor, Annette, has worked for 4 years and curriculum updates are in progress. Goal for the ASL program is to have AA degree revised. Curriculum has been approved for Deaf Culture, Deaf Literature, and ASL 1 (online) courses during the 2019-2020 academic year. I have been currently working on inputting ASL 105 (Deaf Culture) and ASL 106 (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. This will most likely increase enrollment and interest in the program in ASL classes if they know AA degree revised. Fresno State has a four year degree in Deaf Studies, Interpreting and Deaf Education. BA degree is required for those who want to become certified interpreters. Another goal is to establish ASL Interpreting Preparation Program in the near future and provide a "Certification of Achievement". I'm hoping to have another Full Time instructor to be hired by Fall 2021 and would anticipate this ASL Interpreting Preparation Program to be implemented by 2022/2023 academic year. 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. The Certification of Achievement will provide students employment who are interested in becoming ASL interpreters in the Central Valley. There is a much need for ASL interpreters.

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 2020 it is 146.00 which is a approximately 43% increase. I foresee this growth trend will continue. [1] 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. Student demands for ASL instruction classes remains high. 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 have taken the necessary steps to secure a qualified adjunct instructor to teach these classes at Corcoran High School. Lastly, we have had some adjunct ASL instructors that back out of their teaching assignments at the beginning of each semester during the Fall 2018, Spring 2019 and Fall 2020 semesters. This Fall 2020 semester we had to have one of the ASL adjunct instructors be temporary "Full-Time" in order to cover classes that needed instructors. Fortunately, we were lucky to have hired one new adjunct ASL instructor for Fall 2020 semester to cover Corcoran High School. We are in need of looking to hire another adjunct instructor to cover several class for Spring 2021 due to one adjunct instructor backing out of her teaching assignments. So, by hiring and securing another Full-Time faculty would lessen the stress of looking for new adjunct ASL instructors.

As I mentioned before, I am currently working on curriculum changes and updates. One of the main changes is reworking the ASL AA degree to better prepare our students for the work world. 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. Fresno City College and Bakersfield Community College both have an Interpreting Program offered to students but that could hinder COS students due to distance. I also had three new courses (ASL 001 - online, Deaf Culture, and Deaf Literature) approved during the 2019-2020 academic year. Since those new courses are approved then we will for sure have to seek more instructors to teach extra course offerings.

Another essential goal is to establish an ASL Interpreting Preparation Program in the near future 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. According to the Deaf/Hard of Hearing Service Center (DHHSC), Fox Interpreting and school districts in the central valley there is a big demand for ASL interpreters. Therefore there is a very large need for ASL interpreters within the Central Valley and surrounding areas.

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 were approved. 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. 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.

4. 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 2018-2019 Courses Success are:

ASL 001 - 82%

ASL 002 - 80%

ASL 003 - 85%

ASL 004 - 93%

ASL 110 - 85%

Changes Based on SLO Achievement: There has not been much change in the overall Course Success from 2016-2020.
Overall PLO Achievement: Overall 2019/2020 Program Success for the program is 82%.
Changes Based on PLO Achievement: There has not been much change in the overall Program Success from 2016-2020.
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: Update and Align Curriculum

The ASL department needs to evaluate and update curriculum for current courses as needed to better align its degree and certificate programs with educational and employment opportunities. It needs to write curriculum for Deaf Culture (online) and Deaf Literature (online) courses.

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Implementation Timeline: 2019 - 2020

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Identify related course/program outcomes: Program Outcomes:

Conversation: Given the basic structures of ASL and deaf culture, students will be able to engage in spontaneous conversation using accurate expressive and receptive skills at a beginning level and be able to ask and answer questions using a basic vocabulary of 300 signs and correct grammatical structure.

Finger spelling: Given the task to communicate with a person who is deaf, students will be able to execute, read, and understand finger spelling and use it as a necessary part of a larger conversation in ASL at a beginning level.

Deaf Culture: Given a situation in which knowledge of the deaf community is necessary to communicate, students will be able to identify and give examples of deaf cultural attributes beyond stereotypes and articulate basic fundamental values that will facilitate effective environments for interaction. Students will demonstrate their basic understanding through a report or project identifying salient aspects of the deaf community and the impacts of living in a multilingual culture, using examples of their experiences with deaf people.

Person(s) Responsible (Name and Position): Annette Klein (Full Time faculty), Cynthia Johnson (Language and Communication Studies Division Chair), Barbara Laird (Language and Communication Studies Curriculum Lead)

Rationale (With supporting data): Need curriculum review and update:

ASL assessment work needs to begin in earnest. Department meetings have begun and assessment will begin on the degree program immediately. In the long run, curriculum needs to be written for Deaf Culture and Literature courses and the Interpreting Program needs to be examined to determine how best to align with Fresno State (and perhaps other high-profile Deaf or Communicative Sciences Deaf Studies programs). These will be ongoing concerns as the department has fallen into some disrepair in recent years, but there is a workable timeline to rectify many shortcomings this academic year (2016-17).

ASL students at COS have remarkable opportunities for continued education at a four-year college as well as ready employment as interpreters in the local area. Given these opportunities, it is vital that the courses at COS not only reflect the most current pedagogy of ASL instruction, but that they align well with courses at Fresno State or elsewhere in the Deaf or Communicative Sciences Deaf Studies fields.

Similar curriculum exists at community colleges throughout the state. Included in the Document Repository are selections from the catalogs of American River College in Sacramento and Antelope Valley college in Palmdale, both of which offer Deaf Culture and Fingerspelling classes.

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: Interpreters are in high demand and are a scarce and valuable resource in the Central Valley.

Training and developing interpreters is an important component of our certificate and degree programs. 20% job growth for ASL interpreters according to Bureau of Labor Statistics. BA degree is required for certified ASL interpreters.

Update on Action

Updates

Update Year: 2020 - 2021

09/08/2020

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Status: Action Completed

Fulltime ASL instructor Annette has worked for 2 years and curriculum for Deaf Culture and Deaf Literature courses have been approved. Deaf Culture is offered for the first time during Fall 2020 semester. Deaf Literature will be offered for the first time in Spring 2021 semester.

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

Resources Description

No resource needed. (Active)

Why is this resource required for this action?:

Notes (optional):

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

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 Objectives: 2015-2018

District Objectives - 2.1 - Increase the number of students who are transfer-prepared annually.

District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.

District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually.

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.

Leave Blank:

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.

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

Program Review - American Sign Language

"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.

Leave Blank:

Implementation Timeline: 2019 - 2020

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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

09/08/2020

Status: Continue Action Next Year

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 2020-2021 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 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 at the end of Spring 2020 it is 146.00 which is a approximately 43% increase. I foresee this growth trend will continue. [1] 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. Student demands for ASL instruction classes remains high. 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 have taken the necessary steps to secure a qualified adjunct instructor to teach these classes at Corcoran High School. Lastly, we have had some adjunct ASL instructors that back out of their teaching assignments at the beginning of each semester during the Fall 2018, Spring 2019 and Fall 2020 semesters. This Fall 2020 semester we had to have one of the ASL adjunct instructors be temporary "Full-Time" in order to cover classes that needed instructors. Fortunately, we were lucky to have hired one new adjunct ASL instructor for Fall

Program Review - American Sign Language

2020 semester to cover Corcoran High School. We are in need of looking to hire another adjunct instructor to cover several class for Spring 2021 due to one adjunct instructor backing out of her teaching assignments. So, by hiring and securing another Full-Time faculty would lessen the stress of looking for new adjunct ASL instructors.

As I mentioned before, I am currently working on curriculum changes and updates. One of the main changes is reworking the ASL AA degree to better prepare our students for the work world. 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. Fresno City College and Bakersfield Community College both have an Interpreting Program offered to students but that could hinder COS students due to distance. I also had three new courses (ASL 001 - online, Deaf Culture, and Deaf Literature) approved during the 2019-2020 academic year. Since those new courses are approved then we will for sure have to seek more instructors to teach extra course offerings.

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Implementation Timeline: 2019 - 2020, 2020 - 2021

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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: 2020 - 2021

09/08/2020

Status: Continue Action Next Year

Annette Klein has proposed 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 and 2019-2020 academic years but will propose again during the 2020-2021 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 was 94.81 and now at the end of Spring 2020 it is 146.00 which is a approximately 43% increase. I foresee this growth trend will continue. [1] By all indications we predict this growth trend will continue in the years to come. I am the only

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Full-Time instructor for the ASL program. We currently have 8 adjunct instructors. Student demands for ASL instruction classes remains high. 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 have taken the necessary steps to secure a qualified adjunct instructor to teach these classes at Corcoran High School. Lastly, we have had some adjunct ASL instructors that back out of their teaching assignments at the beginning of each semester during the Fall 2018, Spring 2019 and Fall 2020 semesters. This Fall 2020 semester we had to have one of the ASL adjunct instructors be temporary "Full-Time" in order to cover classes that needed instructors. Fortunately, we were lucky to have hired one new adjunct ASL instructor for Fall 2020 semester to cover Corcoran High School. We are in need of looking to hire another adjunct instructor to cover several class for Spring 2021 due to one adjunct instructor backing out of her teaching assignments. So, by hiring and securing another Full-Time faculty would lessen the stress of looking for new adjunct ASL instructors.

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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: Offer ASL Tutoring for ASL students through video conferencing at Tulare and Hanford campus.

ASL department would like is to have video conferencing available for ASL students at the Tulare and Hanford campus for ASL tutoring. There is currently no tutoring available at the Tulare and Hanford campus for ASL students. The ASL department would like

Program Review - American Sign Language

to have ASL tutoring offered through video conferencing since we do offer ASL tutoring at the Visalia campus.

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Implementation Timeline: 2019 - 2020

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Annette Klein (Full Time faculty)

Rationale (With supporting data):

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021

09/08/2020

Status: Action Completed

Annette Klein has worked with the Language Center to have ASL tutoring based there instead of the tutoring center. ASL students can contact the ASL tutor at the Language Center via online and have tutoring opportunities beyond the COVID crisis. This is to provide ASL tutoring for all students on all three campuses.

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

Action: Include ASL department within the Language Center and implement usage of their "open" lab

Provide access for ASL students to use "open" lab hours at the Language Center to ensure ASL student success. Currently the ASL department is not involved with the Language Center and I have discussed with Henry Garcia who is the Coordinator of the Language Center that we would like to be a part of their services. Would like to provide access for ASL students to use the Language Center's "open" lab hours for practice. This is to improve ASL students success and allow them access to computers for practice or videoing.

Leave Blank:

Implementation Timeline: 2019 - 2020

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Annette Klein (Full Time faculty), Henry Garcia (Language Center Coordinator)

Rationale (With supporting data):

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Program Review - American Sign Language

Updates

Update Year: 2020 - 2021

09/08/2020

Status: Action Completed

Annette Klein has worked with the Language Center during the 2019-2020 academic year to have ASL tutoring based there instead of the tutoring center. I have worked with the director, Henry Garcia, and this has been completed and ASL tutoring is now based at the Language Center.

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

Action: Making changes to the ASL AA degree with inputting ASL 105 (Deaf Culture) and ASL 106 (Deaf Literature) as required major courses.

Annette Klein is currently working on inputting ASL 105 (Deaf Culture) and ASL 106 (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.

Leave Blank:

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):

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2018-2021

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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:

Link Actions to District Objectives

District Objectives: 2018-2021
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