GLENDALE COMMUNITY COLLEGE

Annual Program Review   2011-2012 – INSTRUCTIONAL

Division - Program
LANGUAGE ARTS/ASL

Authorization

After the document is complete, it must be reviewed and <u>submitted to the Program Review Committee by the Division Chair</u>.

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Overview of the Program

All degrees and certificates are considered programs. In addition, divisions may further delineate and define programs based on their assessment needs (developmental sequences, career track, etc).

Statement of Purpose – briefly describe in 1-3 sentences.

The purpose of our program, which we hope will soon be established both as an American Sign Language Program and a certified Interpreting Training Program, is to serve a significant deaf and hearing-impaired population.

Please list the **most significant achievement** accomplished since your last program review.

Most significant achievement/s would be having the Glendale College's Supplemental Instructional added into the ASL program for students to enhance their receptive/expressive signing skills as tutoring outside class sessions are greatly needed; Seeing ASL 104 classes active in Glendale's College's ASL program to show ASL students that there is a great potential for the ASL/Interpreting Training Program to be established in later years depending on the budget status, and lastly, the enforced no-voice policy in the ASL classrooms is successful in order to enhance ASL students' receptive and expressive skills for conversational settings.

List the current major strengths of your program

      1. Weekly ASL instructors' collaboration meetings to ensure that we (adjunct instructors) are on the same track to make sure students start at the same place at the same level from standard ASL 101-104 curriculums.
      2. ASL tutoring is supplemented by Glendale Community College's Supplemental Instruction (SI) programs; students' ASL performance skills such as receptive and expressive skills has increased dramatically since ASL has been included in the Glendale College's SI Program.
      3. Enforced no-voice policies in ASL 101-104 classes enhance students' ASL expressive and receptive skills for in-class and outside real life conversational settings with the deaf and hard of hearing communities.

List the current weaknesses of your program

   1. American Sign Language 101 and 102 classes are insufficient in number to foster enrollment for the much-needed American Sign Language 103 and 104 classes. We do not have a solid Outreach ASL high school program to serve our needs either.
   2. We lack much needed ASL conversational and deaf culture classes during winter and summer sessions. We cannot provide total immersion for our students.
   3. Standardized entrance and exit exams for American Sign Language 102, 103, and 104 classes from American Sign Language 101 classes are completely lacking from our program.

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	Academic Year	FTES Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
AMERICAN SIGN LANGUAGE	2007-2008	50	4.6	345	0.0%	69.5%	72.4%	0
	2008-2009	64	4.4	466	0.0%	102.8%	75.7%	0
	2009-2010	45	3.3	429	0.0%	104.8%	75.4%	0
	2010-2011	52	3.2	509	0.0%	97.0%	78.7%	0
	% Change	+3.3%	-29.9%	+47.5%	--	+39.6%	+8.7%	--
	4-Yr.Trend	stable	decreasing	increasing	increasing	increasing	stable	
FOREIGN LANGUAGE	2007-2008	531	29.2	579	52.5%	82.8%	76.4%	7
	2008-2009	559	29.8	598	51.9%	90.7%	74.8%	18
	2009-2010	549	28.7	609	54.5%	98.6%	77.2%	12
	2010-2011	503	27.5	581	55.7%	100.2%	76.0%	15
	% Change	-5.3%	-5.7%	+0.4%	+6.1%	+21.1%	-0.5%	+114.3%
	4-Yr.Trend	stable	stable	stable	stable	increasing	stable	increasing
JOURNALISM	2007-2008	20	1.5	422	30.4%	46.3%	71.1%	0
	2008-2009	17	1.3	422	36.8%	44.4%	72.4%	0
	2009-2010	27	1.5	559	30.4%	75.9%	74.1%	0
	2010-2011	32	3.7	280	63.7%	92.7%	66.2%	0
	% Change	+58.2%	+138.7%	-33.7%	+109.6%	+100.2%	-6.9%	--
	4-Yr.Trend	increasing	increasing	decreasing	increasing	increasing	stable	
MASS COMM.	2007-2008	79	2.2	1,144	72.7%	99.9%	79.6%	3
	2008-2009	78	2.2	1,129	72.7%	101.6%	78.0%	2
	2009-2010	79	2.2	1,138	72.7%	118.1%	80.2%	2
	2010-2011	72	2.2	1,037	72.7%	113.4%	82.8%	1
	% Change	-9.4%	+0.0%	-9.4%	+0.0%	+13.6%	+4.0%	-66.7%
	4-Yr.Trend	stable	stable	stable	stable	increasing	stable	decreasing
SPEECH	2007-2008	234	15.1	494	56.2%	84.3%	77.7%	17
	2008-2009	235	14.7	511	55.0%	99.8%	77.9%	10
	2009-2010	248	14.8	534	48.7%	99.5%	74.8%	5
	2010-2011	225	15.4	465	49.3%	96.2%	+1.7%	6
	% Change	-3.8%	+2.2%	-5.9%	-12.2%	+14.1%	stable	-64.7%
	4-Yr.Trend	stable	stable	stable	decreasing	increasing		decreasing
LANGUAGE ARTS DIVISION TOTAL	2007-2008	914	52.6	553	49.2%	82.6%	75.5%	27
	2008-2009	954	52.3	580	48.9%	93.6%	76.1%	30
	2009-2010	948	50.5	597	49.3%	100.2%	77.6%	19
	2010-2011	883	52.0	540	51.6%	99.6%	76.2%	22
	% Change	-3.4%	-1.1%	-2.3%	+5.0%	+20.5%	+0.9%	-18.5%
	4-Yr.Trend	stable	stable	stable	stable	increasing	stable	decreasing

1.1. Describe how these trends have affected student achievement and student learning:

Student enrollment is up since 2010-2011 but the last two years of cuts are due to tough budgetary times and are seemingly removed from the equation. The full-time equivalent faculty trend does not matter because there is no full time faculty in this program. Weekly student hours and the full-time percentage trend have gone down because class offerings like ASL 101 classes or ASL conversational classes have been cut, due to budget concerns. The fill rate in ASL classes has been increasing; the instructors realistically take no more than 100 % of the class room capacity. Success rates have remained steady for the past six years in between the 75th-78th percentile. The full-time equivalent faculty is 3.3 and yet adjunct faculty run the whole program.

1.2. Is there other relevant quantitative/qualitative information that affects the evaluation of your program?

The United States Bureau of Labor Statistics (www.bis..gov/oco/ocos175.htm) cites Sign Language Interpretation as a career which is much expected to grow faster than average (about 25 percent) within the next ten years, driven by the increasing use of technology such as video relay services which allow individuals to conduct video calls using a sign language interpreter over an Internet connection. Urban areas including cities in California provide the largest numbers of employment possibilities, especially in the fields of health care, law, and education. We also need more interpreters in private, public, and educational settings as well. For instance, the Edjoin.org website has many vacancies left unfilled for months due to the need of qualified and certified interpreters. When we open up the full-time ASL program at GCC, graduating students will be qualified to apply for these available positions. In addition, salaries average approximately about $50, 000-$80,000 yearly. Within the local Los Angeles County area, full American Sign Language (ASL) coursework and Interpreting training certificate coursework are offered at Mt. San Antonio College, Pierce College, College of the Canyons, and El Camino College. ASL coursework alone (without an interpreter certificate) is offered at Pasadena City College, and Los Angeles City college and Los Angeles City College. Transfer is available for a four-year degree at California State University at Northridge.

Glendale College is well situated geographically to serve the area between Mt. San Antonio College, El Camino College, and Pierce College with an ASL program expanded to include a Deaf Studies/Interpreting Program and Certificate. Enrollment in such a transfer program and certificate will be strong due to the state and nation-wide recruitment, engendered by a good salary and business and industry demand.

Expansion is a good business decision for Glendale College. A full-time, tenure-track faculty member should oversee this program.

2.0. Student Learning and Curriculum

Provide the following information on each department and program within the division.

List each Department within the Division as well each degree, certificate, or other program* within the Department	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed		If this area has program outcomes have they been assessed? Yes or No
	n/n	%	n/n	%	n/n	%	
ASL	2/4	50%	4/4	100%	2/4	50%	~~No~~

2.1. Please comment on the percentages above.

This fall (Fall 2011), the adjunct American Sign Language team has reviewed the SLO's for ASL 101 and 102, the classes that are taught most often. This review resulted in a complete revision of the SLOs for these two courses. ASL 103 and ASL 104 are taught every other semester. ASL 103 will be assessed by the end of Fall 2011 semester. ASL 104 will be assessed by the end of Spring 2012 semester. ASL 101 and 102 classes will be assessed either by the end of Fall 2011 or Spring 2012.

2.2. a) Please provide a *link** to all program assessment timelines here. This link could be to your division /department website, eLumen, etc.
   b) Briefly summarize any pedagogical or curricular elements of courses/programs that have been changed or will be changed as a result of developing assessment timelines and course/program alignment matrixes.
   c) Based on the program assessment timelines you have developed and the evidence you have gathered, please comment briefly on how far along your division/program is in the assessment process.

Link – http://www.glendale.edu/index.aspx?page=5137&parent=12814

Assessment has led the instructors to provide more in-class conversational settings for students to prepare basic ASL conversational skills in ASL 101 and more impromptu in-class and outside conversations in ASL 102 to prepare for ASL 103 and 104.

2.3 a) Please provide a *link* to any program and/or relevant course assessment reports. Does the evidence from assessment reports show that students are achieving the desired learning outcomes?
   b) Please briefly summarize any pedagogical or curricular elements of courses and/or programs that have been changed or will be changed as a result of the assessments conducted.

Program-level student learning outcomes are being developed and assessed.
a) Link –   http://www.glendale.edu/languagearts/SLOPLO

Assessments will happen in every semester or every other semester.

2.4   Please list all courses which have been reviewed in the last academic year.
       Note: Curriculum Review is required by the Chancellors Office every 6 years.

ASL 101, 102, 103, and 104 classes have been reviewed in the last year of 2010-2011.

2.5   Please list all degree/certificate programs within the division that were reviewed in the last academic year.

2.6   For each program that was reviewed, please list any changes that were made.

The requested technical support is essential for documenting ASL and evaluating student coursework, as ASL is a visual language. Smart classrooms provide the necessary interactive support for ASL instruction. Therefore, video cameras and stations are essential to analyze and assess students' signing skills from ASL 101-104. There are also many ASL resources available online that can be utilized via interactive white boards to support lessons during class time, and outside class time (such as labs).

A multi-media library is needed to help students develop expressive and receptive signing skills, increase cultural awareness and be exposed to a variety of signing styles in order to enhance a greater understanding of ASL and deaf culture.

3.0. Reflection and Action Plans

3.1   What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes?

There is a high demand for Outreach American Sign Language classes at John Burroughs High School in Burbank, La Canada High School, and Crescenta Valley High Schools but due to tough budget cuts, the programs have been cut. There is also a great demand for ASL conversational classes during winter and summer sessions. Students want to improve themselves in their receptive and expressive skills, as well increase their in-depth knowledge within the deaf community as well as advance to Interpreting Training programs.
In addition, a substitute instructor pool is greatly needed for the ASL classes, as many of these classes are taught concurrently; thus, GCC instructors are not available to substitute for one another's classes. It is essential to hire qualified ASL instructors for this pool as classes are dependent upon live ASL instruction.
Weekly ASL staff meetings in which we are beginning to collaborate are crucial to ensuring that we (adjunct ASL instructors) are on the same track with our ASL curriculum so students from different 101 and 102 classes can successfully integrate into 102, 103, and 104 classes and start at the same time at the same level. In addition, our program is extremely deaf friendly.

3.2   Using the weaknesses, trends and assessment outcomes listed on the previous pages as a basis for your comments, please <u>briefly</u> describe your plans and/or modifications for program/division improvements

Plans or Modifications	Anticipated Improvements
Full-time ASL faculty member	Current student demand is equivalent to 3.3 full time faculty. A tenure-track position would bring the program to a full-time led program with 2.3 adjunct faculty. Addition of an ASL/Interpreter certificate would increase student demand in line with College Master Plan goals.
Level 101, 102, 103, and 104 equipped with recording video cameras for ASL lab work.	ASL classes have the labs within the classes. Currently these classes are using Speech Communication classrooms because these rooms are equipped with mounted cameras and playback equipment. The numbers of these classes are very limited on campus.
ASL morning classes	There is a demand for ASL morning classes which would bring the program to a full-time program as well as increase enrollment. The numbers of classrooms are very limited in mornings compared to afternoons and evenings.
Continue and expand ASL outreach programs	Continued liaison with high school programs and our campus student services
Smart classrooms, video cameras, and video stations, library multimedia	SLO's in ASL 101-104 require students to be documented because it has been shown that student improvement has been dramatic with student self-assessment from documented ASL presentations. New technology in ASL classrooms and library allows for constructive comments directly to students' documentation at precise time intervals -a feature not available with what is currently used in Glendale College's classrooms. This precision will greatly enhance student improvement in spoken (expressive and receptive) in-class and outside ASL conversations as well as follow the standard ASL curriculum.
Intersession winter and summer ASL conversational classes	There is a demand for ASL intersession winter and summer conversational classes to continue the increasing trend in student enrollment as well as enhance students' ASL conversational skills to perform better in required ASL classes.

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2011 PROGRAM REVIEW

LANGUAGE ARTS - ASL *Multiple Program Upgrades*	**I:LA.ASL-1**

Section 4
Resource Request

Type of Request: __X_ Facilities/Maintenance   ___ Classroom Upgrades   __X_ New space
__X_ Instructional Equip.   ___ Non-Instructional Equip   __X_ Conference/Travel   ___ Training
__X_ Computer/Hdware   ___ Software/Licenses   __X_ Supplies   __X_ Other

Mandatory: Is this request for one-time funding? ___ OR Does this request require ongoing funding?_X_

If this is a repeat request, please list the Resource ID code or year requested: _____

Mark if the following apply to this request: ___ Health & Safety Issue   ___ Legal Mandate
                                             __X_ Accreditation Requirement   ___ Contractual Requirement

4.1. Clearly describe the resource request.

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*Smart classrooms equipped with video cameras
*American Sign Language resources available online
*Interactive white boards
*Multi-media library
*Possible field trips to California School for the Deaf, Riverside or Fremont as well as Gallaudet University

Amount requested $ ____N/A ____   Breakdown of cost (if applicable):

4.2. Justification and Rationale: What planning goal, core competency or course/program SLO does this request address? Use data from your report to support your request.

 Within the next ten years by the increasing use of video relay services for interpreters, high technology in ASL classrooms will enhance students' receptive/expressive ASL skills as well as lead to forming certified interpreters; ASL is a visual language and so smart classrooms, video cameras, and stations are needed in order to analyze and assess students' signing skills (receptive/expressive skills). There are also many ASL resources such as video clips and movies showing a variety of deaf and hearing impaired people's signing skills in order to enhance ASL students' understanding of regional signing skills everywhere in California as well as outside the state. A multi-media library is needed to help students develop receptive/expressive signing skills, increase cultural awareness, and be exposed to a variety of signing skills in order to gain much more awareness and respect of ASL and deaf culture.
Having possible field trips to the California School for the Deaf, Riverside or Fremont as well as Gallaudet University will lead students to understand the deaf culture in its full reality.

4.3. What measurable outcome will result from filling this resource request?

Once students have access to smart classrooms equipped with video cameras, much more access to American Sign Language online resources in the classrooms, interactive white boards, and a multi-media library, students' receptive and expressive skills will increase. For example, recent student assessment results have shown the instructors that more recording from video cameras of student performance is essential to truly evaluate accurately pupil accomplishment. Therefore, classrooms with the requested technology are requested.

APPROVALS

AGENCY	DECISION				
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be: Need some cost information Not an accreditation requirement…	Well supported				
	Adequately supported				
	Not supported				**NS**
	Reason:	Sect.1: Data	Sect.2: SLOs	Sect.3: Plans	Other:
Standing Committee Review of Resource Request **Committee: Academic Affairs**			Prioritization Score		