

ASL & DEAF STUDIES PROGRAM REVIEW

2006-2007

I. Program Description and Scope

History & Current Scope

For more than 30 years, public awareness about the rich Deaf Culture and Community and its language, American Sign Language (ASL), has grown tremendously. ASL is the most natural and effective means of communication with Deaf people. ASL is one of the most often used languages in the United States after English, and can be used for both personal and professional purposes. ASL is now recognized as an official language by many states and is accepted as meeting foreign language requirements by many states, including California.

The ASL & Deaf Studies Department was established in the early 1980s to meet the demands of the community, generated by the following: the move of the California School for the Deaf from Berkeley to Fremont, the large number of Deaf Community members who moved to Fremont and the establishment of a program for Deaf students at Ohlone College.

The American Sign Language and Deaf Studies program at Ohlone College offers a full range of classes for beginners to advanced students. The program further serves the community's needs by providing concurrent enrollment at Irvington, American, Kennedy and Washington High Schools, offering summer school courses and hosting a variety of Deaf events for the deaf community in the SF Bay Area. Also, a different arrangement has been made with the Newark Memorial High School where they pay their own faculty to teach ASL under the Ohlone College ASL Department. Our program also offers classes for Faculty, Staff and parents at the California School for the Deaf (CSD).

One of the purposes of the concurrent courses at the local high schools is to expose them to the Ohlone College ASL & Deaf Studies Program for possible future enrollment. The students become aware of what is available at Ohlone College in the area of ASL & Deaf Studies, providing them with opportunities to major or pursue an A.A. degree in ASL & Deaf Studies and after completion, becoming ASL interpreters through the Interpreter Preparation Program (IPP). Ohlone College also benefits from the increase in student enrollment that the high school classes generate.

The ASL & Deaf Studies curriculum provides students with the knowledge and skills necessary to become skilled users of ASL and knowledgeable members of the deaf community. ASL Linguistic theory and research in ASL are emphasized throughout the program. The curriculum also focuses on the uniqueness of ASL as a language, and includes the uniqueness of Deaf Culture, Deaf History and Deaf Education practices.

Students with no knowledge or skill in American Sign Language can enroll in beginning courses. For those students who have some signing skills, a sign language assessment determines appropriate placement in the curriculum.

The ASL & Deaf Studies Program provides opportunities for students to interact with Deaf students at the college and to become involved in the social and cultural activities of the Deaf community. Opportunities are readily available for ASL and Deaf Studies students to participate in seminars, workshops, or other activities related to the Deaf community. Students at advanced levels may seek opportunities at the college as tutors to beginning ASL students and/or Deaf students in various subject areas. The ASL & Deaf Studies Program has a strong working relationship with the California School for the Deaf in Fremont (CSD/CSDF), where ASL students may volunteer or be employed. Completion of the ASL & Deaf Studies Associate of Arts (A.A.) degree meets the California State requirements for a variety of jobs at both the California School for the Deaf at Fremont and the California School for the Deaf at Riverside. The program receives strong support from national, state, local agencies and associations that serve the Deaf community.

In a nutshell, the mission of the ASL/Deaf Studies department is to:

1. Provide language instruction in ASL
2. Impart socio-cultural-historical information regarding the deaf community
3. Utilize the ally model to educate students on how to work with deaf people for social justice.
4. Enhance awareness of the deaf community that exist within the college environment, the tri-city area, and the larger American society.

II. Relationship to Ohlone College Missions and Goals

The whole process of going through a program review has enabled us to thoroughly examine where we have been, where we are and what we are doing at the present time and to establish goals for the future of our program. We recognize our program as being unique in educating our students (and being educated by our students) and providing each individual student a unique learning environment where he/she can incorporate the skills and knowledge of ASL and Deaf Culture and use them in the Deaf Community and the community at large.

Our mission, we believe, meets the true mission of Ohlone College. We advocate that learning is forever and that we learn from each other every day. Our specific mission is

that our students will become proficient in ASL, and that they will also gain knowledge and appreciation of Deaf Culture and the Deaf Community. With this education, it is our hope that the students will impart their new knowledge and appreciation of Deaf Culture and the Deaf Community to their family, friends, and co-workers, creating an educational and social ripple effect throughout the larger Tri City/ SF Bay Area/ California communities. Hopefully, this will lead to a better understanding of the wonderful and unique Deaf members in our community and to a better knowledge of Deaf Culture.

When reviewing the Ohlone College goals, we were pleased that the ASL & Deaf Studies Program incorporates many of the college goals. We have listed the goals below and some of the ways that our program continues to strive to meet the goals to their maximum potential.

GOAL 1

Promote appreciation for and understanding of diverse races and cultures by expanding the diversity of college personnel international education offerings and exchanges, cross-cultural curricula, and ethnic/cultural events.

The Ohlone College ASL & Deaf Studies Department continuously promotes appreciation for and understanding of diverse races and cultures in the following ways:

1. We offer courses in Deaf Culture, Deaf History and Deaf Education. These courses each meet the Ohlone College Cultural Diversity general education requirement.
2. We offer a course in ASL Linguistics which analyzes a Language Other Than English (LOTE).
3. The ASL Linguistics class and other ASL classes often show the differences that occur in ASL among various ethnic groups such as the Black Deaf and the Asian Deaf populations who reside in the USA. Gender difference and regional differences (different signs used in different parts of the USA, similar to accents of hearing people) are also incorporated in our ASL classes.
4. Our full time faculty attends conferences on diversity. Sandra Ammos attended a "Deaf People of Color" conference in Indianapolis, Indiana, in March 2007. Sandra Lee "Bunny" Klopping attended an International Deaf History Conference in Berlin, Germany last summer (2006) and will attend a World Federation of the Deaf Conference in Madrid, Spain in July 2007.
5. We have Deaf and hearing international students that have attended and graduated or/and transferred to four year colleges/universities. One of our Deaf graduates went back to Japan and set up a series of ASL classes all over the country. She has also written a book in which she thanks Ohlone College.

Another of our hearing graduates from Japan has gone back to Japan and set up a Japanese ASL Studies Society (JASS) Deaf Scholar Program which is being funded by a Nippon Foundation Grant. This Exchange program will give both Deaf Japanese and Deaf Ohlone students the great opportunity to learn from each other. The whole world is becoming more global and this program promotes the increasing cultural exchange among the Deaf international Community.

6. The ASL & Deaf Studies Program is also providing assistance to the National Asian Deaf Conference (NADC) which will take place this July in San Francisco.. This conference is billed as a national conference but in truth many international Asians attend. This will be great exposure for Ohlone College. We are proud to have William Wong as one of the Co-Chairs of this Conference, Also, William Wong and Sandra Lee (Bunny) Klopping made a Presentation on Ohlone College at the last NADC Conference in Hawaii in 2005
7. A large majority of the ASL & Deaf Studies Program faculty, full time and adjunct, and ASL Lab staff are Deaf and from a Deaf Culture background. The hearing faculty and staff in the program are all involved in the Deaf Community.
8. Most of the ASL & Deaf Studies students in the ASL Fieldwork class do their fieldwork experience at the California School for the Deaf (CSD). This is a rich Deaf Culture environment. These students often continue to volunteer for CSD for several semesters/ years.
9. During the fall of 2006, 2 of our outstanding students participated in the Ohlone College Study Abroad Program in Australia. One of the students was Deaf and the other hearing. Ohlone provided an interpreter. This experience enriched the lives of the whole group, learning about Australian Culture, and at the same time about American Deaf Culture from a fellow student. (In the past, Ohlone provided an interpreter for a Deaf student from the Deaf Program when the Study Abroad Program was in England).
10. Our ASL & Deaf Studies students are required to attend Deaf Events in the community. The events range from attending a play that is in ASL, to CSD sports events, to Deaf Voice (Ohlone College club) events, to Deaf Church. This kind of opportunity provides the student first hand experience with Deaf Culture.
11. We co-sponsor Deaf Culture and Deaf Community events with the California School for the Deaf (CSD), Deaf Counseling Advocacy and Referral Agency (DCARA), and other Deaf organizations and agencies. We actively promote and participate in annual Deaf Awareness month program. Sandra Ammons has been an emcee for ASL Storytelling which is co-sponsored with CSD and Deaf Media. We also collaborate with the National Center on Deafness at California State University Northridge (CSUN) to bring international Deaf speakers to California. Recently ASOC, Ohlone College, DCARA and CSUN

worked together to bring an internationally renowned Irish Deaf Leader, John Bosco Conama, to the Bay Area for several presentations.

GOAL 2

Develop across the curriculum the Learning College Model, utilizing methods and technologies that hold the most promise for improving student course and program completion success rates.

The ASL & Deaf Studies Program prides itself in promoting and implementing the "Learning College Model". This model recognizes our student scholars as individuals with different learning styles and goals. We work with students in a collaborative learning process to promote and enhance the individual student's critical thinking skills so that the student will benefit from life long learning.

During our classes, the students are provided opportunities for collaborative learning activities in both expressive and receptive ASL and in discussing current issues in Deaf Education, Deaf Culture, and in the Deaf Community. We also stress to students that they establish study groups outside of class to work on projects and to practice and discuss class assignments and information. Students are encouraged to get a tutor through the Tutorial Center, which will give them more opportunity to use their new skills and knowledge. Most of the ASL & Deaf Studies classes require students to have an average of one hour or more of lab per week. The ASL Lab affords the students with opportunities for expressive practice and evaluation by videotaping themselves, then watching themselves and finally by writing self critiques. It also gives students the opportunity to view videotapes to improve their receptive skills and Deaf Culture knowledge. We have several programs installed on our ASL Lab computers and students use these programs to enhance their skills. Students often work together viewing videotapes and pausing them to discuss what is being signed, etc. Our students in the ASL Fieldwork classes are given opportunities to further their knowledge and skills through a variety of field work experiences mostly out in the community but with some at the Ohlone College campus.

The ASL & Deaf Studies faculty and ASL Lab staff work as a flexible collective team contributing to and enabling individual scholars to succeed and to continually assess, modify and improve the ASL & Deaf Studies Program itself.

We encourage students to also use current technology when making presentations and working on their ASL skills and researching information about ASL and Deaf Studies. Our students often teach us the newest innovations using technology. Since we are a very Visual Oriented Program use of computers, cameras, videotapes, internet, etc. is very useful and necessary.

We have a small ASL Lab, which is often very busy. Since we have had the ASL Lab, it has been reported by many faculty that the more often students use the ASL Lab, the better their ASL receptive and expressive skills increase. We assign both expressive (students videotape themselves) and receptive ASL activities. We also assign research and Deaf Culture information found in our lab. Additionally, we also encourage students to sign up for a tutor in the Tutorial Center. All of these valuable resources have shown success in retaining students and fewer students drop out of our classes.

GOAL 3

Develop strategies to increase the proportion of full-time students including learning communities, cohort groups, enhanced facilities, and improved course availability.

Some of the strategies for meeting Goal 3 are as follows:

1. The ASL & Deaf Studies Program has a Learning Community that consists of the Deaf Studies (Deaf Program), Deaf Education Program and the Interpreter Preparation Program (IPP). The Faculty members meet at least once a month to discuss issues concerning all of our programs and our students. This is a very proactive learning community designed to retain as many students as possible.
2. Our Learning Community often co-hosts joint activities such as a joint faculty Brownie Baking Contest where students from all of our areas come together and socialize and also vote on the best brownies baked by a faculty member. We co-host speaker programs, graduation parties for each area. etc. We try to make the ASL & Deaf Studies Department a fun learning environment so that more students in each of the areas will want to continue their full time studies in their respective programs at Ohlone College.
3. Our Learning Community also works together with the Deaf Voice Club which is a student led club for Deaf students and ASL students. This club plans interactive type activities every Thursday. One Thursday it might be Pizza night and another Thursday it might be a bowling or a captioned movie or a hike up Mission Peak, etc. The club also plans other interactive experiences such as going together to SF to watch the Giants or going to Oakland to watch the A's, etc. Since the establishment of the Deaf Voice Club, we have noticed more participation and interest by full time students in all of the areas of the Learning Community.
4. The ASL & Deaf Studies Program also pays for ASL adjunct teachers at American High School, Kennedy High School, Irvington High School and Washington High School. We do not pay for the ASL teachers at Newark Memorial High School, but they do work with our dean and program on hiring and other issues related to their ASL curriculum and classes. It is our goal that these high school students will then attend Ohlone College full time and continue studying ASL and Deaf Studies. Although we do not actively collaborate with James Logan High School, we often have students from their program enrolling in our ASL & Deaf Studies classes. We also get students from Foothill and Amador High School as well as area colleges. Most area colleges do not

have a major in ASL & Deaf Studies so students transfer to Ohlone to continue their studies. We have booths and displays with ASL & Deaf Studies Program information at the CSD Open House, Deaf Nation, ASL Expo, Impact and other large gatherings attracting the Deaf Community and ASL signers.

5. Having courses during the day and the evening has kept our enrollment up and we have noticed full time students taking advantage of both .

6. We offer a degree program and a certificate program. This has been popular in attracting full time students from all over the Bay Area and beyond.

GOAL 4

Provide continuous learning for all personnel associated with the District and promote an organizational structure that is adaptable, collegial, and supportive of the Learning College Model.

The ASL & Deaf Studies Program full time faculty has taken advantage of the additional technology-related flex activities so that we can keep current with the fast changing facets in the field of education and take advantage of the offerings of the college. We also attend workshops and conferences so that we can keep up with the trends and information in our field. Our adjunct faculty are often faculty at CSD and they are very savvy in the use of the newest technology.

Our faculty and ASL Lab staff work as a flexible collective team contributing to and enabling individual scholars to succeed and to continually assess, modify and improve the ASL & Deaf Studies Program itself.

Ohlone College provides our ASL & Deaf Studies Program faculty with opportunities to continue their life long learning by providing them with the opportunities to participate in a variety of conferences, enabling faculty to keep abreast of new information, current trends and focus in our field, both culturally and linguistically.

GOAL 5

Promote the health, environmental, cultural, and economic vitality of the communities served by the District through programs of outreach, community service, and partnership ventures.

The ASL & Deaf Studies Program promotes the cultural and economic vitality of both the Deaf Community and the "Hearing" Community in the following ways:

1. Our faculty members are members of and actively involved in the National Association of the Deaf (NAD), the California Association of the Deaf (CAD), California School for the Deaf (CSD), Association of Parents, Teachers and Counselors (APTC), CSD Booster Club, Northern California Association of the Gallaudet University Alumni Association (GUAA), Deaf Counseling Advocacy and Referral Agency (DCARA), Association of Sign Language Teachers of the Deaf

(ASLTA), Phi Kappa Zeta (PKZ), Bay Area Association of Deaf Asians (BAADA), National Asian Deaf Conference (NADC), Deaf History International (DHI), World Federation of the Deaf (WFD), and many other organizations by and for the Deaf. As active members of these organizations, we can assess the needs and goals of the Deaf Community and incorporate this information into our program and not only be advocates ourselves but enable our students to become involved and advocate as well.

2. The ASL & Deaf Studies Program is also responsible for the ASL & Deaf Studies classes at CSD for both parents and staff. Ohlone College and the ASL & Deaf Studies Program has had this alliance almost every year since CSD moved to Fremont in 1980. This is a very important contribution to both communities, Deaf and "hearing". We often then get family members and CSD staff continuing their education at Ohlone College.
3. Every year a number of students in the ASL & Deaf Studies Program work as Student Assistants at CSD in a variety of jobs and departments. Some students work in the academic departments, others work in the cottages (dorms), and some of them work as transportation aides riding with and supervising students on buses when they go home each weekend. This creates a win-win situation with students earning money and gaining experiences with the deaf students and CSD receiving the staff coverage they need.
4. The ASL & Deaf Studies Program works in collaboration with CSD, DCARA, and the Gallaudet University Regional Center (GURC) to provide Deaf Awareness events in the community to educate the Bay Area on Deaf Culture and ASL. We also work together to bring in national and international speakers.
5. Many of our ASL students work in the Bay Area community in restaurants, banks, and other businesses and public institutions. Our Deaf Community has a large concentration in the Tri-City Area and our ASL students in the community often make everyday situations at these places more accessible for our Deaf Community members.

GOAL 6

Promote and maintain an accessible, clean, safe, and healthy college environment through continuous engagement of students and college personnel in campus preparedness, wellness, beautification, universal design, and environmental sustainability.

Following are some of the ways that the ASL & Deaf Studies Program has been promoting and trying to maintain a superior and safe learning environment for our students and staff:

1. The ASL & Deaf Studies Program, along with the Deaf Prep/Deaf Program and

the IPP have been working on a "Deaf Space" design for the anticipated move to Building 6. Earlier this year we were fortunate to have Dr. M J Bienvenu, Chairperson of the ASL & Deaf Studies Department at Gallaudet University, speak to the faculty, staff and students in programs in the Deaf Division. She was one of the major forces in designing a new deaf-friendly academic building at Gallaudet University. These designs and rationales used at Gallaudet will be discussed later in this report.

2. In the ASL Lab, one computer station is designed specifically for physically handicapped students to allow them to complete their course requirements.
3. We now have strobe lights for alarms in all of the ASL classrooms and in the ASL Lab which is a very important safety requirements for our Deaf faculty, staff, and students.
4. The ASL classrooms do not have emergency phones accessible to Deaf faculty; however there is a TTY for the ASL Lab personnel and a Video Phone in the ASL, Lab so that Deaf faculty and staff can contact security or other personnel for emergencies. We still need to complete the safety and accessibility requirements that we cited in our last Program Review in 2001 in order to be ADA compliant.

III. STUDENT LEARNING OUTCOMES

Program Student Learning Outcomes

1. Depending on the student's goal, the student will meet one or more outcomes listed below:
 - a. The student will demonstrate readiness for transfer to a 4-year college/university program to continue his/her education by being accepted to a university in a Deaf related field.
 - b. The student will meet the state requirements for employment at the California School for the Deaf and/or state/private agencies that serve Deaf people.
 - c. The student will be accepted into the Interpreter Preparation Program.
 - d. The student will meet the diversity requirement for a college degree by completing one or more courses within the ASL/Deaf studies program.
 - e. The student will become better equipped to work with his/her deaf students or colleagues in his/her environment.

- f. The high school student will earn college credits by co-enrolling at his/her high school and receiving a passing grade.
2. Students will increase their knowledge of the language, culture, and history of American Deaf people.
3. Students will demonstrate growth in their receptive and expressive skills.
4. The student will become a “Deaf Ally” by imparting their knowledge and appreciation of Deaf Culture and the Deaf Community.

IV. ASSESSMENT OF STUDENT SUCCESS IN REACHING PROGRAM OUTCOMES

Other than the Student and Faculty Surveys completed this year, the primary data we have at this point is data on student enrollment and retention.

The following is the type of data to be collected for the next program review:

1. Number of students successfully passing the higher levels of ASL courses. Assessments within the courses could include the following;
 - a. Oral (Visual) exams
 - b. Written Exams
 - c. Documentation of ASL Lab use – Timekeeper Program
 - d. Class Presentations
 - e. Dialogues between students, staff and deaf students
 - f. Papers
 - g. Interaction with the Deaf Community
 - h. Individual and group projects
 - i. Student evaluations at the end of 2nd year courses
 - j. Self-reflection essays prepared by students at the end of ASL 104
 - k. Oral presentations with the focus on the communication aspects
 - l. Performing arts contests, presentations or shows

- m. Problem based exercises
 - n. Debates
 - o. Videotaped performances
2. Number of graduates employed at CSD, etc.
 3. Number of students entering the LPP
 4. Number of Students transferring to a 4 year institution to work on various degrees
 5. Number of students taking ASL to meet their foreign language and/or humanities requirement
 6. Number of high school graduates taking advanced courses in ASL after completing 2 years of high school ASL
 7. Number of students from other colleges wanting to pursue ASL/Deaf Studies at Ohlone College
 8. In addition, we are interested in doing more surveys to assess the use of information gained in our program.

We need assistance and guidance to accomplish the above.

V. ASSESSMENT OF PROGRAM THROUGH REVIEW OF THE TEACHING LEARNING PROCESS.

The Ohlone College ASL & Deaf Studies Program has a fine reputation throughout California and the nation. In the Bay Area it is recognized as offering a full array of courses and a rigorous curriculum that, when completed, leads to knowledgeable, skilled students who are ready to advance in the academic arena or enter the world of work. The Ohlone College ASL & Deaf Studies Program offers:

1. One of the most comprehensive ASL Studies Programs in the country, drawing students from all over the state.
2. A large enrollment allowing for flexibility in course offerings (day/evening classes and specialized classes)
3. A faculty that is well-qualified and experienced
4. A premium location (Fremont being the home of CSD and having one of the largest deaf populations in any city of its size in the US)
5. Numerous opportunities for ASL and Deaf Studies students to

interact with deaf students on campus and deaf people in the community in order to continue to provide the best learning environment for our students, the ASL & Deaf Studies Program is committed to being proactive in the following areas:

1. ASL Lab

The ASL Lab currently consists of twelve learning stations for students. Each station has a computer, monitor with VHS recorder/player, and a camera. The lab is open Monday thru Wednesday 11 hours and on Friday 7 1/2 hours. It is staffed with student assistants who work part time and faculty who spend a total of 8 hours per week monitoring student use of the lab.

The ASL Lab has been a valuable resource in providing support to students working on their ASL skills. All classes have assignments that require the use of the lab. Teachers of ASL have noted a strong increase in both receptive and expressive ASL Skills of serious learners who use this ASL Lab frequently.

In order to maximize the benefits of the ASL Lab and to provide consistency in how the resources are to be used, there is need for a full time ASL Lab proctor position. Having a full time person in charge of the lab will provide students with a better and more consistent opportunity to have more productive practice on their skills, which will increase their ASL proficiency. The proctor would be responsible for monitoring and updating equipment and materials, instructing students on equipment uses and providing materials/videos/DVDs/software to students. The proctor would also be responsible for the safety and security of equipment and materials in the ASL Lab. In addition, the proctor would be responsible for copying videotapes onto DVDs. The proctor would monitor students clocking in and out of the ASL Lab and maintain a strong No Voice learning environment. The scheduling of Lab hours and faculty and student hours would also be a duty of the proctor.

Current ASL Lab equipment is outdated and in need of repair and needs to be replaced. Updated equipment is needed that will allow students greater interactive lessons and feedback.

The ASL Lab is also in need of more DVDs, software and other materials to ASL and to Deaf Studies.

This semester there was a problem with the Tutorial Center providing tutors to our ASL students so our dean got money for us to handle this in the ASL Lab ourselves. This arrangement has worked out well for the students and we wish this to become a permanent part of our ASL Lab.

We would like to collect data from the ASL Lab Timekeeper program from each class to validate the percentage of students in each class using the ASL Lab to

verify lab use requirements.

2. Student Surveys

We did take a student survey of Ohlone College ASL students during the 2006 fall semester and would like to do this annually so that we can continue to address concerns and modify our program accordingly.

See Appendix A for Student Survey Questions and Appendix B for Student Survey Responses

Following is an analysis of students' survey responses:

- We had a small percentage of responses from students. Fifty percent of the respondents were full-time students and fifty percent were part-time students. About 39 percent of the respondents were day students, 33 percent were evening students and the remaining 28 percent were students taking both day and evening classes. The majority of the students who responded were taking ASL 101, ASL 102, ASL 103, and ASL 104.
- Responding students have used ASL & interacted in the Deaf mostly through Deaf events, places like stores and restaurants, volunteer program at CSD, churches and workplaces.
- Concerning the classrooms, most have used #1401, 15C and 5301. The climate in 1401 is considered cold. As for 15C, it's both cold and hot. The survey showed that 5301 appears to have the least concerns, however, only two students have had a class in that room and it has limited space.
- The students commented on the quality of the blackboards in #1401 and 15C. They need to be upgraded as soon as possible.
- Not all of the classrooms are equal in terms of being fully equipped with computers, LCD Projectors, Camcorders, etc.
- Concerning the ASL Labs, the students have identified the kind of improvements needed. They are: larger cubicles; larger Lab room; better cameras with solid backdrop for students to video themselves, or set up for multiple person filming; more ASL & Deaf related DVDs, software, etc.; larger round table for group work; better indexing of tapes (synopsis of content, ASL Level, length of time, etc.)
- In closing, students would like to see:
 1. more advanced classes offered
 2. more lab workers
 3. longer hours in the lab

4. more class sections with smaller groups of students per class
5. larger labs
6. the college offering vocabulary & fingerspelling classes in the evening.
7. IPP allowing more students & change in the structure of IPP.

3. High School ASL Faculty

We have noted in the past we have a high turnover of faculty teaching in our high school program. Many of them have not had a lot of teaching experience and all lack the support resources available to the Ohlone College campus ASL classes. Students, by law, cannot be required to purchase textbooks and other materials that are so important to maintain the expected high standards of an ASL classroom. Scheduling of classes also presents a problem for retaining ASL faculty at the high school level. Some of the high schools are on a block schedule and some are not. Some of the high schools schedule classes during the zero hour or after school so that also presents a problem with scheduling faculty. Following are some of the ideas to address those issues:

1. We need to provide regularly scheduled paid faculty meetings/workshops in order to provide support, direction and to promote consistency in courses being offered. These workshops will be scheduled and run by the Ohlone College full time ASL faculty. In the past, we have scheduled meetings and workshops for high school ASL faculty but only a few high school faculty would attend unless paid. Last year we had one meeting and all of the high school faculty attended and it was a very productive meeting.
2. We need to do, at least, an annual survey to assess issues which need to be addressed.
3. We need to do exit interviews when teachers leave.
4. Ohlone College full time faculty need to be involved in the hiring of high school faculty.
5. Ohlone needs to provide a part time mentor for the high school faculty. This could be a paid position or release time.
6. Interpreters need to be provided for high school teachers for in depth discussions.
7. Fremont High Schools need to provide books, materials, equipment and labs.
8. We conducted a survey of High School ASL Faculty. Appendix C has the survey questions for High School ASL Faculty.

The survey had about a 50% response from seven ASL Faculty. Faculty who responded taught at American High School, Irvington High School, and Washington High School. Following is an analysis of the High School ASL Faculty responses:

- *The quality of classrooms at their high school varies. Several commented that their classroom is spacious enough for a semi circular seating arrangement and their classrooms are adequately lighted. Faculty at Irvington High School responded that the classroom is too small and that the seats are in rows, not semicircular.
- *Equipment used in classrooms include overhead projectors, TVs, VCR-DVD players. Faculty expressed a need for camcorders in ASL classrooms so students signing production can be documented and evaluated immediately.
- *Learning ASL text is what most of the high school teachers use for level1. For the level 2 class, faculty use the Signing Naturally, Level 1 text.
- *The respondents say they go to their high school principal for any student disciplinary actions. They go to our Dean, Joe McLaughlin, for other needs such as issues with curriculum, interpreting, etc. They see Joe McLaughlin as their direct supervisor.
- *Several of the faculty reported that they have encouraged their high school ASL students to consider furthering their ASL studies at Ohlone College. One faculty member said that he/she not done that yet as it is his/her first year of teaching high school students.
- *One faculty member suggested that the high school ASL teachers meet once a month to exchange ideas, get support, and to make sure that they are all on the same page with their teaching and curriculum use.
- *One faculty member felt that the high school students need some kind of pre-class training on respect and observation of the no-voice policy.
- *Pre- class training can include some activities in getting the students to experiment using more facial and body movements (gestures) to communicate ideas before learning ASL words/signs.

4. Ohlone College Adjunct ASL Faculty

For many years we were fortunate to have highly qualified, experienced adjunct faculty, most of whom were also full time faculty at CSD. These teachers taught for years and as a result our program has consistent high standards. In recent years, there has been a change in the level of experience and the educational background of those individuals teaching part time on campus. Following are some of the ideas to address these issues:

1. Ohlone College adjunct faculty need to have paid meetings/workshops quarterly or at least once a semester. These meetings will be scheduled and conducted by the full time ASL faculty. It is also important for faculty teaching the same classes to meet to insure that the curriculum is being followed consistently.
2. All ASL classrooms need to be large enough to accommodate students seated in a pattern that they can be visual to each other.
3. All ASL classrooms need to be appropriately equipped.
4. The full time ASL faculty should be involved in the hiring of all Ohlone adjunct faculty
5. At least annual surveys of the Ohlone College ASL adjunct faculty need to be conducted in order to assess issues.
6. Interpreters need to be provided for adjunct faculty for in depth discussions and information.
7. Class sizes need to be limited to 20; if more, add sections. See Appendix E American Sign Language Teachers Association (ASLTA) Instructional Class Size Guidelines for ASL classes.
8. We did conduct a survey of the Ohlone College present and past adjunct faculty. Only one former Ohlone College campus adjunct faculty member responded. The faculty member is now teaching staff at CSD and the responses are for the present CSD classes, instead of the Ohlone College campus information requested. Appendix D has the questions asked in the survey. Following are responses from the survey;
 - Classes at CSD staff are taught in the faculty/staff dining room which provides students with a relaxing learning environment in spite of no blackboard there.

- Equipment is readily available via CSD's media dept. Even though there is an advanced student that helps to facilitate communication between teacher and class, when necessary there is a desire for access to Power Point and up to date equipment such as a DVD player, etc.
- Texts used for the classes at CSD are Learning ASL and For Hearing People Only, which the teacher finds resourceful and handy.
- The respondent also expressed a need for more ASL presentations and workshops and meetings for ASL teachers.

5. Ohlone College Staff and Faculty

What is our campus identity? Remarks by many staff and faculty seem to indicate that there is great misunderstanding in terms of which students we serve and the focus of our program. Since ASL is now recognized to meet the foreign language requirement of most universities and colleges in California, it is important for the faculty and staff to recognize how the Ohlone College ASL/Deaf Studies Program meets this need. The following are some of the ways to address this;

1. Informative bulletins sent to all staff and faculty
2. Open Houses inviting all staff and faculty to attend
3. Flex activities discussing differences in cultures, ASL information etc.
4. Brown Bag lunches where Deaf students bring their professors for lunch and discussions.
5. Deaf Awareness week activities
6. Panels
7. Speakers
8. Seminars
9. Survey of all staff and faculty to elicit more ideas from the survey results

6. ASL Classrooms Learning Environments

Following the Association of Departments of Foreign Languages guidelines developed in 1978, we are advocating ASL classes be 20 or less students in each

class. New sections should be opened for classes over the limit. See Appendix E, ASLTA Instructional Class Size Guidelines. We would like to have 20 students maximum for beginning levels of ASL classes and smaller numbers of students for more advanced levels of ASL classrooms. There is a severe shortage of interpreters so the college has permitted the IPP to have 5 to 10 students in each class in their 2 year programs. The students in the IPP enter the IPP and continue as one class for 2 years so when students drop out they are not replaced. The ASL & Deaf Studies classes are open to all students who register and meet the prerequisites. We feel the smaller class sizes would be valuable in students getting more personal attention and be more ready for the IPP and for transferring to other colleges or working in a Deaf- related field.

7. Instructional Basic Program/Discipline Review Data

See Appendix F for data information.

The data indicates that since the fall of 2002 to the spring of 2006, our enrollment in all of our classes has ranged from 1072 to 1359. Our most recent enrollment for 2005-06 was 1178, which was more than 100 more enrollments than the previous year.

We have maintained a retention and enrollment rate that is respectable. When ASL & Deaf Studies statistics in Appendix F are compared to the Ohlone College statistics in Appendix G in 2004-05 the Retention Rates and Success Rates are similar. Based on enrollment in the general college and in the ASL & Deaf Studies Program in 2004-05, if one analyses the statistics, the numbers are proportional and similar.

More specifically, the following areas are needed for program improvement:

1. Create a full-time ASL Lab proctor
2. Add high-tech equipment to all ASL classrooms
3. Provide funds for part-time faculty member to meet on a regular basis
4. Provide release time for coordination of the High school and evening Programs
5. Purchase materials for use in High Schools
6. Streamline curriculum to provide better continuation from High School to Ohlone ASL classes to IPP
7. Limit class size to 20
8. Clarify identity as an academic entity on campus

VI. Assessment of Program Improvement Since Previous Program Review

A. Following are the recommendations of the previous program review For ASL/Deaf studies and the current status of these recommendations:

1. Most important is a fully - equipped and staffed ASL/Deaf Studies lab. We did get an ASL Lab and it is located in Building 1 on the 4th floor. It is located in the area formerly called the Reading Lab. It is housed near one of the ASL classrooms but farther from others. Listed below are the equipment needs requested and present statuses of the request:

RECOMMENDATIONS	PRESENT STATUS
Backdrops	NONE our blue backdrops were lost/taken during our move from Building 5 to Building 1
8 to 10 cameras	12 cameras, with 1/3 not working at a time
2 multimedia overhead projectors (connected to computers)	NONE
12 multimedia computers (2 attached to overhead projectors and 10 others. 1 at each work station)	12 old computers, none multimedia
10 workstations/ cubicles	12 workstations/cubicles
14 VCR's with slow movement frame by frame capability	13 VCR's. (one is broken) None function well with the frame by frame option. All but the broken one did not have a plug for ear phones to listen to voice or sound so our Media Technician drilled holes into each to enable students to hear sound and voice interpretations
4 connected VCRs to 4 big screen TVs	NONE
4 large screen TVs with build in decoders	1 large screen TV in the lab
2 large overhead projector screens	NONE
2 or 3 writing boards	NONE
8 to 10 tripods for cameras	NONE
10 video cameras connected to computers at each work station for "Video Chat" and Video Conferencing	12 – but our cameras are small and attached to each cubicle. Several cameras are now broken and the attachment "neck" of several are also broken – a daily occurrence. NONE able to do "Video Chat" and Video Conferencing
Character generators	NONE

Two staff lockable desks (for lab assistants and faculty use)	YES-built in structure with 2 desks and book shelves (was built for the previous Learning Lab) Due to the multiple number of student lab assistants, new adjunct faculty and the lack of keys, we do not lock the desks.
Chairs: for cubicles, For staff and faculty use for group discussions	YES for cubicles NO for staff and faculty, only for lab assistant YES – small round table/chairs for mini group discussions.
Professionally made Videotapes	YES. Few and Old
Videotapes cabinets (lockable)	NONE
Filing cabinets	YES/NOT ALL lockable – some missing keys
Equipment cabinets (lockable)	YES- we are fortunate to have a storage room
Bookcases	YES- nice wood – soon to be replaced by metal lockable cabinets which do not match the decor
Software	FEW – we have NTID Dictionary and Classifiers installed in each lab computer Need more
Printers	YES for faculty and NONE for students
Scanner	NONE (need for power point presentations)
Full connections to the internet for on-line classes, chatting with Deaf individuals and research on Deafness	YES but we do not have enough stations to permit chatting with Deaf individuals (IM)

2. Classroom Equipment:

Better boards (students can't see what is written in chalk) in each ASL classroom	1401 50% unusable (ASL classroom) 15C OK (small Deaf Prep classroom) 1406 WONDERFUL (new technology classroom shared by entire campus – we have 1 class currently allowed to use that room)
Computers that work with overheads in each class	1401 NO 15C NO 5301 NO 1406 NO

Split screen capability for each classroom	1401 NO 15C NO 5301 NO 1406 NO
At least 2 cameras in each ASL classroom	1401 YES 15C NO 5301 NO 1406 NO
At least 1 large backdrop in each ASL classroom	1401 NO 15C NO 5301 NO 1406 NO
Software for all multimedia equipment	1401 NO 15C NO 5301 NO 1406 NO
Locked cabinets for cameras and other equipment	1401 YES – lock is broken 15C cabinet in hallway but don't have access 5301 YES & NO key borrowed by dean's office never returned former dean in order to make duplicates Don't know where the camera is that used to be in the cabinet. Cabinet now seems to be used for Deaf Prep only

3. Production of ASL Department & Deaf Studies Videotapes

Space (room), TV studio	NONE-for production
2 high-powered cameras	NONE- for videotape production
2 recording & 2 tape duplicators	1- we had 2 but one broke <ul style="list-style-type: none"> • we just received a VHS to DVD burner • both located in the ASL lab
2 monitors	NONE – for videotape production
2 backdrops or a wall with backdrop with special lights	NONE

4. Supplies for All Teachers

Videotaping-professionally developed	No - Ohlone College full time and adjunct faculty can use the limited videotapes in the ASL Lab – some faculty purchase their own High school faculty must provide their own or get them form SF or Alameda County Libraries
Blank videotapes	LIMITED SUPPLY
Books/ magazines, etc.	Few books in ASL Lab and Ohlone College Library available but we need to work with the Ohlone College Library to expand the selection. No Magazines – We want to subscribe to current publications, newsletters, etc. On ASL/Deaf studies.
Transparencies	YES

5. New Staff

Aides in classroom & tutorial center	NO – we do not have a formal paid program for aides but a few students volunteer or use fieldwork hours. High school faculty have had 2 nd year students get TA (Teacher Assistant credit for assisting in 1 st year class)
Lab aides/instructors	YES – But the situation needs to be improved. We need to have 1 full time Lab Assistant/Proctor and then fill the other time slots with adjunct and full time faculty and with student aides. Since the lab opened we had a Lab Assistant who worked the maximum number of hours allowed for part time staff - 28 to 29 hours without benefits for 7 plus years. In December she left because she got a full time job with benefits) Her departure has impacted the functioning of the lab and has caused disruption for ASL students and highlights the need for a full time Assistant/Proctor.

New staff for high school programs	YES – but high turn over and hard to recruit (hours are not always compatible with faculty)
Full time evening staff	NO – we have all adjunct faculty teaching evening classes. We used to have adjunct faculty who continued teaching for us for years and years but in recent years we have had to recruit teachers and many are not trained or have the skills that we would like to see for our program

6. Professional Development

Paid in-service for full time teachers and adjunct instructors	YES –limited money and also hard to get a meeting time. For several years, a former full time instructor worked with the High school instructors but after the first year was not compensated and did not receive release time so we scheduled a few meetings a year (unpaid) and the result was unacceptable. Last year with only 1 full time faculty member, we had 1 meeting with high school faculty and several meetings with Ohlone College adjunct faculty. Not all the adjunct were paid but the attendance at both was excellent.
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B. In addition to the needs as identified by the previous program review, the following are additional needs of the ASL & Deaf Studies Program.

Classroom Needs

- Each with LCD
- Multimedia Computer/Projectors Lecterns – several so that teachers can project or write on 2 screens at the same time (example a power point on one screen and teacher typing information on another screen that applies to the power point). Or groups of students working on presentations at the same time/ or activity using both screens at e same time

- Large screens (see above)
- Comfortable seating
- Large space so that all students can see each other (Eye Contact)
- State of the Art Furniture (chairs and tables)- like the new high tech classrooms. Tables should be movable so that different room arrangements can be made for different activities
- 4 state of the art cameras
- Internet Access
- Walls that are capable of having images clearly projected
- Computers with cameras at each seat and a networking system hooked up to the main computer that the teacher uses (like the old ENFI but with cameras)
- Locked cabinets for storing all equipment and supplies
- Split Screen filming ability
- Lighting – clear and bright (visual centered classroom) -75 to 100 candle power using Lumens for an ASL classroom
- ALL ASL classrooms should have the same equipment, access and physical environment
- Document Camera
- Huddle Boards
- Copy Cam
- Two Movable Plasma Screens — capability to be hooked up to computers. - LCDs. DVDs VCRs, etc
- Near Restrooms
- Accessible for Physically Disabled
- Lots of electrical outlets
- Main control center — (like ASU) Table able to be elevated at different levels at

the touch of a switch and controls lights and multimedia electrical equipment

- Special spotlight that can focus on a presenter and not block out screens with power point or other displays (other lights would be out)
- Proven Room colors conducive to a learning environment (like in the new high tech classes)
- Maps
- Updated installed and not installed software and DVDs
- Located near ASL Lab and ASL Faculty offices
- Located near Ohlone College Center for Deaf Studies
- DVD recorders and copiers (burners)
- Cabinets and materials shared by faculty using that classroom (example copies of texts DVDs/Videotapes, other materials used by teachers teaching the same level so the material can be left in the classroom and teachers won't have to keep transporting back and forth. Hopefully, this will lead to more shared materials and innovative ideas. (Suggest a large cabinet also be housed in the ASL Lab for teacher sharing)
- Printer

Future ASL Lab Needs (along with the needs not fulfilled from the last ASL & Deaf Studies Program Review listed previously.

- More Electrical Power
- Change all VHS and Beta Videotapes into DVDs
- Reconfigure the ASL Lab to make more stations with backdrops
- All new MAC Computers with built in cameras and able to switch with Windows
- 2 High powered cameras for faculty to produce tapes/DVDs
- 4 Portable Cameras so faculty and students can film ASL events off campus
- Lab to be reconfigured so that it will also include 2 large round tables with chairs for group work and for tutoring

- Updated DVDs
- Updated individual cameras with zoom for lab stations
- DVD from VHS burners
- VHS recording boxes attached to Computers (for those students that don't have DVDs)
- Full-time Lab assistant/proctor
- Color Scanners
- Color printers
- Printer for students to use their Ohlone College print cards
- Tutorial Center to give money to ASL Lab and all tutoring done and handled by the ASL Lab.
- Ergonomic chairs

Present Faculty Office Needs

Need multimedia computers with built in cameras that are capable of producing ASL DVDs and are also able to have live conversations with students, staff and faculty in distant locations.

Deaf faculty offices should be equipped with a strobe light that reacts to knocking or some type of visible door bell light.

All offices need scanners and color printers to use in the preparation of power point presentations,

Present/Future Staffing Needs

Need ASL Lab Proctor full time.

Full time guidance counselors that work with ASL Students, Deaf Students and IPP Students.

After the Newark Campus opens, we plan to open new sections at the main campus and Newark Campus so we will need to hire additional full time faculty.

Present faculty with release or paid time or new adjunct faculty to coordinate and

evaluate staff and programmatic needs in all of the high schools

Present ASL Classroom Needs

1401

smart board

tables and chairs like the new smart classrooms

new chalk board or a white board (front of the classroom)

spot light so that the main part of the room can be dark but the teacher still visible

15C

Move from 15 C to 4th floor of building 1 near 1401 or to another larger classroom that has multimedia technology, including cameras and tripods, LCDs, etc.

5301

smart board

tables and chairs like the new smart classrooms

cameras with tripods

spot light so that the main part of the room can be dark but the teacher still visible

Future ASL Lab and Classroom Needs – Building 6

Need a large 50 station fully-equipped ASL/IPP/DEAF PROGRAM Lab

The lab will also include private rooms and areas for video taping and for tutoring and group discussion and projects.

ASL and IPP Students will use the lab for ASL receptive and expressive assignments and practice.

Deaf Tutors under the Tutorial Center will have stations to tutor. Deaf student volunteers will also tutor ASL and IPP students in ASL and Deaf Studies related subjects.

Deaf students will use the lab for computer class practice and for Language, Reading and Math practice.

ASL/IPP/DEAF students will tutor Deaf students needing help in Language, Reading, Math, History, etc. (all classes taken by Deaf students).

The ASL & Deaf Studies Department will need at least three large multimedia and high tech rectangular-shaped classrooms that can accommodate at least 40 students sitting in a large semi circle. These 40 seat classroom will permit joint classes and Learning Community classes, speaker presentations, etc. These classrooms will be designated for ASL/IPP/DEAF students only.

To make our Learning Communities more effective, the ASL/IPP/DEAF programs

should be housed in the same building. This will create a language rich environment for both Deaf and hearing students.

GURC also should be moved to the same building so that faculty, staff, and students can take advantage of their valuable resources, such as their library.

Faculty offices should be high tech multimedia rooms that are located in close proximity to the area in which the ASL/IPP/DEAF programs are housed in order to facilitate professional interaction, mutual support, and more creative teaching ideas to produce higher level student outcomes.

The guidance counselors should also be housed in the same area so that the students and faculty have immediate access to one another. The guidance counselors should serve all three programs – ASL/IPP/DEAF.

The design of Building 6 should use the same criteria for Deaf Space presented by Dr. M J Bienvenu, Dean of ASL & Deaf Studies at Gallaudet University, at Ohlone College in September, 2006. The Deaf Space design emphasizes lighting and use of space to make it a visu-centric building.

VII. DESCRIBE REVIEW AND DISSEMINATION TEAM INVOLVED

The Instructional Program/Discipline Review Report Guidelines lists criteria for the review and dissemination team. The guidelines state that the team should consist of the division dean, a faculty member who is part of the program, a faculty member that is not part of the program, a student who is enrolled in the program and at least one member from the community. The following ASL & Deaf Studies Review and Dissemination Team met the criteria and were chosen by the two full time ASL & Deaf Studies Faculty members based on their excellent academic backgrounds, their expertise in their fields, their leadership and their different perspectives related to ASL and Deaf Culture;

Division Dean: Joe McLaughlin

Mr. McLaughlin is the Dean of the Deaf Studies and Special Services Division. The ASL & Deaf Studies Program is one of the programs under his leadership. Before coming to Ohlone College, Mr. McLaughlin had a lot of experience in educational programs serving the deaf. Mr. McLaughlin has good skills in both American Sign Language and Canadian Sign Language.

Faculty Members as part of the program: Sandra Ammons and Sandra Lee "Bunny" Klopping

Sandra Ammons and Sandra Lee "Bunny" Klopping, the only full time faculty members in the ASL & Deaf Studies Department/Program, are the authors of this ASL & Deaf Studies Program Review 2006 – 2007. For many years Sandra Ammons taught at Ohlone College and Vista College as an adjunct instructor and last year was a full time faculty member in the ASL Department at Arizona State University (ASU). She is also a

signing model in the Signing Naturally Curriculum that we have adopted at Ohlone College. Sandra Lee "Bunny" Klopping has been a full time faculty member since 1980 and before that was a teacher of Deaf students in different areas in the USA. Sandra and Sandra Lee "Bunny" decided to work on this review as a co-team. Since Sandra is a new full time faculty member this year, it affords both Sandra and Sandra Lee "Bunny" an opportunity to bond and form a cohesive team working for the same program goals and student learning outcomes.

Faculty Member who is part of our Learning Community and a part time teacher in the program: Dr. Tom Holcomb

Dr. Tom Holcomb is a man of many talents. He is a full time faculty member in the DEAF Department and in charge of their Deaf Education Certification Program. He also teaches in the IPP and the ASL Departments. He has authored many books and has produced several DVDs on Deaf Culture. He is known all over the United States and internationally. He is also the first Deaf faculty member to serve as a member and as a Co-Chair of the powerful Ohlone College Council.

A faculty member who is not part of the college program: Rob Smedfjeld.

Mr. Smedfjeld is a full time faculty member in the Math Department at Ohlone College and known for his great analytical mind. Mr. Smedfjeld has served on the Ohlone College Faculty Senate for many years as a Senator representative and as President. Mr. Smedfjeld was given release time last year to coordinate the collection of data for academic programs at Ohlone College. Mr. Smedfjeld is also an ASL signer. He took ASL at Stanford University and completed many of the Ohlone College ASL & Deaf Studies courses. He has proven to be a great resource and friend to the Deaf Studies Division and the departments/programs in the division.

A student enrolled in the program: Steve Bitzer

Mr. Bitzer is not only a student in our ASL & Deaf Studies Department but he is also a full time faculty member in the Math Department at Ohlone College. Mr. Bitzer had a sabbatical last year and spent his sabbatical taking courses in ASL & Deaf Studies. Mr. Bitzer started taking night classes several years ago and has been a wonderful advocate of our Deaf students. He is currently taking Advanced ASL and volunteering as an assistant for William Wong, a teacher of math in the DEAF Department. Mr. Bitzer is seen constantly at Deaf Community and Deaf Culture events. He is respected by all of his ASL classmates, Deaf students and the math students in his math classes.

Deaf Community member: David Eberwein

Mr. David Eberwein is the ASL Bilingual Deaf Studies Teacher Specialist at the California School for the Deaf (CSD) in Fremont, California. CSD serves Deaf students in Northern California from the Oregon border to San Luis Obispo. Mr. Eberwein has been an adjunct faculty member at Vista College and occasionally teaches CSD faculty and ASL classes for Ohlone College. Mr. Eberwein is a nationally known leader and is in high demand as a speaker on Deaf Culture, ASL and Deafhood. Mr. Eberwein has been one of the core leaders for the rights of Deaf people and the Deaf Community.

The ASL & Deaf Studies Program Review authors are thankful and deeply appreciate the time, commitment and feedback of Mr. Joe McLaughlin, Dr. Tom Holcomb, Mr. Rob. Smedfjeld, Mr. Steve Bitzer and Mr. David Eberwein.

