

## Program Review: ASL and Deaf Studies

### Program Description and Scope:

- *Program Review Title:* ASL & Deaf Studies
- *Academic year:* 2016/2017
- *Review Type:* Instructional Disciplines
- *Program/Departments:* American Sign Language (08009)
- *Authority Code:* 46-Dean, Deaf Studies
- *External Regulations:* No
- *Provide a brief narrative that describes the instructional program/discipline:*  
The American Sign Language and Deaf Studies program offers a full range of classes for beginners to advanced students. Our program also has offerered and may offer classes in the future for Faculty, Staff and parents at the California School for the Deaf. The ASL & Deaf Studies Program provides opportunities for students to interact with Deal students at the college and to become involved in the social and cultural activities of 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, 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 CSDF and the CSD at Riverside. The ASL & Deaf Studies program also help students with transfer to 4-year Universities and prepare students for application and screening with the Interpreter Preparation Program as well.

### College Mission:

- *Mission Statement:*  
Ohlone College responds to the educational needs of our diverse community and economy by offering high quality instruction supporting basic skills, career development, university transfer, and personal enrichment and by awarding associate degrees and certificates to eligible students in an innovative, multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.
- *Program Relation to College Mission:*
  - University Transfer
  - Economic Development
  - Personal Enrichment
- *State Your Program Mission/Purpose:*  
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.
  5. Transfer to 4-year Universities
  6. Prepare students to apply and be screened for Interpreter Preparation Program
- o *Briefly Describe Program Accomplishments:*  
 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. 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.

## Achievement and Resource Data Analysis:

### *Research Questions:*

1. ASL: There has been a 57% drop in FTES in two years. What can be done to analyze the cause and formulate plans to recapture students?
2. ASL: The overall success rates for students in ASL-101A is below the college set minimum of 70.0%. Is there something that can be done as a part of the PIO process to address these low success rates?
3. ASL: There are three groups of students whose success rates indicate a disproportionate impact. What can be done as a part of the PIO process to discover and address the learning needs of these groups?

## Resource Assessment Summary:

1. *Academic Year:* 2016-17
2. *Activity Center Fund 10 Budget Allocation:* \$495202.00
3. *FTES:* Fall: 43 Spring: 43 Summer: 0
4. *WSCH/FTEF:* Fall: 201 Spring: 309 Summer: 0
5. *Course Sections Offered:* Fall: 33 Spring: 27 Summer: 2
6. *Sections Taught FT Faculty:* Fall: 12 Spring: 12 Summer: 0
7. *Sections Taught PT Faculty:* Fall: 21 Spring: 15 Summer: 2

- **Human Resources:**

1. # of FT Faculty: 1
2. # of PT Faculty: 14
3. # of Classified Staff: 1
4. # of Administrators: 1
5. % Faculty release/reassigned time: 0%
6. Technology:
  - Specialized Software
  - Technology Enhanced Instructional Equipment
  - Desktops

*Physical Resources:*

- General Classrooms
- Specialized Labs
- Tutoring/Learning Center
- 

- **Program Analysis PSLOs - Student Learning:**

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

*PSLO Matrix:*

<b>Course</b>	<b>PSLO-1</b>	<b>PSLO-2</b>
ASL 101A	I	I
ASL 101A4	I	I
ASL 101B	I	I
ASL 101B4	I	I
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	P	I
ASL 142	P	I
ASL 145	P	I
ASL 150	P	P
ASL 152	P	P
ASL 154	P	P
ASL 155	P	P

Course	PSLO-1	PSLO-2
ASL 156	P	P
ASL 157	P	P
ASL 158	P	P
ASL 159	I	I
ASL 160	P	I
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

*Please Indicate the PSLO(s) which you are reporting on:*

- Students will demonstrate growth in their ASL comprehension (receptive) and production (expressive) language skills.
- 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".

*Analyze and summarize your assessment findings â?? What in the data jumped out?*

1. One cannot truly learn a language without studying the culture in which the language is used. Almost all of our ASL classes includes discussions of Deaf Culture, book reaction papers or presentations on Deaf Culture, videos and DVDs related to Deaf Culture and research presentations related to Deaf Culture. We have core courses in Deaf Culture, Deaf History and Deaf Education which all have a strong focus on Deaf Culture.

2. Students self-critiques and peer evaluations show and educate them to identify their strengths and areas for improvement.

*Give examples of assessments used for your PSLO analysis:*

1.

- A. Student produced videos related to Deaf Culture
- B. Student written or signed presentations on Deaf Culture books
- C. Student written or signed reactons on Deaf Culture films.
- D. Deaf Culture written exams.

2. In ASL classes, we give quizzes and tests to assess students' comprehension (receptive) skills. For the production (expressive) part, students give presentations in class (both rehearsed and spontaneous) and record videos of themselves signing in ASL.

*Describe input from Program Advisory Committee (if applicable):*

*Comments:*

1.

A. ASL 101A, ASL 101B, ASL 102A, ASL 102B, ASL 103A, ASL 103B, ASL 104A, ASL 104B all have assigned Deaf Culture books for students to read and be assessed.

B. All of the Signing Naturally student workbooks have strong Deaf Culture components in each of their units. . These books are used in ASL101-ASL 104.

C. Deaf Culture, Deaf Education, Deaf History and ASL Literature all have books and and videos related to Deaf Culture and students are tested on the informations from these books and videos.

D. ASL Linguistics, ASL Classifiers, ASL Advanced Vocabulary, ASL Fingerspelling and ASL Advanced Receptive all include components and discussions of Deaf Culture.

2. Most of our courses require students to use our Deaf Studies Lab to enhance their ASL skills. Many of our courses require students to attend Deaf events where they can utilize their ASL skills. Students are also encouraged to join the ASL Club.

## Program Improvement Objectives

*Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Objective 1: To develop an efficient system to evaluate transfer students to ensure smooth and appropriate ASL class placement; improving dissemination of information to current and potential ASL and Deaf Studies students to assist them with appropriate course selections and placements, certificate/ degree

requirements, and transfer goals to parallel with the implementation of the new SSSP.

*Notes (optional): Please include any notes related to your PIO. (2500 Character limit)*

*Program PIO will address the following:*

- Student Learning & Achievement
- Success Rates
- Equity/Disproportionate Representation
- Use human, fiscal, technological, and physical resources responsibly,

*How will you assess the effectiveness of your PIO:*

Assessment Plan: A plan of an assessment and placement system for transfer students will be developed and shared with the all ASL faculty and counseling department.

**PIO Action Plan:**

*How will you accomplish this?*

Work with the Dean of Deaf Studies to discuss options to improve assessment and placement in ASL courses

*What is your timeline?*

2016-2019

*Who is going to do this?*

Dean, with input from other faculty members in our ASL & Deaf Studies Division.

*PIO Status:*

- In-Progress

*Closing the loop - Describe the results of your PIO implementation or completion:*

Due to the implementation of the new Student Success Act, we need to develop an appropriate ASL Skills assessment process to place of our students who major in ASL and Deaf Studies in appropriate class levels. Conclusion: Incomplete and ongoing; two full-time teachers are currently doing informal interviews and assessments.

*Conclusion: Complete if PIO has been completed*

PIO not achieved - did not work - start new PIO cycle

*Fiscal Resources Status:*

**PIO Resources:**

- Resource: People Time  
Description: Planning and development of Assessment for American Sign

Language Level skills to be placed in proper ASL level courses and its related to students success.

- Resource: People Time

Description: Dean of Deaf Studies to discuss options related to this PIO

*Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*  
Objective 2: To improve Student Learning Environments with Deaf-friendly, visually accessible large classrooms by increasing the number of ASL/ Deaf Studies designated classrooms and equipping these classrooms appropriately.

*Notes (optional): Please include any notes related to your PIO. (2500 Character limit)*

*Program PIO will address the following:*

- Student Learning & Achievement
- Course Retention
- Persistence
- Success Rates
- Increase Program Enrollments

*How will you assess the effectiveness of your PIO:*

Assessment Plan: The action plan requests are partially met and in use.

#### **PIO Action Plan:**

*How will you accomplish this?*

The division will request that the classrooms (6201, 6202, 6301, 6106B) be equipped with new computer lecterns, document cameras and smart boards. The division will also put in a request for new height adjustable tables and rolling swivel chairs for the teacher for all the above mentioned classrooms. 3. The division dean needs to find out how the space utilization decisions will be made when additional classrooms open up with the completion of the new buildings. Submit requests for two additional classrooms in Building 6 (preferably room 6107, 6204, 6205) in order to make the building a truly cultural and language center for Deaf Studies. Resources Needed: Funding to support room improvements, specifically equipment such as computers, smart boards, adjustable height teacher tables and rolling swivel chairs for the teacher, document cameras, high definition strong zoom recording cameras. Staff from facilities to work on the room improvement Additional classrooms to be dedicated for Deaf Studies classes

*What is your timeline?*

2016-2017

*Who is going to do this?*

Dean of Deaf Studies with input from faculty

*PIO Status:*

- In-Progress
- Revised

*Closing the loop - Describe the results of your PIO implementation or completion:*

Incomplete: We are without new computer lecterns, smart boards, high-definition zoom camcorders, adjustable tables, and swivel chairs. (High Priority)

Partially complete: New student desks in classrooms and document cameras (not installed properly yet) and partial use of classroom #6204.

*Conclusion: Complete if PIO has been completed*

*Fiscal Resources Status:*

**PIO Resources:**

- Resource: Instructional Equipment  
Description: Height adjustment and moveable computer table, chair  
Est. Cost: \$5,000.00
- Resource: Instructional Equipment  
Description: document camera  
Est. Cost: \$400.00
- Resource: Instructional Equipment  
Description: smartboard  
Est. Cost: \$10,000.00
- Resource: Computer Related Equipment  
Description: classroom Apple Desktop computer  
Est. Cost: \$2,500.00

*Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Objective 3: Enhance the ability to provide feedback to students on their ASL production, which will result in greater chance of success in their acquisition of the target language (ASL).

*Notes (optional): Please include any notes related to your PIO. (2500 Character limit)*

*Program PIO will address the following:*

- Student Learning & Achievement
- Course Retention
- Success Rates

*How will you assess the effectiveness of your PIO:*

Assessment Plan: 1. A fully equipped video recording studio will be an outcome of this objective. 2. Feedback from the faculty members regarding the effectiveness



of the evaluation and assessment software will determine the outcome of this objective. 3. A log of student's usage of the video recording studio will reveal the value of video recording studio.

**PIO Action Plan:**

*How will you accomplish this?*

Action Plan: 1. Purchase a state of the art ASL evaluation and assessment software/technology such as GoReact or other programs to provide students with superior feedback on their ASL production.

*What is your timeline?*

2014-2015

*Who is going to do this?*

College funded with equipment and studio input and approval by the ASL & Deaf Studies full time faculty, Associate Dean and experts in studio production.

*PIO Status:*

- Completed
- Discontinued

*Closing the loop - Describe the results of your PIO implementation or completion:*

1. GoReact online program currently being tested by ASL 104 faculty and will be evaluated for use in other classes by the ASL & Deaf Studies faculty. Students currently pay for this program. 2. The room previously designated for the ASL & Deaf Studies recording studio has been given to GURC. Plans for this studio put on hold.

*Conclusion: Complete if PIO has been completed*

PIO achieved - worked

*Fiscal Resources Status:*

**PIO Resources:**

- Resource: People Time  
Description: Faculty to take training to use GoReact for their instructional
- Resource: Instructional Software  
Description: GoReact for ASL production video recording
- Resource: Facilities Improvement  
Description: a room for video recording with backdrops

*Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Objective 4: Optimize the Deaf Studies Lab experience for students by streamlining, purchasing and updating the systems associated with tutoring, time keeping, equipment, digital collection, technology and meeting students and faculty needs to reduce problems associated with these tasks.

*Notes (optional): Please include any notes related to your PIO. (2500 Character limit)*

Please check #6 in the Closing the Loop section.

*Program PIO will address the following:*

- Student Learning & Achievement
- Course Retention
- Course Completion
- Success Rates
- Increase Program Enrollments

*How will you assess the effectiveness of your PIO:*

Assessment Plan: 1. A new, reliable timekeeping system in place will be an outcome of this PIO. 2. A workable plan for IT ongoing involvement in maintaining the computers in Deaf Studies Lab will be an outcome of this PIO. 3. The provision of a full-time lab coordinator and professional tutors will be an outcome of this PIO. 4. Having the lab stocked with new videos will be an outcome of this PIO.

**PIO Action Plan:**

*How will you accomplish this?*

Action Plan: 1. Find funding to purchase digital technology such as faculty and student friendly scanners to scan and update student's times in the lab and cameras for video productions 2. Contact IT about keeping the computers updated and replacing them as needed 3. Explore funding sources for professional tutors and full time lab coordinator 4. Purchase videos 5. Install a large TV screen in the Lab for streaming news and videos (similar to the one in the counseling center for Deaf students)

*What is your timeline?*

2016-2017

*Who is going to do this?*

Dean of Deaf Studies with faculty input

*PIO Status:*

- In-Progress
- Revised

*Closing the loop - Describe the results of your PIO implementation or completion:*

#1: College is testing a new time keeping system. We have not been included in the testing and have been told that the new system will begin in the spring of 2017. #2: Our dean informed us recently that the new IT director has a schedule of maintaining the computers in the lab and classrooms. #3: A 100% position for Lab/ Tutoring Coordinator has been implemented in the fall of 2016 #4: Ongoing #5: in progress ? donated by Sorenson Communications. The TV screen and equipment have yet to be installed. #6 - NEW - New policy: #6104 will be available for reservations by ASL and Deaf Studies teachers as needed for classes, lab and workshops. #6104 will not be used as full-term classroom.

*Conclusion: Complete if PIO has been completed*  
PIO not achieved - did not work - start new PIO cycle

*Fiscal Resources Status:*

**PIO Resources:**

- Resource: Tutors - Students  
Description: maintain hiring and training DeafHH tutors  
Est. Cost: \$20,000.00
- Resource: Instructional Equipment  
Description: Large TV with mini HD in the lab  
Est. Cost: \$500.00
- Resource: Instructional Software  
Description: streaming videos  
Est. Cost: \$10,000.00
- Resource: Computer Related Equipment  
Description: Replacement 40 new Apple Desktop computers built-in camerade  
Est. Cost: \$95,000.00

*Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*  
Objective 5: Update the ASL & Deaf Studies curriculum to keep up with the current transfer and work-related requirements in our field.

*Notes (optional): Please include any notes related to your PIO. (2500 Character limit)*

*Program PIO will address the following:*

- Course Retention
- Course Completion
- Persistence
- Success Rates
- Student Learning & Achievement
- Increase Program Enrollments

- Increase Degrees/Certifications
- Service Impacts

*How will you assess the effectiveness of your PIO:*

1. Classes accepted by the California State Department of Education will be identified and included in the curriculum for the ASL and Deaf Studies AA degrees and certificates . 2. New and revised courses will be approved by the curriculum committee 3.. All of the curriculum guides and brochures will be reprinted with the new curriculum. 4. DE and Hybrid ASL & Deaf Studies classes will be identified and be offered

**PIO Action Plan:**

*How will you accomplish this?*

1. Check with the California State Department of Education for the current course work needed to work for the California State Department of Education at the Schools for the Deaf in California and for other state agencies that require or prefer candidates with ASL skills and Deaf Studies knowledge. 2. Study the feasibility of ASL & Deaf Studies classes being taught In DE or Hybrid classes. 3. Decide which classes may be taught DE or Hybrid. 4. Revise the ASL & Deaf Studies curriculum 5. Revise and print the new curriculum guides and brochures. 6. Release time for the full-time faculty with assistance from Associate Dean.

*What is your timeline?*

2014-2017

*Who is going to do this?*

Full time ASL & Deaf Studies Faculty, with the assistance of the Associate Dean, will coordinate the action plans with input from adjunct faculty and other full time faculty in the Deaf Studies Division.

*PIO Status:*

- In-Progress
- Revised

*Closing the loop - Describe the results of your PIO implementation or completion:*

Working with the California School for the Deaf and the Department of Education to update classes needed for employment under the state of California. Then, will review current classes at Ohlone to decide which classes will qualify under the California Department of Education. Eliminated Storytelling from required classes. Moved Deaf History, ASL Classifiers and ASL Literature to the required list of classes to complete our degree and certificate programs. New brochures will be printed after all course approvals have been verified.

*Conclusion: Complete if PIO has been completed*

PIO not achieved - did not work - start new PIO cycle

*Fiscal Resources Status:*

**PIO Resources:**

Attached Files:

- [Achievement and Resource Data Analysis.docx](#)
- [Research questions - PR.docx](#)