Ohlone College
Program Review Report

- Program Description and Scope:
  1. Program Review Title: ASL & Deaf Studies
  3. Review Type: Instructional Disciplines
  4. Program/Departments: American Sign Language (08009)
  5. Authority Code: 46-Dean, Deaf Studies
  6. External Regulations: Yes X No
  7. Provide a brief narrative that describes the instructional program/discipline.

For almost 40 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. Our program also has offered and may offer classes in the future 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.

8. Describe how the program specifically serves students, faculty and staff.

The ASL & Deaf Studies Program is in the same Deaf Studies Division as the Deaf Studies Program (deaf students) and the Interpreter Preparation Program (IPP). The three programs work together to provide information to Ohlone faculty, staff and students on Deaf Culture and American Sign Language. Deaf Awareness Month is celebrated yearly, in the USA, in the month of September and the three programs along with the ASL Club, coordinate activities for Deaf
Awareness on and off campus in the Deaf Community.

The ASL & Deaf Studies Program also works with staff in DSPS to provide students, in their program, with the required extra services their students need to assist them in the classes in our program. In addition, the ASL & Deaf Studies Program works with the Interpreter Services Department when interpreter and/or Cart services, provided by the Ohlone College Interpreter Service Department, are needed in the ASL classes.

The ASL & Deaf Services Program also works closely with the Deaf Studies Program and Interpreter Preparation Program faculty, ordering new DVDs and other materials, researching, upgrading and ordering new technology and constantly reevaluating and planning for improvements in the Deaf Studies Lab. The faculty in these three areas spend part of their office hours tutoring in the Deaf Studies Lab for students in all three areas.

The faculty in the ASL & Deaf Studies Program assists the part time Deaf Studies Lab coordinator in recommending and training the ASL & Deaf Studies student lab assistants and ASL tutors.

The ASL & Deaf Studies Program also teams with the Deaf Studies Program, Interpreter Preparation Program and ASL Club to provide an Orientation reception for new students and a "Welcome Back to Ohlone" program and reception in the fall of each academic year. During March or April the programs work together, along with the ASL Club to sponsor an International Banquet featuring our International Deaf students and open to everyone in the community. At the end of the spring semester all programs work together to provide program awards and graduation receptions and programs. The faculty in the three academic programs feel including the ASL Club in these events is important as student input is very valuable and it provides leadership roles for the students.

The ASL & Deaf Studies Program works closely with the ASL Club which is an Ohlone College student club under the ICC and the ASOC. The ASL Club provides ICC and ASOC students with Deaf Culture information and information on Deaf Culture events sponsored by the ASL Club and other Deaf Events sponsored by CSD, DCARA, GURC and other agencies in the community and nationwide. The ASL Club sends Deaf Event information via email to members of the ASL Club. The ASL Club members are mostly Ohlone College ASL and IPP hearing students and deaf students in the Deaf Studies Program. The ASL Club sponsors a monthly pizza night which, not only provides extra funds for the club, but also is a great event for hearing ASL students to interact with Deaf students. This event has become so well known in the Bay Area that hearing ASL and deaf students from other colleges and high schools with ASL programs are attending. The club also sponsors events for ASL hearing and deaf students at major sporting events, ASL movies and advertises Deaf events in the area.
The ASL & Deaf Studies Program often assists with and co-sponsors Bay Area events with the Gallaudet University Regional Center (GURC) which is housed on the Ohlone College campus in building 20.

The ASL & Deaf Studies Program full time faculty are always available and willing to mentor and to work with new and returning adjunct ASL & Deaf Studies faculty at the Ohlone campus and the adjunct ASL & Deaf Studies adjunct faculty at our local high schools, under Ohlone College, and the parent and staff classes at the California School for the Deaf (CSD), under Ohlone College.

9. Describe how the program addresses current needs and applies current technologies.

For years the ASL & Deaf Studies Program housed a small ASL lab, with 12 stations, in a small room in Building 1 on the 4th floor. But with $50,000 given to the program by the college because of our last ASL & Deaf Studies Program Review and with $200,000, donated by the estate of Evelyn Henderson, we now have a Deaf Studies Lab, shared with the Deaf Studies Program and the Interpreter Preparation Program. The ASL Lab is now called the Deaf Studies Lab and has two rooms with a total of 40 large 27" Mac computers. One room has small individual cubicles while the other room has computers, out in the open, lined up against two walls.

Many of our old videotapes have been transferred to DVDs but the quality is not always great so this is an area that we plan to address. Part of the problem was that the Deaf Studies Lab was hooked up to the Ohlone College server which caused videos to keep stopping and starting and were sometimes jumpy. During the winter break, the lab was hooked up to a server only serving the Deaf Studies Lab. This has helped some. The original plan was for all faculty in the Deaf Studies Division to have the ability to log in to any video from his/her office, as long as they were on campus but this did not work. Hopefully, this will work in the fall of 2011.

We have several flip cameras and tripods for faculty to use but need more HD cameras which have a longer battery life and have increased capacity to zoom for close ups.

The Deaf Studies Lab has the Time Keeper computer and program, used campus wide at Ohlone College, so that students can log in and log out and teachers are able to document individual student's hours in the Deaf Studies Lab. Unfortunately, the program was a disaster this year so we should be getting a better program installed just for the Deaf Studies Lab, starting in the fall of 2011.

In the Deaf Studies Lab, Sorenson, a video relay company, installed a video camera attached to a large thin screen TV with the capability for video conference calls.
During the Fall 2010, faculty in the Deaf Studies Division were given several hours of training on the new Mac computers, by the present part-time Deaf Studies Lab coordinator. We have all stated a need for more training on using the lab and equipment. Some of the training that some faculty would like are 1. Copying VHS to DVD 2. Recording students and putting them in a specific folder and e-mailing them to their home addresses 3. Filming projects and then copying them on a DVD.

At the present time, most of our ASL & Deaf Studies classes occupy two classrooms in building 6. Both classrooms have the old computer/projectors that were installed about 10 years ago. After complaints about the slow speed of the equipment, IT changed the machines but the equipment in 6101 now sounds like a loud hair dryer. IT has assured us that they will work on this. The Deaf Studies Division dean has two large Mac computers that she has requested be installed and attached to the equipment in the two most used ASL & Deaf Studies classrooms in building 6.

Since VHS cameras, monitors, and TVs are not allowed in the new Deaf Studies Lab, some of this equipment will be kept in one of the side rooms off of the ASL & Deaf Studies classroom in 6101. We still have need for this equipment but as soon as we get funding to purchase new equipment, such as computers, cameras, and TVs, to replace these machines, they will be disposed of appropriately.

10. Discuss the impact of the program on the college and/or other programs.

Ohlone College has one of the largest, if not the largest, population of deaf students attending a community college in the state of California. Most of the deaf students use ASL as their primary non-written language, which requires the use of ASL interpreters in many of their college classes. The ASL & Deaf Studies Program provides training for students who wish to be accepted into the Ohlone College Interpreter Preparation Program and eventually become interpreters in the community. The Ohlone College ASL & Deaf Studies Program is very intense and has very high standards because the Deaf Community demands it and we strive for excellence. We have four levels of Principles of ASL classes. Each level covers in one semester what other colleges and the high school classes cover in one year. For a student to take two full years of intense ASL classes and be prepared to enter an interpreting program requires an intense program.

The ASL & Deaf Studies program also works with the International Education program at Ohlone College. For over thirty-five years, we have had many international deaf students attend Ohlone College and take ASL courses. Many of our former students have returned to their countries and are now teaching ASL and Deaf Studies classes and/or have established and assumed leadership roles in organizations serving the Deaf.

The Ohlone College Deaf Studies Program (Deaf Program) has about 200 deaf
students so the partnership of the ASL & Deaf Studies Program is very beneficial to both the hearing ASL students and the deaf students. The Deaf Studies Lab provides one avenue where hearing and deaf students can meet and interact. The ASL & Deaf Studies Program also has a special partnership with the Interpreter Preparation Program by offering courses which meet the requirement for admittance into the Interpreter Preparation Program.

The ASL & Deaf Studies Program offers both an AA degree and a Certificate in ASL & Deaf Studies. Our ASL & Deaf Studies classes are accepted as transfer credits at most colleges and universities in California and other states. Some of the courses offered in the ASL & Deaf Studies Program meet the transfer and degree program requirements for general education, cultural diversity and humanities.

11. Discuss the impact of the program on the community and the impact of the community on the program.

Some reference sites state that ASL is the 4th most used language in the USA. Over 75% of the CSD's faculty, guidance counselors and cottage (dorm) counselors are Deaf and all of the approximately 475 students use ASL as their primary non-written language. Due to CSD locating in Fremont and the strong interest and support of the Fremont Community for the CSD, the ASL & Deaf Studies Program at Ohlone College has established a degree and certificate program in ASL & Deaf Studies. The ASL & Deaf Studies Program also fully supports, financially, ASL classes at American, Irvington, Kennedy and Washington High Schools and has a non financial partnership with Newark Memorial High School. The ASL & Deaf Studies Program also supports the CSD Parent Education and CSD staff ASL classes. Many people in the Fremont and outlaying communities are taking ASL in order to better serve their Deaf clients and customers.

The ASL & Deaf Studies Program, for over 30 years, has had a strong Ohlone College ASL student related partnership with CSD. Many of the ASL students complete their required fieldwork classes at CSD by volunteering in the classrooms, in the cottages and at CSD events. Many of the Ohlone ASL students are hired as student aides at CSD. The student assistant jobs require students to have ASL skills and to be enrolled in at least one college class. There are a wide range of student assistant jobs performed by the Ohlone College ASL students, such as working in the transportation office, riding buses to and from CSD student's home towns, transporting CSDF students to the airport to fly home and back. Other student assistant jobs may be assisting in the academic departments at CSD and/or working in the cottages at CSD.

The ASL & Deaf Studies Program has worked with CSD to incorporate classes into our curriculum that support the State of California required courses for employment at the Schools for the Deaf at Fremont and Riverside. Many of our former ASL & Deaf Studies students are now employed or have been employed at CSD in full time and part time occupations.
• College Mission
  1. Mission Statement
     The mission of Ohlone College is to serve the community by offering
     instruction for basic skills, career entry, university transfer, economic
     development, and personal enrichment for all who can benefit from our
     instruction in an environment where student learning success is highly valued,
     supported and continually assessed.

  2. Vision Statement
     Ohlone College will be known throughout California for our inclusiveness,
     innovation and superior rates of student success.

  3. Core Values, Goals & Objectives:
     College Core Values
     • We provide life-long learning opportunities for students, college personnel
       and the community.
     • We open access to higher education and actively reach out to under-served
       populations.
     • We promote diversity and inclusiveness.
     • We maintain high standards in our constant pursuit of excellence.
     • We value trust, respect and integrity.
     • We promote team work and open communication.
     • We practice innovation and actively encourage risk-taking and
       entrepreneurship.
     • We demonstrate stewardship for our human, financial, physical and
       environmental resources.

     College Goals/Objectives
     1. Through innovative programs and services, improve student learning
        and achievement.
        1. By 2013, have in place an ongoing system for identifying and assessing
           student learning outcomes at the program and course levels, which includes
           faculty dialogue and appropriate improvement plans.
        2. By spring 2013, increase the college average course retention to a rate at
           or above the statewide average.
        5. By spring 2013, increase to 600 the number of students transferring to
           UC and CSU.
        6. By spring 2013, the number of students receiving associate degrees to a
           rate at or above the peer group average.
        7. By spring 2013, increase the number of students receiving certificates of
           accomplishment and certificates of achievement to a rate at or above the
           peer group average.
        8. By 2015, increase the number of students taking 12.0 units or more per
           semester to a rate of 30% compared to headcount enrollment.
        9. By 2011, achieve 100% completion of professional development in online
           instructional methods and online course management for faculty who teach
           fully online or hybrid courses.
        12. By 2012, establish mutual agreements with local school districts to
            redefine expectations of partnership in light of reduced staffing and budget
support while maintaining clear pathways for students.

2. **Support the economic vitality of the community through educational programs and services that respond to identified employment needs.**
   2. Within the context of the CTE Strategic Plan, by 2012, identify needs of local employers and create responses through our existing programs, contract education, and new program development.
   4. By 2013 provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace.

3. **Promote continuous, needs-based, learning and professional development opportunities for all district personnel.**
   1. By 2011, establish an IT training program for staff and full and part time faculty, enabling them to be more self-directed and capable in IT applications/maintenance.

5. **Lead and educate the community in environmental sustainability.**
   1. By 2013 employ sustainability principles in all college facilities and operations using the President Climate Commitment as a guideline.
   2. By 2015 educate students, staff and community about the value of sustainability using the framework of the California Smart Growth Initiative as a model and having 75% of the Ohlone employees annually sign the college’s green pledge.

6. **Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.**
   1. By 2015, increase the number of course offerings which meet the General Education Plan A Intercultural/International Studies requirement.
   2. By 2015, increase the number of opportunities for study abroad for faculty, staff, and students.

7. **Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.**
   1. By 2013, increase the enrollment of under-represented groups to approximate the demographic percentages of the district population.
   2. Annually increase retention and success rates of under-served demographic groups.
   3. By 2015, increase the percentage of under-represented groups among faculty and staff to approximate the demographic percentages of the district population.

8. **Engage all members of the college community in active, continual institutional improvement.**
   1. By 2011, create benchmarks for learning, achievement, and institutional practices.
   2. By 2012, develop and implement strategies to optimize communication processes for all shared governance committees.
   3. By 2011, pursue potential areas for partnership and collaboration with the community.
   5. By 2013, integrate specific area plans into the strategic plan.
   6. By 2015, structure processes that promote informed college-wide discussion leading to integrated, evidence-based decisions.
4. Briefly describe how the program supports the college mission, vision selected college values.

Our ASL & Deaf Studies Program's 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 and International communities. Hopefully, this will lead to a better understanding of the wonderful and unique Deaf members in our community and Deaf members in international communities and also to a better knowledge of Deaf Culture worldwide.

5. Briefly describe how the program supports selected college 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, while also being educated by our students, and in addition, 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.

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

1. Through innovative programs and services, improve student learning and achievement.

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 Deaf Studies Lab, which will give them more opportunities 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 a variety of 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 in the community at CSD and at other Deaf agencies but also with some experiences on the Ohlone College campus.

The ASL & Deaf Studies faculty and Deaf 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 had a small ASL Lab but now have a large Deaf Studies lab which we share with the Deaf Studies/Deaf Program and IPP. It is often very busy with both hearing ASL students and deaf students making use of the wonderful new facility and new equipment. Since we have had the ASL Lab and now the Deaf Studies 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.

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.
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 International Banquets, ASL Club activities for each area, etc. We try to make the ASL & Deaf Studies Program and the other programs in our Deaf Studies Division, 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.

Our Learning Community also works together with the ASL Club which is a student led club for Deaf students and ASL students. This club plans interactive type activities every Thursday. The first Thursday of the month is 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 ASL Club, we have noticed more participation and interest by full time students in all of the areas of the Learning Community.

**GOAL 2**

2. **Support the economic vitality of the community through educational programs and services that respond to identified employment needs.**

Some of the strategies for meeting Goal 2 are as follows:

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. 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.

2. 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.

3. Our ASL & Deaf Studies Program supports the funding of faculty in 4 out of 5 Fremont High Schools and also funds the faculty at CSD in their ASL Parent Education Program and staff ASL classes.
4. 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.

GOAL 3

3. **Promote continuous, needs-based, learning and professional development opportunities for all district personnel.**

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

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.

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.

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
GOAL 5

5. **Lead and educate the community in environmental sustainability.**

Our ASL & Deaf Studies Program has striving to become more electronic and to greatly reduce using paper.

The faculty continues to support the college wide commitment to recycling.

One problem that has to be addressed in the coming winter is the extreme cold temperatures in ASL classrooms on both the 2nd and 3rd floors. The faculty offices on the 3rd floor also have problems providing enough heat. Many students wore their gloves, hats and coats during class. The lack of heat and the cold chill in the classrooms caused many students to get sick and miss class. Ohlone needs to address this problem.

GOAL 6

6. **Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.**

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.

Vancouver, British Columbia. This summer Sandra Lee "Bunny" Klopping will attend a World Federation of the Deaf Conference in Durban, South Africa, during the month of July.

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.

6. 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.

7. The ASL & Deaf Studies Program is also provided assistance to the National Asian Deaf Conference (NADC) which will took place in San Francisco several years ago. This conference is billed as a national conference but in truth many international Asians attend. This conference provided great exposure for Ohlone College. We were 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. This summer, in July, the NADC will be held in New York City and William Wong, from the Deaf Studies Division, will again represent Ohlone College and our Deaf Studies Divison, in which the ASL & Deaf Studies Program is also a program.

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 Ohlone College ASL Club events, to Deaf Churches, to events at DCARA and other Deaf Agencies and Deaf Associations. 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. For over 5 years, Sandra Ammons has been an emcee for Feast for the Eyes, an ASL Storytelling event, 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. A few years ago, 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. Dr Roslyn Rosen, director of The National Center on Deaf, at CSUN was an Ohlone College forum speaker two years ago. During this spring 2011 semester, we helped co-sponsor a presentation about Deaf Jews during Hitler's Era by Mark Zaurov, from the University of Hamburg in Germany.

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 Studies Program and the IPP worked on a "Deaf Space" design for the anticipated move to Building 6. Several years ago 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.

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.
Goal 7

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.

The ASL & Deaf Studies Program consider deaf students, as well as other college identified students, as under-served and under-represented groups in the District and local communities.

By attending local, state, national and international events and distributing printed materials advertising our programs, we are reaching out to educate these under-served groups about the opportunities in our program. Some of the local events we work with are the Deaf Fair at CSD during their annual Open House, Deaf Nation at the Alameda State Fair Grounds, DCARA events, Deaf Media, APTC, Deaf Hope, SF Club for the Deaf, BAADA (Bay Area Asian Deaf Association, which includes deaf and hearing members of all ethnic backgrounds) as well as other events, etc. Some of the state events we work with are CalEd (a state association for teachers of the deaf in California) and the CAD (California Association of the Deaf). Some of the national organizations are the NAD (National Association of the Deaf), ASLTA (ASL Teachers Association) NADA (National Asian Deaf Association, which is really an international association) and the GURC (Gallaudet University Regional Center), etc. Some of the International associations that we are involved with are ICED (International Congress on Education of the Deaf), IHC (International History Conference) and the WFD (World Federation of the Deaf).

Several years ago our Deaf Studies Division contracted with a Deaf owned business in Rochester, New York, to produce printed flyers and folders advertising our programs.

The ASL & Deaf Studies Program is working with other programs in the Deaf Studies Division to update and expand our web page.

The ASL classes offered at the local high schools are designed to encourage all students to continue their ASL studies at Ohlone College, while still in school to take higher level ASL courses or after they graduate from their schools. Fremont has many under-represented students attending their local high schools where our ASL classes are offered.

By offering ASL classes to parents and staff at CSD, we have seen parents of under-represented groups continuing their ASL studies at Ohlone.

Students who graduate from CSD often take ASL courses so that they can some day teach ASL in the community and/or also to expand their knowledge of ASL and Deafhood by taking Deaf Culture, Deaf Education and Deaf History, Deaf Literature, ASL Storytelling, and Classifiers classes.

International students come to Ohlone to take ASL & Deaf Studies classes, along with English classes in the Deaf Studies/Deaf Program. Some of these
students already have their BA degrees and want to go to graduate school in the USA so come to Ohlone and take our classes to prepare them for furthering their education or for returning to their countries and setting up ASL and Deaf Studies classes there.

The ASL Club has worked with ASOC to sponsor two Deaf black students and an, Ohlone required, chaperone to go to a National Deaf Black College Student Conference in NC this summer. Two of our Deaf Studies Students who work as Deaf Studies Lab assistants and as ASL tutors are planning to attend.

Goal 8

8. Engage all members of the college community in active, continual institutional improvement.

The full time faculty in the ASL & Deaf Studies Program meet with the full time faculty in the other programs, in the Deaf Studies Division, to analyze and discuss which Ohlone College committees that will be the most important and beneficial for our faculty to join and to provide meaningful and timely input. The faculty are strong supporters of shared governance and know that participation in these key committees will not only educate other faculty and staff about our program, but will also keep our faculty involved in important decisions affecting the future of Ohlone College.

6. Briefly describe how the program supports selected college objectives.

- 1.1. By 2013, complete an assessment of student learning outcomes for all courses and programs. All Ohlone College program faculty are required to write a plan to access SLOs for all courses and programs.
- 1.2. By spring 2013, increase the college average course retention to a rate at or above the statewide average. The faculty in our ASL & Deaf Studies Program work hard to encourage students to get extra help in the Deaf Studies Lab and to get ASL Tutors to continue improving their ASL skills so that they feel they are doing well enough to continue their studies.
- 1.6. By spring 2013, increase to 600 the number of students transferring to UC and CSU. The ASL & Deaf Studies Program offers an AA Degree and a Certificate in ASL & Deaf Studies and many of these courses are transferable to the UC and/or UC systems.
- 1.7 By spring 2013, increase to 500 the number of students receiving associate degrees. Since we already offer an Associate degree, we will continue to encourage students to pursue a degree in ASL & Deaf Studies.
- 1.8 By spring 2013, increase to 300 the number of students receiving certificates of achievement and accomplishment. Since we already offer a
Certificate in ASL & Deaf Studies, we will continue to encourage students to get a certificate.

- 1.9 By 2015, increase the number of students taking 12.0 units or more per semester to a rate of 30% compared to headcount enrollment. Most of our students who attend classes during the day, are already taking 12.0 units or more per semester.
- 1.10 Provide instruction that will consistently allow Ohlone transfer students to perform in their junior year at the university at a level at or above that of students who started at the university as freshmen. We will continue to communicate with CSU and UC systems to keep our courses on the same level as theirs so that our students can transfer their courses for credit.
- 1.14 By 2012, establish mutual agreements with local school districts to redefine expectations of partnership in light of reduced staffing and budget support while maintaining clear pathways for students. The ASL & Deaf Studies Program will continue to work with the ASL classes supported by Ohlone College in the Fremont high schools and with CSD to continue to support their ASL classes for parents and staff.

- 2.1 Within the context of the CTE Strategic Plan, by 2012, identify needs of local employers and create responses through our existing programs, contract education, and new program development. Continue to work with CSD to offer courses which are required by the state of California for employment at CSD in Fremont and Riverside.
- 2.4 By 2013 provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace. We will continue to have high standards in our ASL & Deaf Studies Program so that students will have the ASL skills and Deaf Cultural knowledge to qualify for admittance into Interpreter Preparation Programs and employment at CSD and other agencies requiring ASL skills.
- 3.1 By 2011, establish an IT training program for staff and full and part time faculty, enabling them to be more self-directed and capable in IT applications/maintenance. It is important for the full time and adjunct faculty in the ASL & Deaf Studies Program to be trained on how to use all of the equipment in the Deaf Studies Lab and in the ASL Classrooms.
- 5.1 By 2013 employ sustainability principles in all college facilities and operations using the President Climate Commitment as a guideline. The ASL & Deaf Studies faculty will participate in the sustainability principles using the President Climate Commitment as a guideline in our use of facilities.
- 5.2 By 2015 educate students, staff and community about the value of sustainability using the framework of the California Smart Growth Initiative as a model and having 75% of the Ohlone employees annually sign the college’s green pledge. The ASL & Deaf Studies faculty look forward to learning about, entering into discussions about and educating the adjunct faculty about the California Smart Growth Initiative and then deciding whether to sign the college's green pledge.
- 6.1 By 2015, increase the number of course offerings that specifically
address issues of cultural diversity and ethnicity. The ASL and Deaf Studies Program plans to offer more Deaf Culture, Deaf Education, ASL Literature and/or Deaf History classes by offering these classes on line and offering more sections at each campus.

6.2 By 2015, increase the number of opportunities for cultural enrichment and study abroad for faculty, staff, and students. Our Deaf Studies Program (Deaf Program) has established some exchange/enrichment programs with Japan and JASS. Ohlone College has started international exchange and enrichment programs with several programs on campus but have not been pro active in establishing an international exchange/enrichment program for faculty in the ASL & Deaf Studies Program. We would like Ohlone College to include our program in the goal of International exchange.

7.1 By 2013, increase the enrollment of under-represented groups to approximate the demographic percentages of the district population. The ASL & Deaf Studies Program considers deaf students as an under-represented group and would like to see more deaf students from California, other states and other countries enroll in our program.

7.2 Annually increase retention and success rates of under-served demographic groups. The Deaf Studies Division, which includes the ASL & Deaf Studies Program has already decided that we must address this issue so that more of our deaf students, whom we classify as an under-served group, and other under-served students successfully complete our programs.

7.3 By 2015, increase the percentage of under-represented groups among faculty and staff to approximate the demographic percentages of the district population. The ASL & Deaf Studies Program feels that the Deaf is an under-represented group among faculty in academic areas on campus, other than the programs in our Deaf Studies Division, and very under-represented among the full time and part time staff and students hired at Ohlone College and would like to be pro active in assisting Ohlone College to address this hiring situation.

8.1 By 2011, create benchmarks for learning, achievement, and institutional practices. The ASL & Deaf Studies Program continually establishes benchmarks for learning and achievement.

8.2 By 2012, develop and implement strategies to optimize communication processes for all shared governance committees. The ASL & Deaf Studies full time faculty and the full time faculty in our other programs in the Deaf Studies Division have worked together to see that we are all involved in the major committees on campus to promote our participation and input on shared governance.

8.3 By 2011, pursue potential areas for partnership and collaboration with the community. The ASL & Deaf Studies Program has already and will continue partnerships with CSD, DCARA, GURC, CAD, BAADA, APTC and other agencies associated with Deaf Education and the Deaf Community.

8.4 By 2012, revise and update the Research and Planning website so data is more accessible to the community for planning and decision-making.
The faculty in the ASL & Deaf Studies Program plan to work with the director of research to better understand and apply statistics generated by our program and then integrate the data to direct the focus of our program in our future strategies in our program reviews.

- 8.5 By 2013, integrate specific area plans into the strategic plan. The faculty in the ASL & Deaf Studies Program plan to use the data generated by our SLO and PIO assessments into our strategic plans which will be recorded in our annual program review updates.

- 8.6 By 2015, structure processes that promote informed college-wide discussion leading to integrated, evidence-based decisions. The faculty in the ASL & Deaf Studies Program will continue to stay informed and involved in the college-wide discussions and integrate the evidence from these events when we revise and update our program reviews.

**Program SLOs & Assessment**

1. Program SLO -

   Students will demonstrate growth in their ASL receptive and expressive language skills.

   a. *Indicate program assessment strategies used.*
      
      i. Capstone course
      
      ii. Culminating project
      
      iii. Performance Assessment
      
      iv. Skills Assessment
      
      v. Other

      Receptive and expressive exams

      Expressive presentations, demonstrations and projects

      ASL self evaluations/critiques

   b. *Describe the criteria and standards used to appraise student work.*

      ASL 104 is the capstone course, students are expected to pass all exams with 70% or above scores.

      Presentations, Demonstrations and Projects must also score at 70% or above.

   c. *Enter assessment results and analyze student success in achieving this program SLO.*

      Collection of data will be completed during the 2012-2013 academic year.

   d. *Describe revisions in curriculum or teaching strategies implemented to promote student success.*

      Several dialog sessions occurred (April, May, June, December, 2011 and April, May 2012) with the Dean, 2 full-time ASL faculty and Program Review/SLOA Coordinator to refine SLOs, identify and document ongoing
assessments into the Program Review module.

2010-2011:

1. Built and opened the Deaf Studies Lab in Building 6, rooms 6104 and 6105 to facilitate growth in students' ASL receptive and expressive language skills.

2. Hired and trained 50% Lab Coordinator.

2011-2012 - Implementing and expanding the lab program in the new environment:

1. Strengthen the lab component of all ASL and Deaf Studies courses by adding activities that need to be completed within the lab.

2. Purchased and added new DVDs to the Deaf Studies Lab server. Transferred old VSH tapes to the Deaf Studies Lab server. This allows students to access this information within the lab. Faculty can access this information from any computer while on campus.

3. Purchased equipment to facilitate video conferences within the lab.

4. Purchased expanding partitions within the lab to create private areas for students to work or take tests.

5. All Deaf Studies Division Full-time faculty complete 2 hours in the lab each week in lieu of office hours to make faculty more visible and accessible. Students state they appreciate the direct support of instructors within the lab.

6. Adjunct faculty complete teaching AS 101-104 are required to work in the lab 1 hour each week.

7. Maintained 50% Lab Coordinator.

8. Increased number of trained lab assistants. One left, 3 more were hired. Now have a total of 7. Trained the 3 new hires.

9. Maintained 5 student tutors. All can tutor ASL 101 and 102. One can tutor up to ASL 103. Only 2 can tutor up to ASL 104, however, one of these students left.

10. Converted the office in 6103 to a green videotaping room for students or faculty to videotape projects, assignments, etc. This facilitates improved feedback to students and student evaluations.

e. Future Action (Improvements)

2. Program SLO -

Students will demonstrate increased knowledge of the language, culture and history of American Deaf people and the International Deaf Community and impart their knowledge and appreciation of Deaf Culture and the Deaf
**Community by becoming "Deaf Allies".**

a. *Indicate program assessment strategies used.*
   i. Capstone course
   ii. Culminating project
   iii. Performance Assessment
   iv. Skills Assessment
   v. Other

Book Reaction Papers

Critical Thinking Discussions and Projects

Deaf Events

ASL 104 Capstone Project includes presentations related to 6 deaf events focused on the following criteria: participation, language use, cultural behavior, deaf vs hearing space, joint space, 5 genre discourses. Students must reflection, integrate concepts, and complete an analysis.

b. *Describe the criteria and standards used to appraise student work.*

Criteria is in each syllabus for ASL 101, 102, 103, 104, 140, 142, 145, 152, 154, 156, 157, 158 - criteria is in each syllabus.

The key assessments for this outcomes include:

1. Assessment results of the capstone course: ASL 104 (with information from the Field Work courses as needed.)
2. Assessment results of the Annual International Luncheon.
3. Transfer rates of International ASL and Deaf Studies students.

c. *Enter assessment results and analyze student success in achieving this program SLO.*


d. *Describe revisions in curriculum or teaching strategies implemented to promote student success.*

e. *Future Action (Improvements)*

**SLO Matrix**

*Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level*

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO-1</th>
<th>SLO-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL 101A</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>ASL 101A4</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>ASL 101B</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>ASL 101B4</td>
<td>I</td>
<td>I</td>
</tr>
</tbody>
</table>
### SLO Matrix Comments

**Course SLO & Assessment**

**ASL 101A Principles of American Sign Language I**

1. Express basic linguistic ASL principles.
2. Demonstrate knowledge of the Deaf Community and Deaf Culture.
3. Demonstrate correct etiquette in Deaf Culture situations.
4. Maintain an expressive and receptive conversation in level I ASL.

| ASL 102A | P | P |
| ASL 102A4 | P | P |
| ASL 102B | P | P |
| ASL 103A | P | P |
| ASL 103A4 | P | P |
| ASL 103B | P | P |
| ASL 104A | M | M |
| ASL 104B | M | M |
| ASL 140 | I | P |
| ASL 142 | I | P |
| ASL 145 | I | P |
| ASL 150 | P | P |
| ASL 152 | P | P |
| ASL 154 | P | P |
| ASL 155 | P | P |
| ASL 156 | P | P |
| ASL 157 | P | P |
| ASL 158 | P | P |
| ASL 160 | I | P |
| ASL 161 | P | P |
| ASL 181A | I | I |
| ASL 181B | I | I |
| ASL 183 | P | P |
| ASL 190A | I | I |
| ASL 190B | P | P |
| ASL 190C | P | P |
| ASL 191A | I | I |
| ASL 191B | P | P |
| ASL 191C | P | P |

**Indicate planned course assessment strategies**

**Describe the criteria and/or performance standards used to appraise student work.**

**Enter assessment results and analyze student success in achieving course SLOs.**
Describe revisions in curriculum or teaching strategies implemented to promote student success.

Future Action (Improvements)

- **Student Achievement**: A series of measures including course completion, course retention, persistence, program completion, and others.
  1. List expected student achievement outcomes:
  2. Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).

    1) A drop in numbers of courses and sections offered each year is evident in the data.

    2) A slight drop in success and retention rates is evident in the last two years.

    3) Between 2007 and 2009, the rate of certificates/ degrees awarded appeared to be on par with previous data. However, there is no information for last year (2009-2010) and this year, 2010-2011.

  3. Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.
  4. Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.
  5. Describe any additional notable program achievements (optional).
  6. Additional Program Table Data
  7. Future Action
    Strategies to improve student achievement indicators. Specify.
    A full-time faculty position needs to be created to work with the current two full-time faculty members to ensure the overall quality of the program, cutting down on the need for adjunct faculty.

    A standardized test question item needs to be developed and utilized across the board in the ASL & Deaf Studies program effective 2012.

- **Program Analysis**

  After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize your findings. Use these data and trends to prioritize, revise, or develop new PIOS

  1. Describe program achievements and successes.

    The Ohlone College ASL & Deaf Studies Program is a nationally and internationally known program.
2. According to the evidence, what are the areas needing improvement?

The ASL & Deaf Studies program full-time faculty will continue to meet and work on improving the SLOs and student achievement.

We will need to continue with much-needed improvements and changes in ASL classrooms.

We will need to add some things to the Lab such as bookcase for some hard copy materials.

We will need to have actual DVDs on hand for use in teaching classes and such rather than downloading them all on the server for Lab use only. From our last program review in 2007, we were awarded a total of $50,000 by the college to help us achieve improvements in our program. To this day, we have yet to see the budget. We have not been able to participate in the selection or order of the materials that we need for our program. This needs to be transparent and addressed.

For each functional/ operating telephone in each classroom, there needs to be a videophone for two purposes. One is to achieve functional equivalency for the Deaf faculty members and students. Second is for visual interactive conversational practices in the target language (ASL) for our ASL & Deaf Studies classes.

We need to re-visit the policy of drinks in the Lab. The no-drinks policy in the Lab is not feasible. Students as human beings have the need to quench their thirst or might have a medical condition that requires fluid from time to time. The current practice of leaving drinks outside the Lab is dangerous. It violates the health compliance we need to adhere to. We do not wish to be liable for any possible dangerous activities that may arise from unattended drinks outside the Lab.

・Program Improvement Objectives:

1. Objective:

The ASL and Deaf Studies faculty will create video clips in ASL to ensure that our ASL students are exposed to the best models of the target language. Language modeling may include these following genres: narrative, explanatory, procedural, argumentative and hortatory.

a. Action Plan

Year 1:

We will collect and categorize video clips from various resources and create our own video clips to be used in both classes and lab.

Year 2:

Continue to expand and categorize video clips.
Year 3:
Continue to expand and categorize video clips.

b. Staffing
Year 1:
Full time ASL & Deaf Studies faculty and Deaf Studies Lab coordinator

Year 2:
Full time ASL & Deaf Studies faculty and Deaf Studies Lab coordinator

Year 3:
Full time ASL & Deaf Studies faculty and Deaf Studies Lab coordinator

c. Equipment (Include items that fit under department budget codes)
Year 1:
Computer, softwares, high-density digitalized video cameras and equipment to convert, transfer and copy to server, computers and disks.

Year 2:
Computer, softwares, high-density digitalized video cameras and equipment to convert, transfer and copy to server, computers and disks.

Year 3:
Computer, softwares, high-density digitalized video cameras and equipment to convert, transfer and copy to server, computers and disks.

d. Technology (Include items that fit under IT budget codes)
Year 1:
Computer, softwares, high-density digitalized video cameras and equipment to convert, transfer and copy to server, computers and disks.

Year 2:
Update Computers, softwares, high-density digitalized video cameras and equipment to convert, transfer and copy to server, computers and disks.

Year 3: 
Update Computer, softwares, high-density digitalized video cameras and equipment to convert, transfer and copy to server, computers and disks.

e. Facilities (Include items that fit under the Facilities budget codes)
   Year 1:
   Lab and classrooms

   Year 2:
   Lab and classrooms

   Year 3:
   Lab and classrooms

f. Other (Include other resources needed)
   Year 1:
   None

   Year 2:
   None

   Year 3:
   None

g. Assessment Plan: List Assessment Strategies
   Year 1:
   Collected video clips from various resources and produced our own video clips which are being used in classes and lab.

   Year 2:
   Update and expand the video collection used in the lab and classes.

   Year 3:
   Update and expand the video collection used in the lab and classes.

h. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the
college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.

Rationale:

By using the videos, the students will enhance their skills in the target language, American Sign Language, both receptivity and expressively.

2. PIO Assessment
   a. Future Action

1. Objective:

   In order to teach American Sign Language which is a visual language, all the ASL and Deaf Studies classrooms should be large enough to hold 25 or more students sitting in a semi-circle.

   a. Action Plan
      Year 1:

      Search for a larger permanent classroom in Building 6 or renovate the current classrooms.

      Year 2:
      Schedule classes in the larger & improved classrooms.

      Year 3:
      Continue to schedule classes in the ASL & Deaf Studies classrooms.

   b. Staffing
      Year 1:
      Faculty

      Year 2:
      Faculty

      Year 3:
      Faculty

   c. Equipment (Include items that fit under department budget codes)
Year 1:
Smart classroom set up including ergonomic classroom furniture

Year 2:
Continue to update equipment and furniture.

Year 3:
Continue to update equipment and furniture

d. Technology (Include items that fit under IT budget codes)
   Year 1:
   Research and order high tech equipment for Smart classroom

   Year 2:
   Use installed equipment which includes document camera, LCD projector, two or more computers, screens, and video cameras.

   Year 3:
   Maintain and upgrade the installed equipment (see Year 2)

e. Facilities (Include items that fit under the Facilities budget codes)
   Year 1:
   Larger classrooms or renovation of current classrooms using Measure G money or other resources.

   Year 2:
   Larger and modernized classrooms in Building 6

   Year 3:
   Maintain the use of larger classrooms in Building 6 for ASL & Deaf Studies classes.

f. Assessment Plan: List Assessment Strategies
   Year 1:
   Located and/ or renovated larger classrooms in Building 6.
Year 2:
Schedule ASL & Deaf Studies classes in the new larger classrooms.

Year 3:
Maintain and continue to use the classrooms for ASL & Deaf Studies classes.

g. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.

Rationale:
Use of larger smart classrooms provides an ideal environment for students to learn and communicate in a visual language.

2. PIO Assessment
   a. Future Action

1. Objective:
The Deaf Studies Lab will acquire a reliable Time Keeping Program that will accurately record the hours of students and which will also allow instructors to access the program at any time from on and off campus so that instructors are aware of the hours of each student. The program will also allow the students to view their hours when they log in the program. The program will allow instructors to e-mail students, using the student's time keeping information in their e-mails to communicate needed information for each student's success.

   a. Action Plan
   Year 1:
   Conduct a survey of Time Keeping programs used by colleges and universities for use in their labs. Set up and view demonstrations for the various Time Keeping programs.

   Select the best program and purchase the program.

   Year 2:
   Start using the new Time Keeping Program.
Year 3:
Update and continue to use the Time Keeping Program.

b. **Staffing**

**Year 1:**
Deaf Studies Lab coordinator to oversee the Time Keeping Program. The coordinator will work with both ASL & Deaf Studies Faculty and with ASL & Deaf Studies students.

**Year 2:**
The Deaf Studies Lab Coordinator will continue to work with ASL & Deaf Studies faculty and students and will also continue to oversee and update the Time Keeping Program.

**Year 3:**
The Deaf Studies Lab Coordinator will continue to work with ASL & Deaf Studies faculty and students and will also continue to oversee and update the Time Keeping Program.

c. **Equipment** *(Include items that fit under department budget codes)*

**Year 1:**
27 inch MAC Computer

**Year 2:**
Computer updated

**Year 3:**
Computer updated

d. **Technology** *(Include items that fit under IT budget codes)*

**Year 1:**
Time Keeping Program

**Year 2:**
Time Keeping Program updated

**Year 3:**
TIme Keeping Program updated

e. Facilities (Include items that fit under the Facilities budget codes)

Year 1:
The Computer with the TIme Keeping Program will be located at the entrance to the ASL & Deaf Studies Lag in 6105.

Year 2:
Continued use of the Time Keeping Program in the Deaf Studies Lab

Year 3:
Continued use of the updated Time Keeping Program in the Deaf Studies Lab

f. Other (Include other resources needed)
Year 1:
None

Year 2:
None

Year 3:
None

g. Assessment Plan: List Assessment Strategies

Year 1:
1. Will it record all students' times correctly

2. Will it allow students to view their times when they log into the computer?

3. Will it allow faculty to view student hours from on and off campus

4. Will it allow faculty to e-mail students with their times and with comments?
5. Will it allow faculty to print out student times?

Year 2:
Continue to assess the following updated program:

1. Will it record all students times correctly

2. Will it allow students to view their times when they log into the computer?

3. Will it allow faculty to view student hours from on and off campus

4. Will it allow faculty to e-mail students with their times and with comments?

5. Will it allow faculty to print out student times?

Year 3:
Continue to assess the following updated program:

1. Will it record all students times correctly

2. Will it allow students to view their times when they log into the computer?

3. Will it allow faculty to view student hours from on and off campus

4. Will it allow faculty to e-mail students with their times and with comments?

5. Will it allow faculty to print out student times?

h. Which college goal(s) does this program improvement objective work to
achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.
   
   Rationale:
   Students use the Deaf Studies Lab for both ASL receptive and expressive practice. The Levels 1-4 ASL Classes have stated requirements in the syllabi for the minimum hours that each student must spend in the Deaf Studies Lab. So besides meeting the requirements of the courses, students are in a visual, no voice environment where they practice both their receptive and expressive skills. This environment is also a place where students can get tutoring and can practice in study groups. The students often create their own study materials by videotaping their signs and emailing them home to practice. They can get assistance from the videos, tutors and lab assistants when videotaping themselves.

4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.
   
   Rationale:
   Students will use the computer to videotape themselves signing and be able to critique their signing skills, along with their Non Manuel Signals (Facial and Body Expressions). Students will also use the internet to do research on Deaf Culture, ASL linguistics, Deaf History, Deaf Education, and other areas related to ASL and to Deaf Culture.

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.
   
   Rationale:
   The Deaf Studies Lab is a place where hearing ASL students learn to communicate with Deaf students using ASL. It is also a place where ASL students can practice cultural etiquette.

2. PIO Assessment
   
   a. Future Action
   
   1. Objective:
   ASL students will acquire and express their ASL skills and Deaf Culture knowledge in the best visual "Deaf Friendly" classroom environment to foster opportunities for employment and transfer.
a. Action Plan

Year 1:

1. Upgrade and enhance our ASL & Deaf Studies classrooms.

2. Recruit and retain qualified adjunct faculty.

3. Train adjunct faculty in teaching methodologies and use equipment in the Deaf Studies Lab.

4. Assist with identifying and training Deaf Studies Lab assistants and ASL tutors.

5. Train full-time faculty in Blackboard.

Year 2:

1. Add more classrooms and more sections and continue to assess and evaluate needs after the first year.

2. Train adjunct faculty in Blackboard

3. Meet with the dean and determine our relationship with the High School adjunct faculty and CSD adjunct faculty.

4. Continue to work with adjunct faculty and assist in training ASL tutors and Deaf Studies Student Assistants

Year 3:

Continue to assess and evaluate needs.

b. Staffing

Year 1:

Hire adjunct faculty that will be committed for specific classes each semester. We have had a high turnover of adjunct faculty, especially in our night classes.
Year 2:
Make long range plans to expand our program, and to hire another full time teacher.

Year 3:
Continue the year 2 goals.

c. Equipment (Include items that fit under department budget codes)
Year 1:
1. 5 o 10 HD cameras for the classrooms with zoom, 4 hours battery capabiity, large veiwer.

2. 4 portable cameras to take to ASL and Deaf culture events.

3. Replace overhead projectors for #6301 and #6202 with document cameras.


5. 40 movable and ergonomic desks and chairs for 6301.

6. 25 movable and ergonomic desks and chairs for 6202,

7. More tables for 6301.
Year 2:
3 Round tables and 2 or 3 computers and video cameras for #6302 (adjacent room in #6301)

d. Technology (Include items that fit under IT budget codes)
Year 1:
1. Attach Mac Computers to the Computer/Projectors in the ASL & Deaf Studies classrooms.

2. Upgrade the Computer/Projectors in the ASL & Deaf Studies classrooms.

3. Install VPs (videophones) in the classroom for emergency and opportunity for interactive practice in the target language for the students.

Year 2:
Continue to replace old equipment and upgrade working equipment

Year 3:
Assess needs.

e. Facilities (Include items that fit under the Facilities budget codes)
Year 1:
1. Contact facilities to clean and dispose of unwanted materials left from previous non ASL & Deaf Studies classes.

2. Cover the high windows in 6101 with remote controlled window coverings as the uncovered windows create a glare that impairs viewing the screen.

3. Install flashing light door knockers in all the Deaf faculty offices and the two small offices across from the Deaf Studies Lab.

4. Fix the heating systems in the classrooms and the faculty offices.
5. Lower the screen in 6301

6. Turn on all lights in the hallway outside of 6301 and increase the brightness and intensity. Lighted hallways are necessary for a signing environment.

**Year 2:**

1. Add doors to 6302 and 6303. At the present time entrance is only through the large classroom in 6301.

2. Continue to assess needs after year 1

**Year 3:**

Continue to assess needs after year 2

f. **Assessment Plan: List Assessment Strategies**

   **Year 1:**

   1. Assess CSLOs and PSLOs.

   2. Assess the completion of our action plans.

   **Year 2:**

   Continue assessment of SLOs and our action plans.

   **Year 3:**

   Same as Year Two.

g. **Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.**

   1. Through innovative programs and services, improve student learning and achievement.

   **Rationale:**

   With better technology and equipments, our students will be able to maximize their learning in the target language, ASL and knowledge of Deaf culture.
2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.  
Rationale:

Objective 4: Students acquiring the target language, ASL via classroom setting will be able to utilize the language via in the natural setting such as employment at CA School for the Deaf; DCARA; ToolWorks; FCSN (Families and Children with Special Needs) and such.

4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.  
Rationale:

Modernized ASL classrooms will assist our faculty in achieving and maximizing student learning and achievement.

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.  
Rationale:

Students and college-wide folks will have opportunity to gain knowledge in the Deaf Culture via the "Deaf Space" concept and acceptance of our people, culture, arts and perspectives.

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.  
Rationale:

Objective 2. Upgrading our classrooms will help our under-served and under-represented students maximize their learning about ASL and Deaf Studies. They can then apply their skills and knowledge when pursuing higher education.

2. PIO Assessment  
a. Enter assessment results with analysis.

Currently, the ASL Classrooms are incomplete. The computer/projectors are slow and very noisy. The screen in 6301 is too high and the windows are high and uncovered, which causes video, presentations and powerpoints etc projected onto the white screen, to be very hard to read. 6301 needs a better overhead projector. Both of the most used ASL & Deaf Studies classes need
more HD cameras with the ability to last 3 hours or more at one time and have zoom capacity. They also need tripods that the cameras.

In addition, 6301 needs more desks and tables.

Both of the ASL Classrooms need to have old debris removed and shelves fixed.

b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.

Moving the ASL Classrooms to the second and third floor of Building 6 starting in the fall of 2010 has provided us with two large classrooms. We had one large and one very small portable classroom before we moved. Now both classrooms are close to the faculty offices and to restrooms for student and faculty use. Having larger classrooms, makes learning ASL more "Deaf Friendly". More students are able to sit in a large arch and see each other sign.

c. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.

The new classrooms in building 6 were renovated and painted right before the beginning of class last fall 2010. 6301 also had new carpeting installed. The duplicating machine from the old room was moved one of the adjoining spacious work rooms connected to 6301. This workroom area will be shared by faculty in the ASL & Deaf Studies Program, ASL Studies/Deaf Program and the Interpreter Preparation Program. The only problem is that faculty must walk into the ASL Classroom to get to the adjoining room. Hopefully, in the future, we will be allocated enough money to have a door leading right into the workroom.

d. Future Action

Strategies to promote improvements. Specify.

1. Install a new door into the Deaf Studies Division Workroom
2. Install and connect large Mac Computers to the computer/projectors.
3. Get new large Mac computers for group and individual classroom use
3. install remote controlled drapes or screens to the high windows in 6301
4. Get more HD cameras with long battery lives and strong zoom features. In addition, get tripods that fit the new cameras.
5. Get more desks and tables for 6301.
6. Get a better overhead projector.
7. Lower the white screen in 6301
8. Get more supplies like staplers, scissors, 3 hole punchers, etc for the
workroom off of the 6301 classroom.

9. Get keys for the metal cabinets in the workroom area off of the 6301 classroom.

1. **Objective:**

   The Deaf Studies Lab will acquire a reliable Time Keeping Program that will accurately record the hours of students and which will also allow instructors to access the program at any time from on and off campus so that instructors are aware of the hours of each student. The program will also allow the students to view their hours when they log in the program. The program will allow instructors to e-mail students, using the student's time keeping information in their e-mails to communicate needed information for each student's success.

   a. **Action Plan**

      **Year 1:**

      Conduct a survey of Time Keeping programs used by colleges and universities for use in their labs. Set up and view demonstrations for the various Time Keeping programs.

      Select the best program and purchase the program.

      **Year 2:**

      Start using the new Time Keeping Program.

      **Year 3:**

      Update and continue to use the Time Keeping Program.

   b. **Staffing**

      **Year 1:**

      Deaf Studies Lab coordinator to oversee the Time Keeping Program. The coordinator will work with both ASL & Deaf Studies Faculty and with ASL & Deaf Studies students.

      **Year 2:**

      The Deaf Studies Lab Coordinator will continue to work with ASL & Deaf Studies faculty and students and will also continue to oversee and update the Time Keeping Program.

      **Year 3:**
The Deaf Studies Lab Coordinator will continue to work with ASL & Deaf Studies faculty and students and will also continue to oversee and update the Time Keeping Program.

c. Equipment (Include items that fit under department budget codes)
   Year 1:
   27 inch MAC Computer

   Year 2:
   Computer updated

   Year 3:
   Computer updated

d. Technology (Include items that fit under IT budget codes)
   Year 1:
   Time Keeping Program

   Year 2:
   Time Keeping Program updated

   Year 3:
   Time Keeping Program updated

e. Facilities (Include items that fit under the Facilities budget codes)
   Year 1:
   The Computer with the Time Keeping Program will be located at the entrance to the ASL & Deaf Studies Lab in 6105.

   Year 2:
   Continued use of the Time Keeping Program in the Deaf Studies Lab

   Year 3:
   Continued use of the updated Time Keeping Program in the Deaf Studies Lab
Assessment Plan: List Assessment Strategies

Year 1:

1. Will it record all students times correctly

2. Will it allow students to view their times when they log into the computer?

3. Will it allow faculty to view student hours from on and off campus

4. Will it allow faculty to e mail students with their times and with comments?

5. Will it allow faculty to print out student times?

Year 2:
Continue to assess the following updated program:

1. Will it record all students times correctly

2. Will it allow students to view their times when they log into the computer?

3. Will it allow faculty to view student hours from on and off campus

4. Will it allow faculty to e mail students with their times and with comments?

5. Will it allow faculty to print out student times?

Year 3:
Continue to assess the following updated program:

1. Will it record all students times correctly

2. Will it allow students to view their times when they log into the computer?
3. Will it allow faculty to view student hours from on and off campus?

4. Will it allow faculty to e-mail students with their times and with comments?

5. Will it allow faculty to print out student times?

g. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.

Rationale:

Students use the Deaf Studies Lab for both ASL receptive and expressive practice. The Levels 1-4 ASL Classes have stated requirements in the syllabi for the minimum hours that each student must spend in the Deaf Studies Lab. So besides meeting the requirements of the courses, students are in a visual, no voice environment where they practice both their receptive and expressive skills. This environment is also a place where students can get tutoring and can practice in study groups. The students often create their own study materials by videotaping their signs and e-mailing them home to practice. They can get assistance from the videos, tutors and lab assistants when videotaping themselves.

4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.

Rationale:

Students will use the computer to videotape themselves signing and be able to assess their signing skills along with their Non Manuel Signals (Facial and Body Expressions). Students will also use the internet to do research on Deaf Culture, ASL linguistics, Deaf History, Deaf Education, and other areas related to ASL and to Deaf Culture.

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.

Rationale:

The Deaf Studies Lab is a place where hearing ASL students learn to communicate with Deaf students using ASL. It is also a place where ASL
students can practice cultural etiquette.

2. PIO Assessment
   a. Future Action

1. Objective:
ASL students will acquire the target language in a positive and visual learning lab environment which, given its nature, is a critical part of American Sign Language to foster employment and transfer.

   a. Action Plan
   Year 1:
   1. Continue to upgrade and enhance our Deaf Studies Lab (formerly called the ASL Lab)

   2. Convert the part-time hourly Deaf Studies Lab Coordinator position into a full-time Deaf Studies Lab Coordinator position. Create a job description for this position.

   3. Identify, hire and train more student ASL and Deaf Studies lab assistants.

   4. Identify, hire and train more student ASL tutors.

   5. Set up scheduled, continuous, training in new technology and lab use for Deaf Studies Division faculty and staff, in ASL, using a Deaf-centered/visual way.

   6. Support, financially, the training of ASL faculty in becoming trainers in ASLPI (ASL language assessment program) so that they can train the student lab assistants and student ASL tutors in ASLPI.

   7. Expand Deaf Studies lab hours to include later evening and weekend hours to ensure an ongoing rich language interactive environment and to maintain the retention of students.

   8. Maintain and update ASL and Deaf Culture DVDs and software.

   Year 2:
   1. Hire new student ASL tutors and Deaf Studies Lab Assistants and train
them in ASLPI assessment.

2. Assess and update computers as needed.

3. Assess and update Building 6 server serving all of the Deaf Studies Division and the Deaf Studies Lab.

4. Add privacy panels for test taking.

5. Maintain and update ASL and Deaf Culture DVDs and software.

**Year 3:**

1. Continue to reevaluate the needs of the Deaf Studies Lab.

2. Continue to update equipment.

3. Continue to hire and train student lab assistants and ASL tutors.

4. Continue to purchase new DVDs related to ASL and Deaf Culture.

5. Continue to train faculty in lab equipment.

6. Maintain and update ASL and Deaf Culture DVDs and software.

b. **Staffing**

   **Year 1:**

   1. Hire a full time Deaf Studies Lab Coordinator position.

   2. Hire more student* ASL and Deaf Studies lab assistants.

   3. Hire more student* ASL tutors.

   * note student help changes annually
Year 2:
1. Hire more student* ASL and Deaf Studies lab assistants.

2. Hire more student* ASL tutors.

* note student help changes annually

Year 3:
1. Continue to reevaluate the staffing needs of the lab and to hire new student ASL tutors and lab assistants.

c. Equipment (Include items that fit under department budget codes)

Year 1:
1. Purchase 8 HD cameras with powerful zoom capacity and long battery life for use in the Deaf Studies Lab and outside the lab to videotape events in the Deaf Community which will then be used to create dvds/ videos for use in the Deaf Studies Lab and ASL Deaf Studies classes.

2. Purchase more compact HD portable video cameras for use by all faculty in the Deaf Studies Lab.

3. Purchase attached mice for the 20 computers in the Deaf Studies Lab. (right now we have wireless mice and they run out of batteries quickly and there have been some that have disappeared.)

4. Purchase new ASL and Deaf Culture related software and DVDs.

Year 2:
1. Purchase new ASL and Deaf Culture related software and DVDs.

Year 3:
1. Purchase new ASL and Deaf Culture related software and DVDs.
d. Technology (Include items that fit under IT budget codes)
   Year 1:
   1. For emergency purposes, install a Video Phone attached to a flat screen TV in the Deaf Studies Lab.
   
   2. Convert one of the offices across from the Deaf Studies Lab into a fully equipped "Green Room" to be used for updating vlogs and for providing other information on the internet for the ASL & Deaf Studies Program. The room will also be used for students producing video projects.
   
   3. Replace TimeKeeper with new system.

   Year 2:
   1. Update computers.
   
   2. Update Building 6 server serving all of the Deaf Studies Division and the Deaf Studies Lab.

e. Facilities (Include items that fit under the Facilities budget codes)
   Year 1:
   1. Provide wheelchair access to the Deaf Studies Lab entrance.
   
   2. Convert one of the offices across from the Deaf Studies Lab into a fully equipped "Green Room" to be used for updating vlogs and for providing other information on the internet for the ASL & Deaf Studies Program. The room will also be used for students producing video projects.

   Year 2:
   1. Install privacy panels for test taking.

f. Other (Include other resources needed)
   Year 1:
   1. Faculty training in ASLPI
   
   2. Set up scheduled continuous training in new technology and lab use to faculty and staff in ASL, using a Deaf-centered/visual way.
3. Download a copy of all of the ASL 101, 102 and 103 DVDs from Signing Naturally, so that students can practice on them in the lab without having to constantly have to carry their workbooks and DVDs with the on campus.

4. Transfer more videotapes and DVDs onto the new building 6 server.

**g. Assessment Plan: List Assessment Strategies**

*Year 1:*
1. Increased course and program retention, completion, and success rates.
2. Increased number of students receiving certificates and Associate Degrees.

*Year 2:*
1. Increased course and program retention, completion, and success rates.
2. Increased number of students receiving certificates and Associate Degrees.

*Year 3:*
1. Increased course and program retention, completion, and success rates.
2. Increased number of students receiving certificates and Associate Degrees.

**h. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.**

1. Through innovative programs and services, improve student learning and achievement.

Rationale:

ASL is a visual and signed language. Our ASL students deserve a state of the art lab to immerse in the language considering that it is a two year program here at Ohlone College. For one to learn a new language, it usually requires 3 - 5 years before one becomes fluent. This is where we need to give the students an opportunity for maximum language learning.

Students success will be seen by increased course and program retention and
completion rates. Additionally, more students will receive certificates and Associate Degrees in ASL & Deaf Studies. (College Objectives 2, 7 and 8)

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.

Rationale:

By preparing student Deaf Studies Lab assistants and student ASL tutors in technology and ASLPI training, it opens more opportunities for employment after leaving Ohlone.

4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.

Rationale:

Students using the Deaf Studies Lab will not only improve their ASL receptive and expressive skills, they will also improve their computer and video recording and editing skills.

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.

Rationale:

Students using the Deaf Studies Lab will have the opportunity to watch videos of famous Deaf leaders, videos depicting trends in Deaf Education, videos on Deaf Culture situations, videos showing incidents in Deaf History and also get "on hands" ASL conversational practice and use of proper etiquette with Deaf people by socializing and interacting with Deaf students who also use the Deaf Studies Lab.

2. **PIO Assessment**
   
a. *Enter assessment results with analysis.*

   The new Deaf Studies Lab is fantastic! The computers are wonderful but we need to continually upgrade and evaluate the needs of the Deaf Studies Lab.

   Changing from the Ohlone College server to our own Building 6 server has helped.

   The Time Keeper Computer Program has been very ineffective and has made it almost impossible for faculty to evaluate if students met their lab requirement hours.

   b. *Describe how PIO achieved one or more of the college goals and objectives.*
had an impact beyond the particular department, and contributed to student success/learning.

We moved from a small crowded 12 stations ASL Lab with old camcorders (only half still working), old monitors and VHS/DVD recorder/players to a large two room Deaf Studies Lab with 38 different 27 inch Mac computers. One room has private cubicles while the other room has computers, out in the open, lining two sides of the wall.

The new Deaf Studies lab is now shared by the Deaf Studies/Deaf Program and the Interpreter Preparation Program. The shared lab has led to more interaction among the hearing ASL students and the deaf students enrolled in ASL classes or mainstreamed and/or the Deaf Studies Program. This interaction and the use of the new lab has greatly improved the ASL receptive and expressive skills of many of the ASL students.

c. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.

Due to the ASL & Deaf Studies Program 2007 Program Review, listing equipment and new lab needs, the college awarded our program $50,000 to use for the new lab. Our Vice President of Instruction, Dr. Jim Wright, and our Deaf Studies Division Dean, Dr. Genie Gertz negotiated with the Evelyn Henderson estate and were successful in getting $200,000 for the new lab. This money was combined and the new Deaf Studies lab opened last fall 2010.

d. Future Action
Strategies to promote improvements. Specify.

1. We need a new Time Keeper type of computer program. This computer and program should be hooked up to a printer so that faculty can print out students lab times

2. We need back drops for recording privacy

3. We need to have mini cams attached to each computer or computer station so that students can watch videos and copy the videos on the mini cameras and e mail them home to study at home.

4. We need at least one of the two offices allocated to the Deaf Studies Division to be converted into a "Green Room" for special videotaping of individuals and groups.

5. We need to set up and provide training on using the Deaf Studies Lab equipment to all of the faculty and student assistants.

6. We need to assist in training the ASL tutors.

7. Full time faculty need to have access to the Deaf Studies Lab during the summer and weekends so keys need to be distributed to get the wireless mice.
8. To help out the problem with theft of the wireless mice, it would be better to have each computer with an attached mouse.

1. **Objective:**

The ASL & Deaf Studies full-time faculty will revise and update the ASL & Deaf Studies Curriculum Guide and the ASL & Deaf Studies Certificate of Achievement requirements.

   a. **Action Plan**

      **Year 1:**

      1. The ASL & Deaf Studies full-time faculty will collect ASL & Deaf Studies curriculum and certificate information from other colleges and universities and compare and discuss better best revisions for our students and our program.

      2. The ASL & Deaf Studies full-time faculty will rewrite the ASL & Deaf Studies Curriculum Guide and the ASL & Deaf Studies Certificate of Achievement.

      **Year 2:**

      1. The ASL & Deaf Studies full-time faculty will submit the revised ASL & Deaf Studies Curriculum Guide and the ASL & Deaf Studies Certificate of Achievement to the Curricunet process.

      2. After the full Curricunet process is completed and accepted, we will print the new ASL & Deaf Studies Curriculum Guide and the new ASL & Deaf Studies Certificate of Achievement requirement handouts for distribution to the Counseling Department and to ASL & Deaf Studies students.

      **Year 3:**

      Follow the new ASL & Deaf Studies Curriculum Guide and the new ASL & Deaf Studies Certificate of Achievement requirements.

   b. **Staffing**

      **Year 1:**

      Full-time ASL & Deaf Studies Faculty

      **Year 2:**
Full-Time ASL & Deaf Studies Faculty

Year 3:
Full-Time ASL & Deaf Studies Faculty

c. Equipment (Include items that fit under department budget codes)
Year 1:
Computers

Year 2:
Computers

Duplicating equipment and paper

Year 3:
Duplicating equipment and paper

d. Technology (Include items that fit under IT budget codes)
Year 1:
Computers

Duplicating machines

Year 2:
Computers

E-Mail

Duplicating and Scanning machines

Year 3:
Computers
Duplicating and Scanning machines

e. Facilities (Include items that fit under the Facilities budget codes)
   Year 1:
   Office

   Year 2:
   Office

   Duplicating facility

   Year 3:
   Office

   Duplicating facility

f. Other (Include other resources needed)
   Year 1:
   None

   Year 2:
   None

   Year 3:
   None

   g. Assessment Plan: List Assessment Strategies
   Year 1:

   1. Complete the survey and assessment of ASL & Deaf Studies Curriculum Guide and ASL & Deaf Studies Certificate of Achievement requirements from other colleges and universities.
2. The ASL & Deaf Faculty will complete revising and rewriting the ASL & Deaf Studies Curriculum Guide and the ASL & Deaf Studies Certificate of Achievement requirements.

Year 2:

1. The new ASL & Deaf Studies Curriculum Guide and the new ASL & Deaf Studies Certificate of Achievement requirements are fully approved by the Curricunet process.

2. The new ASL Deaf Studies Curriculum Guide and the new ASL & Deaf Studies Certificate of Achievement requirements are printed in both handout and pamphlet forms and distributed to the Ohlone College Counseling Staff and other areas on campus. The new pamphlets are also available in Building 6 from the ASL & Deaf Studies faculty offices, the Dean's office, Deaf Studies Lab and Deaf Counseling offices. Access to the new ASL & Deaf Studies Curriculum Guide and the new ASL Certificate of Achievement requirements are also available on the Ohlone College website.

Year 3:

Continue printing and distributing the new ASL & Deaf Studies Curriculum Guides and the new ASL & Deaf Studies Certificate of Achievement requirement handouts.

h. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.

Rationale:

Students, Faculty and Counselors will be able to plan their courses by following the new ASL & Deaf Studies Curriculum Guide and the new ASL & Deaf Studies Certificate of Achievement requirements.

3. Promote continuous, needs-based, learning and professional development opportunities for all district personnel.

Rationale:

The new ASL & Deaf Studies Curriculum Guideline and the new ASL & Deaf Studies of Achievement requirements will keep the Ohlone College campus personnel informed of the important ASL & Deaf Studies student academic requirements for classes, for certificates and for graduation.
2. PIO Assessment
   a. Future Action

1. Objective:

The ASL & Deaf Studies Full Time Faculty will compose written guidelines and contact information for class placements and work with the Counseling Department and the Deaf Studies Division Deaf Counselors to insure proper placement in the correct ASL classes.

a. Action Plan
   Year 1:

   1. ASL & Deaf Studies Faculty will attend a Counseling Department meeting and present information and guidelines to the counselors, explaining our intense program and how our program covers in one semester what most ASL programs cover in one year.

   2. ASL & Deaf Studies Faculty will develop written guidelines for counselors to follow, when students go to them requesting classes in ASL & Deaf Studies.

Year 2:

1. ASL & Deaf Studies Faculty will continue to work with counselors in the Counseling Department and the Deaf Counselors in the ASL & Deaf Studies Division.

2. Assess and revise the written guidelines for counselors to follow when students go to them requesting classes in ASL & Deaf Studies.

Year 3:

1. ASL & Deaf Studies Faculty will continue to work with counselors in the Counseling Department and the Deaf Counselors in the ASL & Deaf Studies Division.

2. ASL & Deaf Studies Faculty will continue to revise and update the guidelines for counselors to follow when students go to them requesting classes in ASL & Deaf Studies.

b. Staffing
Year 1:
ASL & Deaf Studies full-time faculty

Counselors in the Counseling Department

Deaf Counselors in the ASL & Deaf Studies Division

Interpreters to interpret conversations between Deaf Faculty and Counselors and Hearing Counselors

Year 2:
If a meeting is needed:

ASL & Deaf Studies full-time faculty

Counselors in the Counseling Department

Deaf Counselors in the ASL & Deaf Studies Division

Interpreters to interpret conversations between Deaf faculty Counselors and Hearing Counselors.

Year 3:
If a meeting is needed:

ASL & Deaf Studies full-time faculty

Counselors in the Counseling Department

Deaf Counselors in the ASL & Deaf Studies Division
Interpreters to interpret meetings between Deaf faculty and Counselors and Hearing Counselors.

c. Equipment *(Include items that fit under department budget codes)*

*Year 1:*
No special equipment needed

*Year 2:*
No special equipment needed

*Year 3:*
No special equipment needed

d. Technology *(Include items that fit under IT budget codes)*

*Year 1:*
No special technology needed

*Year 2:*
No special technology needed

*Year 3:*
No special technology needed

e. Facilities *(Include items that fit under the Facilities budget codes)*

*Year 1:*
Meeting room for ASL & Deaf Studies faculty to meet with Ohlone Counselors and Deaf Studies Counselors

*Year 2:*
Meeting room, if needed, to meet with Counselors

*Year 3:*
Meeting room, if needed, to meet with Counselors

f. Other *(Include other resources needed)*

*Year 1:*

Year 2:
None

Year 3:
None

g. Assessment Plan: List Assessment Strategies

Year 1:

1. ASL & Deaf Studies full-time faculty will compose written guidelines and contact information for Counselors in the Ohlone College Counseling Department and for Deaf Studies Deaf Counselors.

2. ASL & Deaf Studies full-time faculty will meet with the Ohlone College Counseling Department and the Deaf Studies Deaf Counselors to make a presentation on our ASL & Deaf Studies program and discuss the written guidelines and contact information.

Year 2:

1. The ASL & Deaf Studies full-time faculty will assess the student placement in each ASL & Deaf Studies class.

2. The ASL & Deaf Studies full-time faculty will meet and discuss all communications from the Counselors in the Ohlone College Counseling Department and from the Deaf Counselors in the Deaf Studies Division. The ASL & Deaf Studies full-time faculty will then update and make improvements on the guidelines and contact information created in the first year.

Year 3:

1. The ASL & Deaf Studies full-time faculty will continue to assess the student placement in each of the ASL & Deaf Studies classes.

2. The ASL & Deaf Studies full-time faculty will, again, meet and discuss all communications from the Counselors in the Ohlone College Counseling Department and from the Deaf Counselors in the Deaf Studies Division. The ASL & Deaf Studies full-time faculty will then, again, update and make
improvements on the guidelines and contact information created in the first year, if needed.

h. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
1. Through innovative programs and services, improve student learning and achievement.

Rationale:
The written guidelines and contact information will help to insure proper class placement for ASL & Deaf Studies students in ASL classes, thus classes will not be disrupted, with changes, and students will be able to commit to learning from the beginning of the class. The guidelines for correct placement in classes will help, not only the students and the faculty but also the counselors, when assisting students with class schedules.

2. PIO Assessment
   a. Future Action

● Outside Review Results
   1. List each team members name and title.
      This was not required this year
   2. Discuss key feedback provided by team and how it was incorporated into the report.
      None.

● Attached Files