

# Comprehensive Program Review Report



## Program Review - American Sign Language

### Program Summary

#### 2019-2020

**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 is a strong core of dedicated 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 20-24 courses--ASL 1-4 and 110 (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 2019 it is 133.30 which is a approximately 9% increase. I foresee this growth trend will continue. [1] Student demands for ASL instruction classes remains high. Also, I also have three new courses (ASL 001 - online, Deaf Culture, and Deaf Literature in progress in CourseLeaf and it's soon to be approved and hopefully be offered in Fall 2020. Currently, University Prep High School, Corcoran High School, and Hanford and Tulare Centers have all requested to grow our ASL classes.

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 2018-2019, our FTES in ASL 1 has reached 98.93, with the course continuing to see success rates hovering around 86%.[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 3 years and curriculum updates are in progress. Goal for the ASL program is to have AA degree become transferable. Curriculum has been written for Deaf Culture, Deaf Literature, and ASL 1 (online) courses and has been approved by the Curriculum Committee and inputted into CourseLeaf. These courses are currently in the approval process in CourseLeaf and it is soon to be completely approved with two more approvals and hopefully those new courses will be offer in Fall 2020 semester. This will likely increase enrollment and interest in the program in ASL classes if they know AA degree is transferable. 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 ASL/Interpreting instructor to be hired by Fall 2020 and would anticipate this ASL Interpreting Preparation Program to be implemented by 2021/2022 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. Improve Deaf culture:

ASL faculty would like to provide events for ASL students, ASL club and the deaf community in the Central Valley. The ASL department is working with the Deaf/Hard of Hearing Service Center (DHHSC) to create and promote events together. These events help promote the community to recruit more qualified interpreters for the Deaf and Hard of Hearing, in schools, on the job, and for personal appointments. Often they go without interpreters because of the lack of qualified interpreters. This goes against the California Americans with Disabilities Act. Therefore, the ASL department is working to add more Deaf events

through the COS ASL Club for ASL students. Currently, we have one event planned for the Fall 2019 semester and our goal is to provide a big event each semester.

3. Increase use of technology to improve student learning:

Online instruction would be necessary to grow the ASL program for students who live in rural areas. We currently have myself (Full Time instructor) and two ASL adjunct instructors who are certified to teach online courses. ASL classes satisfies GE requirements. All GE requirements should be available online. Annette Klein has filled out a Distance Learning Addendum for the ASL 001 courses under CourseLeaf and it is still in the process for approval. It is hopeful to have this approval process completed this Fall 2019 semester and have ASL 1 courses be offered online during the Fall 2020 semester.

4. Improve student success in ASL 003 via faculty development and textbook usage:

Student success data from 2016-2019 noted that ASL 003 went from 92% in 2017; 80% in 2018 and 87% in 2019. The only new issue was the use of a new textbook, which may have been the reason for this decrease in success in 2018. ASL 003 is utilizing a new text which started in 2017-2018 and faculty training for optimal use of new text as well as use of publisher ancillary materials in order improve ASL 003 student success. Kathy Carlsen and myself who both teach ASL 003 every semester have discussed about the new textbook and we are in agreement in what needs to be taught in ASL 003. We now see that student success have increased (80% in 2018 and 87% in 2019. [1]

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

5. 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:

There is a need 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. 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 10 adjunct instructors. Student demands for ASL instruction classes remains high. Currently, University Prep High School, Corcoran High School, and the Hanford and Tulare Centers have all requested to grow our ASL classes. 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. During the Spring 2019 semester, we unfortunately had to cancel an ASL 1 class in Hanford due to the instructor backing out and we could not find another adjunct instructor to take over. It is very difficult to hire qualified adjunct instructors for ASL.

I have proposed for a new Full time Faculty Instructor position for the ASL Program in hopes of hiring someone with "interpreting" experience and knowledge. It was not accepted during the 2018-2019 academic year but will propose again during the 2019-2020 academic year.

As I mentioned before, I am currently working on curriculum changes and updates. One of the main changes is reworking the ASL AA degree into an AA-T 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 have three new courses (ASL 001 - online, Deaf Culture, and Deaf Literature in progress in CourseLeaf and it's soon to be approved. Once those 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 South Valley. There is a very large need for ASL interpreters within the South Valley and surrounding areas. I keep getting emails from the Program Manager for Visalia Unified School District who oversees the Deaf and Hard of Hearing department asking if there are any good ASL students who can interpret. Currently they are in great need for interpreters. As of today, there are 8 vacancies. Again, there is a very large need for ASL interpreters.

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 dedicate their time, resources and expertise in this specialized area. 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.

6. 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 to have ASL tutoring offered through video conferencing since we do offer ASL tutoring at the Visalia campus. I will work with the tutoring center and see what can be offered as far as video conferencing.

7. 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.

**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 systems. COS needs to establish an ASL Interpreter Preparation Program.

**Overall SLO Achievement:** Overall 2018-2019 Courses Success are:

ASL 001 - 86%

ASL 002 - 77%

ASL 003 - 87%

ASL 004 - 91%

ASL 110 - 85%

**Changes Based on SLO Achievement:** There has not been much change in the overall Course Success from 2016-2018 except with ASL 003 during the 2017-2018 academic year. For ASL 3 the overall course success in 2016 was 97%; 2018 was 80% and 2019 was 87%. It is slowly increasing since Kathy Carlsen and myself discussed about the ASL 003 curriculum and textbook usage.

**Overall PLO Achievement:** Overall 2018/2019 Program Success for the program is 87%.

**Changes Based on PLO Achievement:** There has not been much change in the overall Program Success from 2017-2019.

**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.

**Leave Blank:** Continued Action

**Implementation Timeline:** 2019 - 2020

**Leave Blank:**

**Leave Blank:**

**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 Review - American Sign Language

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:** 2019 - 2020

09/01/2019

**Status:** Continue Action Next Year

Fulltime ASL instructor Annette has worked for 2 years and curriculum updates are in progress. Goal for the ASL program is to have AA degree become transferrable.

**Impact on District Objectives/Unit Outcomes (Not Required):** Will expand student enrollment in ASL classes if they know AA degree is transferrable. 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.

## 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

# Program Review - American Sign Language

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:** New Action

**Implementation Timeline:** 2017 - 2018, 2018 - 2019

**Leave Blank:**

**Leave Blank:**

**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 "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

**Leave Blank:**

**Leave Blank:**

**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:** 2019 - 2020

09/01/2019

**Status:** Continue Action Next Year

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

# Program Review - American Sign Language

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. 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 10 adjunct instructors. Student demands for ASL instruction classes remains high. Currently, University Prep High School, Corcoran High School, and the Hanford and Tulare Centers have all requested to grow our ASL classes. 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 next semester.

As I mentioned before, I am currently working on curriculum changes and updates. One of the main changes is reworking the ASL AA degree into an AA-T 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 have three new courses (ASL 001 - online, Deaf Culture, and Deaf Literature in progress in CourseLeaf and it's soon to be approved. Once those 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. 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 dedicate their time, resources and expertise in this specialized area. 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.

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020

**Leave Blank:**

**Leave Blank:**

**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

# Program Review - American Sign Language

## Updates

**Update Year:** 2019 - 2020

09/01/2019

**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 "interpreting" experience and knowledge. It was not accepted during the 2018-2019 academic year but will propose again during the 2019-2020 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. 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 10 adjunct instructors. Student demands for ASL instruction classes remains high. Currently, University Prep High School, Corcoran High School, and the Hanford and Tulare Centers have all requested to grow our ASL classes. 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 next semester.

As I mentioned before, I am currently working on curriculum changes and updates. One of the main changes is reworking the ASL AA degree into an AA-T 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.

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. 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 dedicate their time, resources and expertise in this specialized area. 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.

**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

# Program Review - American Sign Language

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

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020

**Leave Blank:**

**Leave Blank:**

**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:**

### *Link Actions to District Objectives*

District Objectives: 2018-2021
<b>District Objective 1.1</b> - The District will increase FTES by 1.75% over the three years
<b>District Objective 2.1</b> - 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

**Leave Blank:**

**Leave Blank:**

**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:**

### *Link Actions to District Objectives*

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



