Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: American Sign Language Studies

Program Code: 850 - AMERICAN SIGN LANGUAGE

Review Type: Instructional

Does this review contain any career technical education (occupational) programs?
No

External Regulations:
No

Chaffey College Mission Statement

Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:
Students’ possessing skills in American Sign Language will be more equipped to communicate with deaf people in a wide variety of careers. Many Students are completing their AA in American Sign Language Studies may pursue a BA degree in Deaf Studies so that they can work as an American Sign Language interpreter, a teacher to deaf children, or a social worker with the deaf community. The AA program at Chaffey transfers to CSUN's deaf studies or General education at University. ASL uses the Student Learning Outcome Assessment to see if the course will be accomplished or not.

Review Team Response

The program clearly supports the college's mission, but does not discuss evaluation and effectiveness.

PROGRAM DATA

Enrollment
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>-2%</td>
<td>-3.82%</td>
</tr>
<tr>
<td>Day</td>
<td>-0.5%</td>
<td>0.68%</td>
</tr>
<tr>
<td>Evening</td>
<td>-6.31%</td>
<td>-17.62%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>801</td>
<td>785</td>
<td>755</td>
</tr>
<tr>
<td>Day</td>
<td>595</td>
<td>592</td>
<td>596</td>
</tr>
<tr>
<td>Evening</td>
<td>206</td>
<td>193</td>
<td>159</td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranged</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.
The enrollment has decreased little because we have faced course cuts for three years now.

Retention
Retention Rate by Day, Evening, Online, Arranged (ASL)

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>0.85%</td>
<td>0%</td>
</tr>
<tr>
<td>Day</td>
<td>0.22%</td>
<td>-1.64%</td>
</tr>
<tr>
<td>Evening</td>
<td>2.79%</td>
<td>6.56%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>85.89</td>
<td>86.62</td>
<td>86.62</td>
</tr>
<tr>
<td>Day</td>
<td>85.62</td>
<td>85.81</td>
<td>84.4</td>
</tr>
<tr>
<td>Evening</td>
<td>86.70</td>
<td>89.12</td>
<td>94.97</td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranged</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.
Most students are attending Success Center and meet ASL tutors who are helpful. At night classes, students population are higher motivate to learning ASL perhaps they have working with Deaf people and community. Success
### Success Rate by Day, Evening, Online, Arranged (ASL)

#### Table:

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>-4.48%</td>
<td>2.66%</td>
</tr>
<tr>
<td>Day</td>
<td>-7.89%</td>
<td>8.24%</td>
</tr>
<tr>
<td>Evening</td>
<td>5.18%</td>
<td>-9.61%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Graph:

- **Total**: Shows a slight increase from 2008-09 to 2010-11.
- **Day**: Shows a decrease from 2008-09 to 2010-11.
- **Evening**: Shows an increase from 2008-09 to 2010-11.
- **Online**: Data not available for these periods.
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.
Teachers help students to improve the understanding ethnicity and implement the guest speakers to see the diverse. Teachers might need to take ethnicity training.

**Review Team Response**
Data and trends are interpreted properly, but implications for the program are not included.

**DEGREE/CERTIFICATE DATA**

**STUDENT LEARNING OUTCOMES**
Students will be able to successfully engage in conversation strategies in ASL using basic receptive and expressive skills including knowledge of linguistic structures and vocabulary.

Students should be familiar with the history of American Deaf Culture.
Students will be familiar with important cultural issues and behaviors related to American Deaf culture through personal interactions.

Discuss how the number, type, depth, and breadth of the courses support program SLO's.
ASL 1 (I) Introduction to Deaf Studies (I) ASL 2 (P) ASL 3 (P) ASL 4 (M)

Discuss how courses in the program articulate with or complement each other.
Total units for ASL studies major 21

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).
The core general education classes for the associate degree meet all University of California and California State University transfer requirements. ASL classes are transferable as general education transfer requirements. They also meet foreign language transfer requirements for HS students

How and when has your department assessed Program SLO's and how have you responded to the results?
The program is new

What program or course changes have been made based on the result of the assessed outcome?

Review Team Response
Overall Program Level Implementation of SLOs is Awareness: There is preliminary, investigative dialog about SLOs. There is recognition of existing practices such as courses objectives and how they relate to SLOs. The program has discussed how to define SLOs in their discipline. You, your coordinator and your dean will receive a detailed letter outlining the areas that need to be addressed for SLOs.

Discuss how your services help maintain a high level of student satisfaction.

Discuss how you evaluate your effectiveness in meeting students' needs.

How and when has your service reviewed or revised SLO?s and/or AUO?s.

How has your program utilized SLO/AUO assessment results for program improvement?
Review Team Response

CURRICULUM UPDATE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL 18 Introduction to Deaf Studies - Launched</td>
<td>09/26/2012</td>
</tr>
<tr>
<td>ASL 1 Elementary American Sign Language - Launched</td>
<td>09/26/2012</td>
</tr>
<tr>
<td>ASL 2 Elementary American Sign Language - Launched</td>
<td>09/27/2012</td>
</tr>
</tbody>
</table>
Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:
It is new program and it shows the ASL standards and outcomes. The standards are the goals of what students should learn in their lessons and cannot be accomplished without having some kind of quality instructor, instruction, textbooks, and lesson plans. the outcomes are the results we want to see our students accomplish and what students should accomplish at the end of the language- learning courses.

What steps has your program taken to proactively respond to changing and emerging student and community needs?
Demographic Trends

Briefly explain:

Review Team Response
Courses are current and no updates are needed, however, information does not state plan and timeline for updating courses.

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?
Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.) How does your program evaluate its effectiveness?
Review Team Response

**STUDENT SUPPORT - ACCESS**

How do the services you provide to students facilitate access to learning? (e.g. admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09 09-10 10-11</td>
<td></td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

**STUDENT SUPPORT - SUPPORT**

How do the services you provide to students support student learning? (e.g. counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09 09-10 10-11</td>
<td></td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

**STUDENT SUPPORT - OTHER**

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09 09-10 10-11</td>
<td></td>
</tr>
</tbody>
</table>
Additional information:

Review Team Response

VISIONARY IMPROVEMENT PLAN (VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

Year Three Goal:
Create an ASL Day at Chaffey to have students and faculty promote ASL awareness on campus

To which planning direction does this goal apply?

Year 1 Steps to Success (activities) and VIP Assessment:
Work with Success center and ASL adjuncts
Successfully chose a date and set up a time and place to celebrate ASL day

Year 2 Steps to Success (activities) and VIP Assessment:
Promote ASL day in the Chaffey newspaper, Facebook page, and invite guest speakers
ASL day is promoted in the Chaffey newspaper and guest speakers are confirmed.

Year Three Goal:
Create Conversation I and II courses which are critical for majoring in ASL.

To which planning direction does this goal apply?

Year 1 Steps to Success (activities) and VIP Assessment:
Begin to creating the ASL conversation I course
When ASL conversation I course is created, send to curriculum committee for approval

Year 2 Steps to Success (activities) and VIP Assessment:
Have curriculum committee approve course and plan to offer course in Spring 2014
ASL Conversation I course is approved and included in catalog
Year Three Goal:
ASL program provide high quality American Sign Language instruction

To which planning direction does this goal apply?

Year 1 Steps to Success (activities) and VIP Assessment:
Recruit and retain qualified ASL instructional personnel. Enhance ASL curricula, materials, methods, and assessments. Offer quality ASL courses in support of general education requirements and Deaf Studies major students to have basic proficiency in ASL as part of the prerequisites to formal acceptance into the Deaf studies major Use Rubric

Year 2 Steps to Success (activities) and VIP Assessment:
Possess a generalist level of knowledge in professional issues, theories, and multicultural dynamics related to the Deaf and Hard of Hearing.
written test

Year Three Goal:
Provide Webcam for students at Success center and Library

To which planning direction does this goal apply?

Year 1 Steps to Success (activities) and VIP Assessment:
Students can able to evaluate and recognize the video to correct or incorrect. Students use self evaluation handout and examine their works on video to review or improve their skills.

Year 2 Steps to Success (activities) and VIP Assessment:
students use videos more than 10 times. Students use videos to ask teachers any questions or concerns

Year Three Goal:
teachers give feedbacks thru using ASL on video that is connected to students' video work.

To which planning direction does this goal apply?

Year 1 Steps to Success (activities) and VIP Assessment:
Teachers identify/evaluate incorrect or phrase suggestions that students make on video.

Year 2 Steps to Success (activities) and VIP Assessment:

Review Team Response
The goals are clear, concise, attainable, measurable, and are clearly tied to data and SLO assessment results. They follow the handbook instructions: First, describe your goal with a verb. Next, include what you plan to achieve (what) and the rationale (why) in one sentence.
n/a
PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students learning outcome, assessment</td>
<td></td>
<td>American Sign Language Teacher Association</td>
<td></td>
</tr>
</tbody>
</table>

How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
To aware about the levels of skills and support students to be accomplished to able transferring to CSUN or Gallaudet University.

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SLO Committee</td>
<td></td>
</tr>
</tbody>
</table>

How does your program benefit from your campus engagement?
It helps the course to be standard and force Adjuncts to modify their teaching to meet the expectation for each levels of ASL.

Teaching/Years of Service

<table>
<thead>
<tr>
<th>American Sign Language</th>
<th>0-5 years</th>
<th>6-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>21+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Given the data how has your program been impacted?

Does your program anticipate retirements within the next 3 years?

Review Team Response
The professional development activity of faculty are relevant to the development of the course and the college. It is not explained how this impacts the program.

PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any
projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:
Year 1:
Hiring Criteria:

Department Concerns
Adjunct to FT ratio is extremely skewed (note: The 75/25 ratio state mandate is campus wide not per department)

Year 2:
Hiring Criteria:
Year 3:
Hiring Criteria:

STAFF
Year 1
Year 2
Year 3

EQUIPMENT
Year 1
Webcams; Logitech HD $48.99.
Year 2
Year 3

TECHNOLOGY
Year 1
Year 2
Year 3

SOFTWARE
Year 1
Review Team Response
Faculty request is related to VIP. All other requests are not related. The criteria for this section is incomplete.

Review Team Response
The document seems unclear and does not contain enough information to be useful for planning, supporting and improving student achievement and SLO’s. Revisions required.
Please include how the program evaluates the effectiveness the college's mission statement. Although the data is interpreted, implications for the program is not included. The faculty does have professional development activites that are sound and meaningful, but the connection with the impact to the program is not included.