GROSSMONT COLLEGE

Six Year Program Review Report

2022-28

American Sign Language

Program Review Report

2022-28

SECTION 1 – OVERVIEW. DEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

1.1 Introduce the program review with a brief department history. Include a complete list of full and part time faculty. Describe any changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and then add to it). Additionally, please list degrees and certificates your department offers.

Program Review Period: FA 2018 – SPR 2022.

(COVID – 19 World- Wide Pandemic Spring 2020 to Spring 2022)

Introduction:

From FA 2018 – SPR 2020 ASL courses were offered face-to-face on campus and online. In March 2020 during the Spring semester, the campus closed and all classes were held in Zoom or fully online.

During the Spring 2022 semester, the college opened but soon moved classes to Zoom again from the start of classes to the end of February due to a rise in COVID cases. When the campus opened again, a mask mandate was put in place. The mask mandate remains as of the writing of this report.

The ASL classes are still held in Zoom or fully online due to indoor masking requirements - since masks hinder the grammar and expression of ASL.

At the time of this writing, Grossmont has lifted mask mandates for indoors to begin December 19, 2022. This means ASL will be able to offer face-to-face courses back on campus in Spring, 2023.

One of the full-time professors - Jennifer Carmean - will retire at the end of this semester. This leaves only one full-time person for the program.

Department Overview:

The American Sign Language (ASL) department offers both a degree and certificate. The courses are transferable and are included in the general education patterns for the CSU and UC systems. The third semester of ASL (ASL 220) can be used to fulfill foreign language requirements at most CSU and UC systems. The courses in the major are:

· ASL 120 – ASL I = 4 units
· ASL 130 – Fingerspelling = 3 units
· ASL 121 – ASL II = 4 units

· ASL 220 – ASL III = 4 units
· ASL 221 – ASL IV = 4 units
· ASL 131 – Fingerspelling II =3 units
· ASL 140 – Perspectives on American Deaf Culture = 3 units
· PSY 120 – Introduction to Psychology = 4 units

The goal of the degree is fluency in ASL. It is not an interpreting degree. Students primarily enroll in ASL courses to fulfill general education and foreign language requirements. Upon completion, students tend to transfer or remain at Grossmont for other courses. Students report they use ASL with Deaf friends, family, co-workers. Some are employed as teacher's aides and use their skills with their students. Some students major in ASL to transfer to Palomar, Mesa or CSU Northridge to enter ASL interpreting programs.

The degree has gone through three modifications since it was state approved in 2007. In Fall, 2016 the department started offering courses online. At that time, we were the only community college in San Diego offering distance education courses in ASL.
These courses are taught by two full-time instructors and 7 - 9 adjunct instructors depending upon the semester and number of sections. The number of sections offered range from 18 – 24.
Over the years, ASL has been housed under various divisions from Disabled Student Services (1990) to Humanities and Behavioral Sciences (1993) to Arts, Languages, and Communication (2009).

In 2001, ASL became a department. Prior to this time, the courses were housed under Disabled Student Services. The dean looked at housing the ASL department under the World Languages area. At the time, World Languages was adamantly opposed to having ASL within their area stating it was not a language and related it to under-water basket weaving. After much discussion, it was decided that it would become an independent department.

Around 2005, nationally, ASL became accepted as a foreign language and transferred to CSUs and UCs fulfilling foreign language requirements and general education requirements for degrees and transfer.

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It is important to note that the ASL department has investigated the development of an interpreting degree which would be great for east county. This occurred in 2003 and again in 2010. In 2003, a duplicate program had to be given "approval" by the Region X deans. They would not approve it since Mesa College already had a program. In 2010, the vice president determined there was not a need for this job in the labor market. Unfortunately, ASL interpreters were lumped under "general interpreters" in labor market surveys which did not have a high number of jobs available in east county. Because of this, the vice president advised against further development of an interpreter degree.

More specific details about the ASL program's inception in 1990, ASL courses, degree establishment, degree modifications, and division changes can be found in the past program review reports.

1.2 Your last program review contains the most recent Academic Program Review Committee Recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review including any activity proposals funded and what the results were. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section.
Here are the recommendations from Spring 2018 along with updates:
The Committee recommends the following for this department:
1. Continue to work with facilities and/or college stakeholders to ensure a temporary lab space for signing is secured *before* the completion of the new building, given that the new building may not be completed for several years. Temporary space is needed now to benefit students currently enrolled.

This recommendation has not been met.
At the in-person meeting of program review Spring 2018, there was a verbal discussion to re-investigate the Speech Language Audiology room housed in the Health Sciences area. We had already done this during the previous PR cycle. At that time, for us to use it, modifications would have been necessary. Since there were no funds for this, we were not given the room back then.
Since the committee has continued this recommendation into the current PR cycle, we did approach the interim dean to inquire about it again. We learned that plans for the room had changed and it was not available to ASL.

200 Complex Remodel:

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Development and planning of a new space for the 200 complex began in Spring 2018. At first, ASL was not included. Then, we began to ask questions about this and were included in the area where Communication courses would be housed.

An outgoing debate occurred about square footage for each of the departments in this division.

The President, at the time, wanted the emphasis to be on students engaging. He planned for a café in the 200 complex. He decided that the café should have more square footage than the ASL classroom/lab. With the support of the division a meeting with the President took place. We presented him with 200 student signatures in support of focusing on academics instead of a café. ASL students were in support of a larger classroom space for ASL and a smaller space for a café. The president ignored the signatures and did not even look at them during this meeting.

The ASL department went to the February 2019 Board meeting to present the signatures to them. Two students spoke and 1 community member spoke to protest the larger café square footage and request that the board direct the president to focus on the ASL academics and decrease the Café square footage.

In Fall 2020 the President retired. In Fall, 2021 the budget for the remodel of the 200 complex was put on hold due to the new Performance and Visual Arts Center (PVAC) having increased costs. Funds were no longer available for the remainder of the 200 complex remodel.

In Spring 2022, the college decided to move forward with the 500 area remodel. The 200 remodel is now on the back burner.

The ASL department is frustrated and disappointed to learn that ASL and World Languages were removed from the complex and added to the last "phase IV." As it stands, Communication, Art, and Dance are the next departments to be included with ASL falling behind them. "Phase IV" is an arbitrary phase created because there are not any plans for ASL and the 200 building complex at this time.

The remodel for the 200 complex has been put on hold. One meeting took place in Spring 2022 to discuss the next steps. However, there are not any minutes from this meeting and a summary of what took place at that meeting was never sent out. Therefore, ASL still does not have a dedicated classroom or lab even though it has been a recommendation for the past 3 program review cycles.

2. Continue exploring creative ways to recruit male students (5.1).

During Deaf Deaf World events, male students from different colleges and high schools were given extra time to be sure they were aware of Grossmont's program. Additionally, ASL faculty hosted a both at the Deaf festival in Fall 2018 and Fall 2019.

3. Improve success and retention of Black and Hispanic students (5.1).

Faculty always discuss this topic at dept mtgs.
Go to workshops and implement strategies in their courses.
Attended Equity workshops: A series by Dr. Lasana Hotep: It's in the syllabus – developing an equity minded syllabus." "The ADT Journey for African American Students" "Safe Zone – Gender Expression."
JC took @One course Equitable Grading Strategies.

4. Explore success strategies used in other similar fields (language courses) for student success in ASL (5.2).

One ASL instructor discussed teaching strategies with a Spanish instructor to compare.
The department chair had conversations with the previous chair of Spanish.
The local chapter of ASLTA had social hours to instructors at different colleges could discuss strategies.
During COVID, ASL instructors from different colleges used Zoom to meet and discuss strategies for course being taught remotely using Zoom and courses fully online.
ASLTA has had a couple of open meetings and discussed teaching strategies.
The department chair contacted chairs from other colleges to discuss their programs.

5. Reactivate ASL Club, and consider digital club options (5.4).

In Fall 2018, we reactivate the ASL Club. A group of students met to discuss the campus club policies and who the officers of the club would be. Officers were chosen and a Deaf student was appointed as president.
In Spring 2019, only a handful of people showed up. The club president and vice president were not there. An email blurb went out to all the students that signed up

for the club to plan the next meeting. Students indicated that their schedules were too busy to maintain a club. And, the rules for ASGC clubs were too strict. The students wanted more of a social club instead of the parliamentary-type club which the official guidelines indicated. Then the pandemic hit, and another attempt at re-establishing the club has not occurred. A request has been made for a third full-time instructor. This third faculty member can help with setting up the ASL club again or investigate a social club where students can gather and engage.

Funding of Activity Proposals:

Over the past 5 years, ASL has put in a couple of activity proposals requesting funding through activity proposal process.

One request was for a software program that instructors use to o teach online – It has not been funded.

A second request was for GoReact. This is a program students use for video homework. Prior to the request, students had to purchase an access code to use. When the pandemic closed the campus in March 2020, the company, GoReact, provided this free to students. In Fall, 2020, the dean of LTRC used funds from his area to pay for GoReact so the ASL students would not have to pay for it. We advertised it to other departments in the ALC division. Some instructors used it and gave it a try. The dean of the LTRC continues to fund it. However, it is primarily used by ASL. We are hoping the campus will continue its support of the students so they will not have to pay for it in the future.

Please attach your Program Review Committee Recommendations here.
[ASL President Commendations and Recommendation Spring 2018 from the last PR.docx](#)

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

2.1 Describe how your course offerings have changed since the last program review. List any new articulation agreements, any added or deleted courses, and state why. Include new degrees and certificates.

Since the last program review, the ASL program has modified the degree once.

There have not been any new articulation agreements or additional degrees/certificates added.

The ASL degree was modified in 2019. The following summary outlines the modifications that took place:

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· ASL 122 Conversation Lab 1 and ASL 222 Conversation Lab 2 were removed. The labs were removed for a combination of reasons:

o The students that enrolled into these courses were mostly ones majoring in ASL so enrollment was low.

o Due to staffing, the courses could only be offered once a year which held up students completing the degree.

o Most instructors preferred to teach ASL courses instead of lab courses due to the difference in pay between lecture units and lab units. Therefore, it was difficult to find instructors to teach these labs. This meant one of the full-time instructors had to teach it and they were at their max overload.

· ASL 130 Fingerspelling and ASL 132 Fingerspelling 2 were added. They were added to the degree for a combination of reasons:

o Fingerspelling is the hardest part of ASL for hearing student to master. A concentration in this area was necessary.

o It is a critical course for students transferring to interpreting programs.

2.2 Explain how diversity, equity, and inclusion is infused in the curriculum, course outlines of record, degrees and certificates. Explain how DEI within your curriculum supports student success.

Diversity, equity, and inclusion are discussed at most of the ASL department meetings. The outlines have been updated to include information about this. The degree and certificate reflect the updates because all of the instructors use the type of activities listed below to provide equity and inclusion across the curriculum:

- Swapping out pictures of white/Caucasian people and replacing with diverse people.

- YouTube videos are used depicting diversity – both in class and for practice when students share their homework.

- Instructors share Deaf video organizations (LGBQTA and BIPOC videos) in their courses.

- Instructors share examples of the final assignments choosing diverse students from previous semesters – with their permission of course!

- Discussions about deaf culture, oppression and how the dynamics are similar/different to students' own culture.

- The signs for pronouns in ASL do not depict gender. Instructors teach this.

- Assignments have diverse pictures (wheelchair, gay, etc) when using vocab from Unit 2 or Unit 7 or Unit 9.

- Instructors share videos to teach sign language of other countries – FSL, MSL, etc.

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- Instructors share videos to teach other sign languages, like BSL, LSM, and how to communicate with Hard of Hearing and Deaf-Blind people.

- Instructors share resources about BIPOC history, artists, famous contributors to the Deaf community.

- Unit 11 has a narrative about one's bucket list. The format has been changed to reflect questions diverse people might use and/or questions have been modified in case one's culture doesn't have the same goals for a bucket list.

- Encourage Facebook groups of ASL so students can meet and see diverse Deaf people and learn specific signs related to diversity.

- Unit 4 – students interview each other. They sign and describe their partner – pronouns and what's important to that person, including cultural backgrounds.

- Unit 4 focuses on family signs – Instructors use the vocabulary to discuss what a wedding looks like in their culture and the students own culture.

- Use YouTube videos of Deaf people teaching signs for LGBTQIA.

- Use current events in course announcements. One example is letting ASL students know the California School for the Deaf Riverside's football team was in the news because they almost made it to the championship. Many football players were interviewed in ASL and it was a good opportunity to include signs for male, female, binary, non-binary.

- When learning how to develop narratives in ASL, students share their culture, language background, and the holidays their family celebrates.

Distance Education:

The ASL department courses became fully online in March 2020 when the pandemic shut down society.

The following list demonstrates how the ASL faculty has worked towards student success in online courses.

Full-time Faculty:

· Jennifer Carmean received @One CVC certificate for Design Principles in Online Teaching.

o She infused "ungrading" principles.

o Discussed this at Spring 2022 Dept. Mtg.

· Jamie Shatwell received a Masters degree in Instructional Design and Technology.

· Adjunct faculty have attended various workshops: Canvas training, Ungrading, Equity.

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· All instructors have included the types of activities listed above from this section into their online courses.

2.3 Faculty need to abide by Title 5 and ACCJC standards as directed by Ed Code to validate the content of courses and/or programs. Describe how your department reviews the courses (in relation to the program, if applicable) to ensure you are maintaining currency within your discipline.

The department's practice for determining curriculum needs is an inclusive one for all the ASL faculty. Innovative ideas or concerns usually surface at department meetings. Typically, that is where instructors put forth their input or bring up concerns about the degree, coursework, or students. If their contribution is about a course or an industry practice, it is put on the department meeting agenda for discussion. If the discussion leads to moving forward to add, delete, or modify a course, then the 2 full-time instructors begin working on it. The department's input is solicited along the way. Once changes have been solidified, the adjunct instructors are notified, and the full-time instructors submit the paperwork to the Curriculum Committee.

This practice works well because most of the instructors either teach at other colleges or belong to organizations related to Deafness and ASL. Therefore, they are involved in many facets of the Deaf Community, beyond the college, and can provide great feedback.

One example of this practice is with textbooks. All instructors use the same textbook – Signing Naturally curriculum. At a department meeting an instructor brought up using low-cost textbooks, moving to zero cost textbooks, and low-cost software programs used with the curriculum. The department discussed this issue over several semesters. Recently, the publisher of Signing Naturally curriculum begun to offer different formats of the workbook and videos. When this issue came up at the department meeting, it was agreed upon that instructors could choose the format of this book they preferred to use if they wanted to move towards a lower cost in textbook opportunities.

Another example of this is changing the unit value of the courses. Recently, Mesa College and Southwestern College have changed their ASL courses to 5 units. The ASL department has discussed changing Grossmont's courses to 5 units. It was also discussed with Cuyamaca's department chair. After much discussion, the department decided to continue the courses at 4 units for now because lower enrollment numbers were seen at other colleges. The department will continue this discussion.

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The ASL instructors are quite involved in the Deaf community. Some examples of the ways in which instructors have stayed current in their field are attendance and/or participation in: The San Diego chapter of American Sign Language Teacher's Association (ASLTA) conferences/workshops, Crafton College's Sign Language Teaching Conference, ASL Teacher's Listserv, and ASLTA's national conference.

2.4 Per the Board approval dates which outlines are out of date? Describe the plan and include the dates by which your department will submit to Curriculum Committee. (Please refer to the Program & Course Approval Handbook to the right)

All of the ASL courses are up to date and have gone through the Curriculum Committee. The only two that have not are ASL 130 and ASL 131. They are scheduled to be updated and submitted to the Curriculum Committee in Spring 2023.

2.5 How are faculty integrating current issues in course content? Consider environmental, societal, ethical, political, technological, and/or other issues when answering this question. Please provide specific examples.

As stated earlier, instructors use a variety of You Tube videos that surface to share current issues with students.

One example of this was a video some instructors used that was made during COVID. The video shows Deaf people discussing oppression against Asian Deaf people, the false connection between Deaf Asian people and the virus, and hatred that has been shown.

Another example is the Facebook group ASLThat! This resource is shared with students so they can see Deaf people in action inside their community. Deaf people and hearing people post questions and receiving answers about signs, cultural diversity, language evolution, and curiosities in a safe and respected environment.

It is quite often ASL instructors share websites, YouTube videos and other media to generate discussion with each other and their students. The Deaf Community is different than the hearing culture in its group dynamic. Hearing people tend to keep to themselves, whereas, Deaf people are a collective culture and share information with each other. It is also expected. Therefore, staying current and using the information with students each semester is a given within the ASL department.

2.6 How do you maintain dialogue within your department about curriculum and assessment? What strategies do you have in-place that ensure consistency in grading in multiple sections and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught)? Consider department practices, academic standards, curricular expectations, SLO outcomes, teaching tools, and course outlines.

With only two full-time instructors and 7 - 9 adjuncts also working at other colleges, the ASL department meeting is where the magic happens. Every semester they are scheduled during Staff Development week.

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The ASL department meeting tends to focus on business-related items, campus-wide aspects of Grossmont, curriculum discussions, and SLOs.

Grading consistency happens through the discussions about the SLO results. With every SLO that is assessed, the instructors decide on a rubric to use. This helps to ensure that the SLOs are being assessed consistently among the sections. The discussions about this, indirectly, help instructors understand how everyone assesses their students' skills for grading purposes.

Through the discussion about SLOs, various assessment types are discussed. The department has discussed the pros and cons of using different formats. Faculty discuss and choose a variety of assessments such as video narratives, written tests, dialogues, and student posting. Indirectly, this helps instructors with their own courses as they listen and learn how everyone is grading their students.

Every semester, the Chair includes SLO results on the agenda for the department meeting. This means ASL is focused on planning the next assessment and discussing results. The results are used to decide what direction the department should take.

One example which demonstrates how the SLO assessment results affected decision-making is when one of the course's SLO results showed that not all students were understanding a topic in the curriculum. The faculty decided that this course should be moved from an 8-week condensed section to a full semester-length section so students would have more time to work with the material and develop better skills.

To accommodate business-related items and campus aspects, every semester a speaker is invited to the department meeting. A few examples of speakers that have come to the department meeting and presented are the Articulation Officer, the SLO Coordinator, HR Specialist about using Workday, the Instructional Design Technology Specialist, and a publisher of a fingerspelling curriculum.

2.7 Referring to the Grade Distribution Summary graphs (in the reading pane to the right) comment on how your department patterns relate to the college and division.

When ASL's grade ranges are compared to the division's grade ranges across courses, modalities, and semesters, the following observations are noted:

· In ASL, the percentage ranges among grades given is narrower than the divisions.

· The division gives a higher amount of As than ASL.

· ASL gives more Bs than the division.

· ASL gives more Cs than the division.

· ASL gives less Ds than the division.

· The division and ASL are similar in giving F & NP.

ASL:

The department's grade distribution, within each grade range, shows about an 8 – 20% span. This is true across all courses, modalities, and semesters. Grade range percentages cover Spring 2018 to Spring 2022.

As given: 31% - 51%

Bs given: 18.5-31%.

C's given: 5.8 – 14.5%.

Ds given: 1.52 – 3.73%

F & NP given: 9.8 to 20.5%.

When ASL's grade ranges are compared to the college's grade ranges across courses, modalities, and semesters, the following observations are noted:

· ASL has less As given than the college.

· ASL has about the same Bs given as the college.

· ASL has a few more Cs given than the college.

· ASL is similar to the number of F & NP grades given as the college.

The College:

As given: 31 – 37%

Bs given: 18 – 20%

Cs given: 10 – 12%

D's given: numbers are not viewable in the Word doc provided.

F & NP given: 8 – 17%

The Division:

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The division's grade distribution, within each grade range, shows about an 10-26% span. This is true across all courses, modalities, and semesters. Grade range percentages cover Spring 2018 to Spring 2022.

As given: 38.2% - 64.3%.
Bs given: 13.6 – 24.3%.
Cs given: 6.9 – 11.5%.
Ds given: 2.2 – 11.2%.
F & NP given: 7.2 – 23.6%.

2.8 For course-by-course graphs, provide an explanation for any courses with different grade/success patterns than others. This may relate to major's courses vs GE, first-year vs second-year or basic skills vs transfer.
Patterns that stood out across courses using all modalities and all semesters:

ASL 120 – Summer 2018 and 2019 have more As given than the other semesters. Summer 2022 had the least As given.

· Possible Explanation:
o Different instructors trying innovative ideas with new activities.

ASL 121
Summer 2018, Spring 2019, Spr 2021, Summer 2022 have more A's given than other semesters.
Fall 2018 has the least amount of As given.
Spring 2018 and Summer 2019 have more B's given than other semesters.
Summer 2019 and Spring 2021 have the smallest amount of Cs given.

· Possible Explanation:
o Some instructors noticed their summer school students seemed more committed and higher skilled.

o Some instructors were experimenting with the number of conversation assignments students had to do where they had to pair up and meet (in Zoom or in person) another student to sign conversations, record them, and

turn them in. Signing with others is critical for a language course. However, the more conversation assignments required, the grades went down.

o After Spring 2020 and the pandemic, instructors were told to go easy on students, be gentle, accept late work or revisions, give incompletes, etc. This information was given in emails, at Academic Senate, in discussions at division meetings.

o In Spring, 2021 enrollment caps for ASL were reduced to 20 students due to remote instruction.

ASL 220

Spr 2021 has high As almost 70%
Spr 2018 has least amount – 23.2% and high number of Bs 48.2%
Spr 2020 24.0% of Fs – the highest over this period.

· Possible Explanation:
o Some instructors had increased the number of conversation projects. When students had to find partners to meet in Zoom and record the conversations, grades decreased.
o The high Fs given during Spring 2020 was during the pandemic. Many students disappeared from the courses. Even when instructors reached out to them, little response occurred.
o Some instructors began allowing students to redo all of their work due to the pandemic and its effect.

o In Spring 2021, enrollment caps were reduced to 20 students due to remote instruction.

ASL 221

Spr 2018 only has 17.2% As given. All the other Spring semesters have 35 – 47%. (It is only offered every Spring.)

Spring 2020 has most amount of F&NP with 24%

· Possible Explanation:

o A different instructor taught than previous semesters.

o Spring 2020 was the semester that the campus closed. Many students disappeared from ASL courses.

ASL 130

Consistent grading for As, Cs, F & NP given.

B Grades varied more with a range of 10% across semesters.

ASL 131

Spring 2022, Fs given was 35%. This was the highest across semesters.

· Possible Explanation:

o The same instructor had taught ASL 131 for several years. In Spring 2022 a different instructor began teaching it. The course requirements and grading structure is different between the two instructors.

ASL 140

Spring 2020, Fall 2020, Fall 2021 had the most amount of As given.

The other grades are consistent across semesters.

· Possible Explanation:

o It's possible effects of the pandemic and allowing students to turn in work late, revise work, etc had an impact on the instructor and students. It's possible the instructor took to heart the messages given to instructors about how to handle students.

o In Fall, 2021 enrollment caps for ASL were reduced to 20 students due to remote instruction.

2.9 Please describe how the department handles any unusual grading patterns. If you have any information that allows calibration of your grading data to external standards (performance of your

students on standardized tests or licensing exams, transfer and/or employment success) please provide those to us and explain the connection.

The ASL department discusses together several things: assessments used for grading, rubrics used for activities, philosophies about ASL skills and fluency, teaching methods, and beliefs about language structures of ASL and how much weight each carry – For example, fingerspelling, versus classifiers, versus signs, versus narratives. Instructors each have their own view about these items.

The ASL department together discusses various grading formats. For example:

· Late work policies and how that may affect grading is discussed.

· Allowing students to redo their work and how that may affect grading.

· Developing and using rubrics for grading is discussed.

· How the pandemic effected instructors, grading, and students work and presence in the courses.

· Ungrading, what it means, how it affects students, benefits, and implementation.

Sharing and viewing grade distribution of each individual instructor is not a practice the ASL department does. The statistics for this program review report were just entered into Nuventive and the department will not meet in time to view the graphs and discuss the overall distribution before this report is due.

Know that philosophies on grading and the components above are discussed along with SLOs, results, assessments and their effect on grading.

2.10 If applicable, provide a comparison of the retention and success rates of distance education (online) sections (including hybrid) and face-to-face sections. What are your department policies on course delivery methods? Is there anything in the data that would prompt your department to make changes?

The comparison of face-to-face sections to online sections is a challenge with ASL. It is important to keep in mind that ASL has been fully online since the pandemic in Spring 2020 up to the time of this report. Therefore, a comparison of face-to-face and online sections can be looked at from Fall 2018 – Fall 2019. That is only one year to compare.

Fall 2018 – Fall 2019 – Online and On Campus:

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Consistent grading is seen among Instructors in the grades provided across both the types of grades given and semester to semester during this period.

36 – 38% of As
25 – 36% Bs.
10 – 13% Cs.
13 – 14.8% F and NP.

Spring 2020 - Spring 2022 – Online:

In Spring 2020 the pandemic hit. Courses were on campus until spring break. Upon return from spring break, all courses were remote.

From this point on, the ASL courses are still fully online since mask mandates continue to be in place. Masks hide ASL grammar shown on the face.

ASL has been taught in the modality of distance education with most courses fully online and a handful of sections using Zoom.

Conclusions drawn from the data:
· ASL enrollment is high even with the pandemic.
· ASL enrollment is high with distance education modalities.
· Data decisions between face-to-face and distance education cannot be drawn from this program review cycle.

The ASL department collectively agrees that in online courses, students need to be engaged with each other. This occurs when students sign with each other. In ASL courses online, this means students must meet up either synchronously or asynchronously to sign back and forth. If a course is taught in Zoom, then this occurs through in break out rooms. If a course is fully online, then the instructors must design projects where students pair up and record their conversation to turn in. Another option instructors use to engage students signing with each other is the software application Flip and GoReact.

2.11 If applicable, include the list of courses that have been formally articulated with high schools. Describe any articulation and/or curricular collaboration efforts with K-12 schools. Have your high

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The ASL has not articulated with high school courses. This was examined previously. Teaching philosophies, methodologies and textbook issues prevented articulation.

In Spring 2016 Grossmont College's president signed a dual enrollment memorandum of understanding without input from the ASL department. The ASL department had to begin courses at Helix High School using the high school's instructor. ASL continues to provide courses in the dual-enrollment program.

2.12 Please describe how the program ensures that articulations are current. Identify any areas concern or additional needs that your department has about articulation with four-year institutions.
Articulations are current and stable. There have not been any changes since the last program review cycle. The ASL department works closely with the articulation officer to check in for updates.

At this time, the ASL department does not have any concerns. The ASL department faculty include ASL faculty from SDSU. Therefore, transferring of ASL courses between Grossmont and SDSU is frequently discussed. The chair also discusses this with CSUN and CSULB to make sure they will accept the ASL courses for transfer.

SECTION 3 – STUDENT LEARNING OUTCOMES (SLOs)

3.1 Over the course of the last Program Review cycle, how has your department used the results of course level (referred to as SLOs or CSLOs) and Program level (PSLOs) learning outcomes assessments? Please respond to both prompts below.
3.1a: How have you used the results of CSLO assessments to inform adjustments in courses? How have you assessed (or how will you assess) the success of these adjustments?
An example of how ASL has used the results of course assessments and made adjustments is from Spring 2022. In one of the courses, the SLO target pass rate was set at 80% in ASL 120. When the SLO was assessed, students only passed it with 79%. The department discussed this and decided to add more dialogue-type activities when teaching.
Another example of how ASL has used the results is from Spring 2021. The target pass rate was set at 80% in ASL 221. Over half the students met the SLO at 70% instead. After discussions occurred, emphasis will be placed on certain topics in the course with more activities used.

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The success of these adjustments from SLO results, will be to compare them to the past cycles to examine any progress. Then, it will be known if the ASL department was on the right track in strengthening the curriculum.

3.1b: How have you used the results of PSLO assessments to inform adjustments to degree and/or certificate programs? How have you assessed (or how will you assess) the success of these adjustments?

PSLO assessments are new to the college. To date, the college has been asked to map courses back to PSLOs as the first step in developing assessments for PSLOs. The ASL department has done this and mapped courses to the PSLOs. As a result, the ASL department agreed to maintain the degree and certificate programs as they are.

The ASL department has scheduled PSLO assessment in the new 6-year cycle. At this time and according to this schedule, PSLOs have not come up for assessment yet. After the semester they are assessed, the department will analyze the results and discuss any changes to degree and certificate programs that may need to be made.

3.2 What general trends or patterns do you see as you review your department's analysis of its SLO and PSLO assessments since your last program review? (NOTE: You may want to provide a synthesis of responses to question 3.3 in your Annual Unit Plans.)

The ASL department's general trend is to set target pass rates at 80% with most courses.

Other Patterns Noted:

· The students pass most SLO assessments.

· The department always discusses results at every department meeting.

· With the few unmet SLO targets that have occurred, discussions took place and a plan was developed to strengthen the curriculum. The future SLO results of these courses will be compared to the previous SLO results to share the progress made.

3.3 What implications do these results have for your curriculum, both at the course and program level? What support (time, professional development, curriculum approval process, etc.) will you need in order to respond to these implications?

Any adjustments made because of SLO assessments will strengthen the curriculum, the students' experiences in courses, and the engagement with instructors as they share the activities and teaching methodologies they use.

For example, one implication that occurred due to assessment results was in scheduling. One course was scheduled as a short 8-week course. After the SLO

assessment target was not met, it was decided that this course may be better scheduled as a full semester course.

One thing the department will need is further training on how to assess PSLOs beyond course mapping.

3.4 What changes has your department made to its SLO and PSLO assessment cycles (aka the 6-year plan) (e.g., changes in timing of assessments to accommodate curricular changes, addition/deletion/revision of SLOs/PSLOs, intentional delay or acceleration of the collection of assessment results, etc.)?

The ASL department has been content with its past 6-year cycles and how the course SLOs were assessed. The schedule the ASL department created has worked and adjuncts have been involved. No changes were made to the course SLO schedule currently being used.

There was one addition to the new cycle of Fall 2021 – Spring 2026 was for PSLOs. They were added into the new cycle and given a specific semester to be assessed. In the past, PSLO assessment was new to the college and something departments did not infuse into the 6-year cycle.

3.5 Please attach your assessment schedule from your Department Documents - Program Review folder.
REVISED Spr 2022 SLO 6 years plan 2021-2027.xlsx

3.6 What do the results of your SLO work tell you about the progress you made toward your program goals? How will they inform your teaching moving forward?

The SLO work tells the ASL department that the language and culture is being learned by students.

The ASL program goals are pieces that feed into the language and culture to give students a more meaningful experience – a robust understanding that is closer to what they will experience when they are out in the community and away from the college.

The SLO work will influence the ASL department as it moves forward by making adjustments to official course outlines, adjustments with teaching strategies, and modifications to the degree and certificate.

SECTION 4 - FACILITIES AND SCHEDULING

4.1 List the type of facility spaces your department/program utilizes for instruction. This can include on-campus, off-campus, and virtual.
Face-to-Face Campus classrooms: The ASL department uses a standard classroom that contains the smart cart, document imager, overhead projector, whiteboards, and stand-alone desks (not tables).

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Online/Remote teaching: The instructors are providing their own equipment at their own expense (computers, webcams, portable whiteboard easels, lights, software programs, etc.).

4.2 Are the spaces listed in 4.1 adequate to meet the program's educational objectives?

If you checked 'yes', please explain how your department/program utilizes facility space so your department can meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.
N/A

If you checked 'no', please explain how your department/program is not meeting its facility space needs to adequately meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are not being met.
No – Face-to-Face classrooms:

The type of classrooms ASL classes are scheduled into often does not meet the learning needs of ASL. The chair of the department's time is spent doing room changes and working with the scheduling office *after* the semester has begun.

When learning ASL, one of the most important aspects is line of sight. Every student must be able to see everyone when he/she signs. This means students must have room to turn around and sign with someone on all sides. It means being able to form groups and sit in a circle to see everyone in the group. Since the classes are taught without any voice, students must be able to see everyone with a turn of his/her head – not getting up and moving or leaning over to see around someone. As a result, the classroom needs to be large enough for students to sit in a horseshoe-shape seating arrangement. The students need mobile desks to pair up or get in groups. The instructor needs to walk about the room to correct incorrect sign production without stepping or hopping over backpacks and other obstacles.

Therefore, certain rooms are much easier for students to learn in than others. For example, building 55-535B is a room that is large enough to accommodate line of sight and the learning environment ASL requires.

If rooms with accurate line of sight are not available, then scheduling becomes the priority instead of availability of instructors and students' preferences. The chair of the department tries to use the student survey results about scheduling from the last

Program Review to create the schedule. But this can be impossible to do when the rooms are difficult to get.

When rooms are not available, the department chair must go back to the instructors and ask if they can change their schedule. Sometimes this is difficult because the majority of the ASL instructors are adjuncts teaching at other colleges and do not have flexibility in their time constraints. When this happens, the two full-time instructors are changing their schedules to accommodate the adjuncts.

No – Remote Teaching using Zoom during the pandemic to present:
Using Zoom for remote teaching is a challenge. Videos must be on since everyone needs to see each other sign.
It is an exhausting format to use for both instructors and students to learn ASL in Zoom.
Here are several obstacles that the ASL department has experienced in Zoom:
- · Students disconnect due to internet and Wi-Fi problems.
- · Students are in inappropriate clothes – pajamas, hats covering their faces, etc.
- · Students are in bed watching the instructor while other people are in bed with them.
- · Students are brushing their teeth or eating while very close to the camera.
- · Students chat with the other folks in their house instead of focus on the instructor.
- · Children and pets block the student's camera.

Admin and other sources encourage instructors to allow students to mute their cameras. However, this conflicts with the visual language of ASL and the values of the Deaf community.

No – Fully Online ASL Courses:
While online has been quite successful for the department, most instructors have used their own money for computers, cameras, lights for working at night, and software programs that ASL uses to record lectures. This causes a feeling of being devalued when ASL is very popular program.

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4.3 What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program and ensure that students can complete their program in a timely manner?

Over the past several years, the ASL department has discussed the room situation and learning environment with the Master Scheduler and the Dean. They are aware of the rooms that work better for the ASL environment. After much discussion, a list of adequate rooms was given to the Master Scheduler. This meant the schedule could be developed at the onset with ASL in mind. This has helped some.

The ASL department was supposed to have a dedicated classroom with enough space to accommodate the line of sight in the remodel of the 200 Complex. However, this project is not occurring at this time. Details are in an earlier section of this document.

Online/Remote teaching – Instructors used their own equipment. A semester after the campus closed, the college offered computers to instructors. By then, the ASL instructors were all set up in their homes with their own equipment, files, etc., and did not take the computers. Only one instructor checked out a computer.

4.4 Identify and explain additional needed technological and equipment resources that could further enhance student learning in the spaces listed in 4.1.

The challenges instructors face in the current classrooms are lighting issues, location of screens, and the VLC player installed on the computers with Windows 10.

Lighting issues: When DVDs or videos are used for instruction, the lights need to be dimmed so the screen is clear to see subtle changes in facial expressions and handshapes. At the same time, if the instructor pauses the video to sign something, light needs to be on the instructor for the students to see him/her sign. The current classrooms do not allow for these features. Either the lights are on, or half are off. Either way, the clarity of the person signing is a challenge. What's needed is a panel of lights the instructor can control that focuses light where it's needed and not add glare to the person on the screen.

Location of screens: It is typical that the projector screen is centered at the front of the room. This eliminates the use of the whiteboard because the screen blocks it. We're scheduled in such small rooms that very little of the whiteboard is left on either side of the screen once it's pulled down. When teaching ASL without one's voice, students need to see both the whiteboard and the document imager at the same

time. The instructor needs to move between both of these to augment the information so students can understand complex features of ASL. What's needed is to be scheduled in rooms where the screen has already been relocated to the corner.

Sometimes use of the document imager, the computer, and whiteboard are all needed at the same time to guide students through a lesson. However, the current room configurations do not allow two screens so students can see both the computer, the document imager and have the whiteboard available to write on.

DVD Players: Windows 10 did not bring with it a way to play DVDs. The computer application VLC has been installed on the computers with Windows 10 and separate DVD machines were connected to the computers. The DVD machines are inexpensive and do not always work properly. Often the VLC application does not work with the DVDs the instructors have been using all along. In addition, the VLC commands do not have the same conventions and icons typical DVD players have – such as "menu" or "root menu". Instead there are squiggle lines or shapes. During the class much time is spent trying to use VLC and getting the DVDs to play on the classroom computer. What's needed is some other device or a more expensive device that works better with the DVDs when it's connected to the computer to display videos on the screen in a simple and efficient manner. Instructional Media has been called to assist. VLC is new to those folks, as well, so assistance has been minor. While they are happy to help, it seems they have limited knowledge about this.

Online/Remote Instruction:
The technology needs are different than face-to-face instruction for ASL. Instructors need computers and webcams provided to them instead of using their own money to purchase.

Software Programs Needed:
There are two software programs that are needed to provide students with efficient learning:

      1) iSpring solutions – this is a software program that allows instructors to videotape lectures. The end-product seen by the student is the instructor

signing right next to a Power Point slide with animation. iSpring quizzes are also more visually friendly. The design layout can include videos in the quiz. Their quiz also features settings to control how many times videos are viewed whereas, Canvas's video feature does not. Instructors are paying for this program out of their own pocket – approximately $2400 for a two-year period. 2) GoReact – This program is a video application that can be connected to Canvas as an LTI. Instructors provide video feedback inside the student's video homework. For several years, the instructors had to require the students pay for it. The first semester of the pandemic, GoReact offered it free. Then, the college picked up the cost so students did not have to pay. The funds came from the LTRC during the time of Eric Klein. The current license will expire at the end of Fall 2022. The LTRC currently has an interim dean. While ASL has asked for the funding to continue so students do not have to pay, there has been little movement forward.

4.5 Are faculty and staff support services meeting your program's needs? Consider the following support services: Information Technology, Business Services, Printing, Bookstore, Maintenance, CAPS (Campus & Parking Services), and any other support services important to your faculty and staff.

Information Technology – Software program updates and installations are blocked and need approval by IT. This takes very long to get a hold of someone for assistance. This prevents ASL from working on their computers using these programs they have paid their own money for. It has become frustrating to get in touch with IT.

Business Services – Availability has not been a problem. Services such as Mail room assistance, Keys, etc. have functioned fine.

Printing – Most copy work has been done in a timely manner and accurately done.

Bookstore – The ASL department struggles to have the book orders accurate. Often, students see the notation "Wait – Go to Class first." The book orders have been turned in so is it unclear why this continues. A meeting with the bookstore has been set up in November, 2022 to improve coordination.

Maintenance – Phone calls and voice mails go unanswered. If the faculty goes to Business Services for assistance, then maintenance is responsive.

CAPS – They respond when rooms need to be unlocked. They respond when asked to be presenters for department meetings.

4.6 Are students trying to access your program impacted by the facility spaces listed in 4.1?

If you checked 'yes', please explain how students are being negatively impacted by unmet facility needs experienced in your department/program. Please provide some specific examples.
Students enrolling into ASL courses do not have problems enrolling.

After the semester gets underway, then the quality of the instruction and the stress of the students and instructors is what is affected by technology and facilities.

During face-to-face classes, stress levels are high when technology problems arise. During remote instruction with Zoom, much time is taken away from instruction to deal with the problems.

If a dedicated space were allocated for ASL, then technology could be set up that is more ASL friendly than the typically lecture-type classroom and technology need for most other courses.

If you checked 'no', please explain how your department/program is actively managing its facility space needs to meet its educational objectives and provide student access to your program. Please provide some specific examples.

4.7 If applicable, please include any additional information you feel impacts your program/department regarding facilities, scheduling, faculty, and classified staff support services that were not included above.
As great as the ASL program is, it is behind the rest of the County because Grossmont does not have a dedicated ASL lab for students. Cuyamaca has an ASL lab. Mesa College has a lab. City College has a lab. UCSD has a lab. Palomar College has a lab. Southwestern College shares a lab with Foreign Languages.

The College has been unable to support this request even though it has been a recommendation of Program Review since 2007. It continues to be a crucial element of learning ASL. This has been a priority for years, yet nothing has been done.

SECTION 5 – STUDENT EQUITY AND SUCCESS

5.1 What are the identifiable patterns with regards to overall trends in enrollments in your department? Explain what is causing these trends (e.g., campus conditions, department practices). Once you have identified and explained your enrollment patterns, then address what your

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department has done/is doing to address identified issues. Examples of any changes you made to manage enrollment are encouraged.

During the period of this program review report, ASL has offered 21 – 25 sections every Fall and Spring semester. Summer school sections range from 4 – 7.

Since the pandemic occurred and shut down the College in Spring, 2020, ASL continues to be remote and is still offering 22 – 23 sections each semester.

In reviewing the data, the College has a steady decline in sections offered and in enrollment numbers beginning in Spring 2020 to Spring, 2022. The ASL department follows this same trend.

In Fall 2021 – Spring 2022, the ASL department increased section numbers by request from administration. The fill rates were at 87%.

The department chair is diligent in analyzing enrollment numbers from past semesters and looking at the history of issues that may affect the schedule such as times, enrollment numbers, classroom availability, etc.

Every semester the chair uses all this information to shape the schedule. The chair discusses scheduling matters with the other full-time instructor to develop a balanced schedule and avoid cancellation of courses. The ASL department doesn't want students stuck without a class last minute. It is important to provide the students with choices for their learning style.

One example of enrollment management is when the chair was asked by the dean to add a second 8-week section after the semester had begun. The chair knows this would be a tough course to fill and it may be difficult to find an instructor, so this request was declined.

Another example is scheduling during summer school. For example, during summer 2021, instructors reported that 6-week sessions for ASL 120 were too fast pace. This will be taken into consideration when schedule for future summer sessions.

Another example is surveys that the chair provides to instructors to find out which teaching modality (face-to-face, online, remote) and schedule works best for them. Then, the chair tries to accommodate them while balancing the schedule for students and finding schedules that attract students.

The chair works closely with the adjunct instructors to accommodate their preferences. If an adjunct doesn't want to teach asynchronously, then the chair works to provide the adjunct with teaching remotely using Zoom.

Another example of how the chair manages enrollment is through close contact with the other community colleges in San Diego. The chair has close relationships with

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the ASL departments and can contact them and ask about their enrollment numbers, what courses they're offering, and what issues arise for them. This information influences how the ASL schedule gets put together.

5.2 Examine your enrollment data, disaggregated by gender, age and ethnicity. For any of these student groups in your department with enrollment data at lower or higher proportions than college-wide numbers, describe what factors you think are causing these patterns

Here is a summary of the data covering the period of this program review report:

- · African American/Black Students make up 3 – 9%. This is consistent with the previous PR report data.
- · Asian/Pacific Islander Students make up 5 - 11%. This is significantly higher than the previous PR report data.
- · Hispanic/Latino Students make up 25 – 42%. This is higher than the previous PR report data.
- · White Students make up 38 - 48%. This is a decrease from the previous PR report data.
- · The category of Other Students makes up 6 – 10%
- · Unknown Students make up 1-2%.

The ASL data is consistent with the college wide data.

It is good news that the ASL department has more Asian/Pacific Islander students and Hispanic/Latino students now than in the past.

As to the cause of these trends, ASL has become more visible as interpreters appear on TV, Deaf actors/actresses star in TV, movies, and commercial roles. Perhaps the pandemic forced students take courses online. Because of this, Grossmont provided resources to students. Here are some examples:

- · Laptops and parking lot Wi-Fi.
- · GoReact technology and a campus license was provided free during the pandemic. Then, the college purchased a license so students no longer had to pay for it. This is a resource students have bought for ASL since the inception of online courses.
- · Instructors have attended equity and LGBTQIA workshops. Perhaps this has had an influence on students and helped them to feel more supported and included by their instructors.

Students and Enrollment by Gender:

ASL courses are made up of approximately 73-82% female students and 19-25% male students.

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It is important to note that there is an increase in the number of male students and a decrease in the number of female students since the last program review period. The enrollment numbers and gender is consistent with the ASL interpreting industry and other professions of working with Deaf people.

When gender and enrollment were compared to the division, ASL has more female students enrolling into courses and less male students in courses than the division as a whole. The division, too, has more female students enrolling. However, the gap between the amount of male and female students is much less than ASL.
This information was not in Nuventive and general numbers for enrollment by gender were provided to the writer upon request since this question asks about gender. College wide data for gender in relation to success and retention was in Nuventive. However, general data for enrollment and gender were not so a comparison cannot be made.

Students and Enrollment by Age:
Information about Age and Enrollment was not in Nuventive and were provided to the writer upon request since this question asks about age.

The majority of the students in ASL courses make up two age groups: 18 – 20 years old and 21 – 24 years old. The smallest number of students makes up the age group of over 40 years old. This is consistent from term to term.
This is, also, consistent with the division.
College wide data for age in relation to success and retention was in Nuventive. However, general data for enrollment and age were not so a comparison cannot be made.

5.3 Discuss trends in student success and retention overall in your department and explain these trends (e.g., campus conditions, department practices). Has your department explored the ways that its policies and practices (e.g., scheduling, late adds, grading, office hours, etc.) might inadvertently serve as a barrier to student equity?
Overall, the success rate of ASL students has a range of 71 – 79% across the years of this program review period.
There are two exceptions. Fall 2021 which dipped to 61% and Spring 2022 which dipped to 65%. In discussing this dip, one instructor noted that there have been

more mental health issues coming up with students than in the past. While an official survey has not been given to students, perhaps this has influenced success rates. These exceptions are below the college's success rate. During Fall 2021, the college offered a small percentage of courses back on campus face-to-face.

Is it possible when enrollment caps were reduced for ASL down to 20 students that these numbers were affected?

In Spring, 2022, the college tried to open the campus and begin the semester with about 70% of courses face-to-face again. However, due to a rise in COVID numbers, the campus closed and returned to remote instruction for a month, then, reopened. During this semester the ASL department continued instruction remotely and fully online due to mask restrictions.

The college's success rate ranges from 69 – 71% with summers slightly higher rising to 79%. During the two semesters where ASL's success rate dipped, the college's success rate did not.

The college's retention rate ranges from 82 – 85%.
ASL's retention rate ranges from 77 – 90%.
Interestingly, during the two semesters with lower success rates (Fall 2021 and Spring 2022) the retention rates were 77% and 79%. Therefore, even though students were not as successful in the ASL courses during these 2 semesters, students still pursevered and continued on to the next semester.
In relation to the college, ASL's retention rate is consistent. However, there is more variation from semester to semester with ASL than the college.

Perhaps this variation is due to instructors experimenting with grading, ungrading, changing the weights of assignments, changing late policies. All of these topics have been discussed in the department, at professional development week workshops and Academic Senate. The ASL department discusses these topics every department meeting. Many instructors like to try them out and try new things every semester.
It is the experience of some ASL instructors that students do better in summer session because many of their students only take one course and focus on it.

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It is important to note that the two full-time instructors make a point to contact their students when they drop out during the semester. They do this to receive feedback and to learn why students do not continue.

The primary reason most students report as to why they drop their course is schedule conflicts with work and family obligations. They report that they do not have enough time to study ASL. Usually, students indicate the courses were "fine," "good," and they dropped out due to personal reasons.

Some students report they thought ASL would be easy and a fun class to take, but, then realize it is more work than they thought.

5.4 Examine the success and retention data disaggregated by gender, age, and ethnicity. For any groups that have success rates in your department at lower or higher than college-wide describe what factors you think cause those patterns. Provide examples of any changes you made to improve student success/retention, especially for groups that have equity gaps.

The top two groups of students that have the highest success and retention rate in ASL are Asian/Pacific Islander and White. Success and retention are within 10% of each other.

The next two groups of students are Hispanic/Latino and African American/Black. ASL students, across the terms of this program review cycle, remain consistent in this order.

College wide success and retention rates by ethnicity look consistent from semester to semester, too.

College wide success and retention rates show the following groups succeed in this order:

Asian/Pacific Islander 70 – 90 percentile range.

White: 70 – 80 percentile range.

Hispanic/Latino: 50 – 60 percentile range

African American: 40 – 60 percentile range

College wide success and retention rates show that female students succeed at a slightly higher rate than male students.

The ASL department shows consistency with the college-wide data.

When the division and ASL are compared to college-wide data, they both are consistent for both ethnicity and gender semester-to-semester.

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When reviewing the graphs, extreme differences are not noted between the college, the division and ASL from term to term.

In department meetings, equity and achievement gaps are discussed - not in numbers/statistics. The discussions are about reaching out to under-achieving students. The list in Section 2.2 indicates the changes that have been made in the ASL instructors' teachings to try and boost the success students have and decrease equity gaps.

5.5 How does your department use student engagement strategies in the classroom? Describe specific examples (see example-resource document) aimed at encouraging students to become actively engaged in the learning process in their classes.

In online courses, students use Flip, GoReact and Canvas Studio with each other and interact in Discussions. Several instructors let their students know the focus is on the vocabulary. Therefore, if they are uncomfortable sharing info about themselves, they can make it up because the focus is on language – not sharing personal info.

In face-to-face courses, students pair up and work in groups to have practice conversations together to focus on language usage.

Whole-class discussions are done in both online and face-to-face courses. Dynamic discussions revolve around topics from the Deaf community and Deaf culture. Some examples of topics are Deaf people preserving ASL, BIPOC signs and how it differs from ASL, LGBQTA and ASL, etc.

One of the full-time instructors has incorporated Ungrading principles into their ASL course. Students do formative assessments which lead up to a summative final assessment.

One of the full-time instructors taught using a "flipped" classroom. Lecture material was in Canvas. When the course met, the instructor immersed students in complex tasks to reinforce the lecture material. Students were engaged with each other and became active learners with the material in this course.

5.6 Explain how the program incorporates opportunities for student engagement outside of class time and/or in collaboration with other departments (e.g. interdisciplinary course offerings, learning communities, internships, research projects, service learning, or participation in community events, tournaments, competitions, and fairs) to enhance student learning.

Every Spring (except during COVID shutdown), the ASL department sponsors the Deaf Deaf World event with Deaf Community Services at Grossmont. The event premise is a mock city where only ASL is spoken.

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The event is advertised all over southern California. It is on a Saturday for 2 hours. During this time over 300 students and community members from all over show up. Statistics of the event are done through a registration process at the door and an evaluation form upon exiting.

Students come from all of the community colleges in San Diego county, as well as, UCSD, SDSU, USD, and Riverside. They bring friends and family to experience the Deaf Deaf world. One doesn't need to know sign language to participate. This event engages students in ASL outside of their class time. They enjoy it, look forward to the next year's event, and get to walk away with prizes!

This event is huge and takes about 25 – 30 volunteers. The volunteers are ASL instructors from other colleges, Deaf community members, and a few ASL Interpreting students that have high-level advanced skills.

Interdisciplinary collaboration is not frequent but does occur. One example to illustrate this is the "Vagina Monologues." Several of the ASL instructors were involved with Theatre Arts and performed on stage. This event was advertised to all of the ASL courses. Of course, the students, whose instructors were actors, were thrilled to watch them.

Deaf Community Services has a Deaf event every Fall (except during COVID). This event showcases the services and resources for Deaf people. It is usually on the weekend for several hours. It is common for Grossmont's ASL department to have a booth there and invite all of the students in Grossmont's ASL courses to attend.

In Spring, 2021 the ASL department was unable to host the Deaf Deaf World event due to the pandemic and mask requirements. The department decided to reach out to a local Deaf club – Hands Up – and hold a virtual event through Zoom. Together the ASL department and Hands Up hosted this event in Zoom.

At the event, Deaf people shared about their experience traveling to another country, touring with a Deaf person and learning the signs used in that country. They taught the group signs from other countries.

Every semester, the ASL department information about the club Hands Up to students to let them know that the club a Zoom night each month where students can pop in and practice with Deaf people and native signers. Students are encouraged to try it out.

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5.7 If state or federal licensing/registration examinations govern the program, please provide data and comment on student success trends.

Not applicable to ASL.

5.8 If your program offers a degree or certificate in the college catalog, explain the trends regarding the number of students who earn these degrees and/or certificates, including any changes that you have made to increase awards. Refer to "Degrees and Certificates" data.

Every year the ASL department requests a list of graduates from Admissions for the degrees and certificates to handwrite a congratulatory card and mail it out to the ASL graduates. The request is for Summer, Fall, and Spring students graduating with a degree or certificate.

In reviewing the data in Nuventive, it is noted that the list begins with the year 2013 and ends with the year 2020. These dates do not correspond to the years covered for this PR report. Therefore, the comments here are drawn from the Excel spreadsheets given to ASL when the graduate list is requested so cards can be mailed out.

It is noted that most of the graduates receive both the certificate and the degree. Only one or two of the students every year obtain only one award or the other.

The ASL degrees and certificates awarded varies year to year:
2017 – 2018 = 6
2018 – 2019 = 5
2019 – 2020 = 14
2020 – 2021 = 7
2021 – 2022 = 19

The variances have been discussed in the department. Ideas and conclusions as to reasons for the variances escape the faculty.

Speculation is that a movie about a Deaf family was released in Fall, 2021. It was very successfully with actors/actresses winning awards. The ASL department saw an influx in people asking about the program and changing majors to ASL.

It is possible that students dropped out during the pandemic from 2020 to 2021 which delayed graduating with an ASL degree.

5.9 If you have any information on what students in your department go on to achieve after they leave Grossmont, please share that with us. For example, are students offered employment, do they successfully transfer to a 4-year institution? What careers do they pursue? What are starting

salaries in that field? Do you know if they gain employment in their field of study? What impact did Grossmont have on their lives?

The students that keep in touch have informed the ASL department of the following paths. The two most common are:

· Transfer to pursue a Bachelors degree – used ASL as their foreign language

· Transfer to an interpreting program to obtain a degree and become employed.

Additional paths the ASL department has been informed about from past students are:

· Use it in their place of employment – clerks, teachers, teacher's aids.

· Use it with family members they were unable to communicate with previously.

· Become employed as special education teachers.

SECTION 6 - STUDENT SUPPORT SERVICES

6.1 In what ways does your program inform students about student support services?

The students are informed about student support services by a couple of ways:

· Student support services are listed in instructors' syllabi.

· The students are informed about student support services through their ASL Canvas course by way of orientation modules, Help modules or other Support modules.

· Students are informed through announcements and flyers that instructors receive via email. These are passed on to the students in their courses.

· On campus, the two full-time instructors have bulletin boards outside their office. Flyers and announcements about student services are posted their, as well. In addition, flyers are posted on the walls inside the instructors' offices.

6.2 Which student support services do your faculty promote and why? How do you and your faculty engage with student support services? Do you highlight the ability to access student support services directly from Canvas?

The three most common are the Tutoring Center, Counseling Center and Accessibility Resource Center.

· The Tutoring Center is the most common because there is an ASL tutor available to work with the students.

· The counseling center is promoted when students have personal issues or academic questions come up.

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· The ARC is promoted when it seems a student could benefit from accommodations OR let's the instructors know that they are already working with the ARC.

· Instructors make students aware of Financial aid, CalWORKS, EOPS, and Dreamcatcher resources when questions come up about money and other personal issues.

The ASL department engages with student support services by having a speaker come to almost every department meeting. This helps adjuncts become familiar with campus services. For example, before the pandemic Financial Aid came to the department meeting. During the pandemic and remote teaching, the Articulation Officer came to the department meeting.

In Canvas, the "Student Support Hub" is made visible as a link in the left-hand navigation panel in courses. Additionally, flyers and handouts are posted inside Canvas for students. Instructors post the handout inside their course. For example, the handout called "Student Programs & Services Quick Guide" is in a module called "Supplemental Materials." Some instructors call it a "Help" module or include the information in the first week's orientation module.

Another example is with the Department Canvas Container. The chair built a Canvas course for the instructors to share flyers, announcements, and has the Student Support Hub in the left-hand navigation panel.

Relationships to work on:

· The bookstore and ASL department have had some challenges in coordinating materials. A meeting has been set up in November, 2022 to improve collaboration.

· Some Counselors in the Counseling Center sign off and approve students for more than 20 units without consultation with the ASL instructors. Often the student is adding a 4-unit ASL course which overextends the students. The ASL instructors see students struggle. The ASL department will need to meet with the Counseling Center to discuss this situation.

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6.3 How are part-time faculty informed about student support services? Do they include student support services in their course syllabi and make students aware of the Canvas button?

The information from 6.2 is listed here again because it answers both 6.2 and 6.3 questions. Additional information is listed below, as well.

The ASL department engages with student support services by having a speaker come to almost every department meeting. This helps adjuncts become familiar with campus services. For example, before the pandemic Financial Aid came to the department meeting. During the pandemic and remote teaching, the Articulation Officer came to the department meeting.

The chair built a Canvas course for the instructors to share flyers, announcements, modules and any other resources to collaborate together. In this Canvas ASL container, the Student Support Hub in the left-hand navigation panel is enabled so adjunct instructors can be made aware of what's available.

On occasion, an adjunct instructor will come to one of the full-time instructors and explain a situation that has risen with a student. The full-time instructors are very aware of student support services so, they are able to share support services with the adjunct and advise them to assist their student.

6.4 To determine which services students are informed about and accessed by the students in your program/department please employ the survey emailed to you by the APR chair(s) one semester prior to writing.

In Fall, 2022 the college transitioned program review and annual unit plans into Nuventive to become digital. At first, the ASL writers were told that surveys may not be made available and to not worry about this portion of program review for this cycle.

Later, a link was provided with the request to go back to previous students and try to send it out. The two full-time instructors sent it out to past students. The return rate was low with 21 students responding.

6.5 Analyze the results from your student surveys. What services are most and least utilized? In what ways can you promote more engagement in the support services offered? How might more use of student support services improve student success and engagement?

The most utilized service used during the course is tutoring. Fortunately, the Tutoring Center has had an ASL tutor for several years.

In the survey, students report that the next most popular service used during the course was Counseling and Library Resources.

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The least utilized service, and the one students are least aware of, is the service of "Success Coach."

The survey shows that 76% of students already knew about support services before the course. It shows that 23% of students did not know about support services and were made aware during the course.

Department suggestions to promote engagement with support services:

· The ASL department should continue to invite speakers from student support services to the department meetings.

· The ASL Canvas container should continue to be updated and a module created specifically for Student Support Services. This will be beneficial as adjuncts change.

· The ASL department should connect with "Student Success Coach" so instructors are aware of this resource. In turn, they can inform their students. Perhaps this would boost success and retention rates to improve equity for impacted students.

SECTION 7 – ON-CAMPUS/OFF-CAMPUS INVOLVEMENT

7.1 Please download the grid provided to the right, complete the form and upload here. Include faculty and staff involvement on and off-campus.

Adjunct Shannon Engelhart Grid for Section 7 grid.docx

Adjunct Simone Laubenthal Grid for Section 7.docx

Jamie Grid for Section 7.docx

Section 7 Adjunct Amy Triba Grid for Section 7.docx

Section 7 Adjunct Erin Oleson Dickson Grid for Section 7.docx

Section 7 Grid for Jamie Shatwell.docx

Section 7 Grid for Jennifer Carmean

7.2 Please provide an overall reflection on your department's activity displayed in your table and highlight the activities your department thinks contribute most to our college's Strategic Plan.

Both the full-time instructors and the adjunct instructors care deeply about teaching and their students.

Instructors tend to focus on committees, organizations, activities that focus on improving their skills and students' success.

The two full-time instructors are more involved with campus activities because they are full-time. Most of the ASL adjuncts are teaching at two or three different colleges so this makes their participation with campus activities much more of a challenge.

Adjunct instructors list activities where they are involved in activities that suit their own personal interests independent of the college. Additionally, the adjuncts are very busy as not all instructors were able to submit their grids.

The adjuncts are involved with Deaf Community Services and the local chapter of the American Sign Language Teachers Association.

The ASL instructors are involved in a variety of activities that cover a general portion of the strategic plan. From community involvement to professional development to equity awareness to teaching students, the instructors are committed.

The department seems to have a nice balance with the types of activities everyone is involved in. the two full-time instructors are involved with the campus, committees, and trainings to improve their teaching skills. The adjuncts add to this by being actively involved in the community and in trainings to improve their teaching skills.

SECTION 8 – FISCAL & HUMAN RESOURCES

Fiscal Resources
8.1 Describe any patterns in enrollment; maximum enrollment and % fill in the program since the last program review. What are typical section maximum sizes (capacity) for your courses and what dictates those caps? Have you changed the number of sections offered and/or section sizes in response to changes in demand? If so, what effect has it had?

Fill Rates:

The fill rate for this program review cycle ranges from 84 – 99%. The previous program review cycle ranged from 81 – 101%. This is higher than both the division with a fill rate range of 66% - 84% and the College fill rate of 68 – 83%.

The ASL department's fill rate after COVID (Spring 2020), is steady at 87%.

ASL is consistent in its maximum enrollment and fill rate. There are slight variations from semester-to-semester. However, significant decreases and increases are not noted.

The department chair surveys students and creates a schedule based on this. The schedule is balanced between face-to-face, fully online, hybrid, and remote formats. The chair is committed to giving students a variety of choices for the ASL courses.

Enrollment:

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Maximum enrollment has slightly increased since the last program review 5-year cycle:

Current program review cycle: 538 – 670.

Last program review cycle: 470 – 640.

The ASL course maximum is 30 students. This is aligned with most of the foreign language courses. Caps, for language courses, have been negotiated and listed in the contract. Language courses are time-intense as each student must be assessed individually to see if they are learning ASL. In the classroom and online, students need to sign with each other so they can have conversations. This dictates smaller class sizes than regular lecture courses as line-of-sight and seating arrangements are critically important for face-to-face and remote courses.

In fully online courses, this is handled by course design and engaging activities where students can sign with each other. For example, FLIP, synchronous sessions, Canvas studio video use in Canvas Discussions.

It is important to note that the American Sign language Teachers Association recommends 20 students as the maximum class size for ASL.

During the pandemic when the campus had most courses remote, the ASL department was able to reduce the size of classes for one year. The Dean, AFT president and Vice President approved an enrollment of 20 students for those courses using Zoom for the semesters Spring 2021 and Fall 2021. This was due to having videos enabled in Zoom and an attempt to eliminate challenges with teaching that instructors were having with line-of-sight and students signing together. The ESL department was able to have the contract amended for lower enrollment during COVID. ASL was only able to convince administration to do this for one year. It is unclear why the discrepancy. In Spring, 2022, the remote course enrollment returned to 30.

The number of sections the department offers is fairly consistent. The number may vary semester-to-semester within 2 sections or so. The ASL courses are popular and it is very very rare that an ASL course is cancelled due to low-enrollment. It is typical, that the dean contacts the chair and asks about adding more sections.

8.2 Describe and explain any patterns in Earned WSCH, FTEF and Earned WSCH/FTEF since the last program review. Please explain changes in FTEF due to changes in faculty staffing levels. For courses/sections with low Earned WSCH/FTEF explain their importance in the program and

measures the department/program has taken/plans to take to improve efficiency and/or balance low and high efficiency offerings and/or maximize course % fill.

Since last program review the earned WSCH/FTEF has not changed much:

Last program review 5-year period ranged from: 340 – 461.

This program review 5-year period ranges from 348 – 430.

The ASL program continues to have only two full-time instructors. The number of adjuncts varies from 7-9 instructors depending upon the courses offered since some courses are offered every semester and others are offered every other semester. They are spread out across 24 sections in Fall and Spring semesters.

The number of adjuncts has remained consistent for the past several years.

When reviewing the numbers, the ASL course offerings need the equivalent of 5 - 7 full-time instructors to teach all the sections in the class schedule. This has increased since the last program review cycle.

Keep in mind there will be only one full-time instructor after the Spring 2023 semester. The department relies on the adjuncts to cover all the course offerings in the ASL degree. After one instructor retires, additonal adjuncts will be needed if this position is not filled immediately. Therefore, it is critical to the success of the program to hire additional full-time instructors.

8.3 For money that you get from the college and/or from Perkins funds as part of your budget, is this amount adequate? What is this money used for to operate your department? If it is not adequate, please explain how additional funds would be used to improve student learning and success.

The ASL department receives a yearly supply budget. It is mainly used on items such as: printers, ink, ergonomically correct chairs/desks, instructional materials, meeting refreshments.

The supply budget is approximately $1200. In the Spring semester, the money is used for supplies for the Deaf Deaf World event. Some semesters, the money is not used because it must be used for instructional supplies which are becoming less and less as technology increases and teaching materials are digital/electronic.

The current budget is not adequate for technology and those instructional materials. Additional funds are needed for two resources that make online and remote teaching almost the same as face-to-face instruction for both the students and the instructors. The feedback from students that the ASL department gets about these resources is fabulous. These resources set apart ASL online courses from other courses and from other colleges' ASL courses. These resources help students navigate lectures

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easily, help instructors streamline lectures/quizzes, and help students/instructors evaluate and assess skills. The two software applications are:

· iSpring computer software
· GoReact – this is an LTI connected to Canvas.

Funds for i iSpring are desperately needed. Currently, the instructors pay out-of-pocket to use for their classes. This is not fair. This resource costs approximately $1500 for 2 years for each instructor The ASL department brings lots of students to the college. ASL is a strong program lacking the full institutional support it deserves. Digital/electronic instructional materials should be covered.

Funds for GoReact are needed, as well. Years ago students paid for this as a required "textbook" up until COVID. When the campus closed, GoReact provided this resource free for one year. Then, the dean of the LTRC used emergency funds so several departments in the ALC division could use it with their students. This continued for one year. The cost the college paid for this time period has never been disclosed to the ASL department.

Currently, the GoReact license is up for renewal. ASL has made the request to the current interim dean of LTRC. Justification was provided and the interim dean looked at the number of student users and departments currently using GoReact. This interim dean was surprised at the high usage. At this point in time, the ASL department is waiting to hear if the license will be renewed. If not, it will become a required textbook again for students.

It's important to note that college level zero-cost textbooks do not exist for ASL. While there are a few open-educational resources available, most do not contain the rigor that should be in place for ASL courses. For example, Riverside City College has an ASL course that is zero cost. However, this ASL course does not transfer and is not articulated with the CSU and UC system.

At a time when the idea of zero-cost textbooks are being pushed, it seems the college may want to cover crucial materials that help students be successful. Therefore, it would be great if the college were able to cover the license for GoReact. Every year, the ASL department puts in activity request for both GoReact and iSpring. Presentations are made. To date, funds have not been added to the department's budget for these much-needed resources.

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8. 4 If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

The ASL department does not receive funding from outside sources.

<u>Human Resources</u>

8.5 How are you ensuring that part-time faculty are included in fulfilling the college's strategic plan and goals? How do they contribute to department level goals and objectives?

The two full-time ASL instructors coordinate and facilitate the department in all aspects including teaching courses. When departmental and/or instructional information needs to be disseminated, the full-time instructors facilitate discussions with the adjuncts. The full-time instructors always seek out the adjuncts to make them aware and inform them of campus-wide goals or annual unit plans. This may happen through department meetings, emails or department retreats. The adjuncts provide information that is integrated into department operations.

It is important to note that most of the ASL adjunct instructors work at other colleges. Their schedules are tight, so they focus on teaching. Few can participate outside of teaching their classes. The adjuncts follow the job description in terms of teaching, submitting rosters, submitting finals, etc.

8.6 How do you onboard new faculty (both full- and part-time)? For example, part-time faculty handbook sample syllabi, official course outline, assessment strategies, culturally responsive teaching methods, faculty resources and student resources.

The chair of the department does an excellent job in meeting individually with each new adjunct. Information is shared about the college, syllabi, resources for students, official course outlines, SLOs, and much more.

The chair has met with adjuncts for long, extended periods of time to assist them with teaching a new course that hasn't been taught before, lesson plan ideas, discussing evaluations, and sharing teaching ideas/resources for teaching in an equitable manner.

8.7 What faculty and/or staffing changes do you anticipate in the next cycle considering retirements?

The most significant change that will occur is that one of the full-time instructors will be retiring at the end of Spring 2023 semester.

This will mean that more adjuncts will be needed to cover the four courses this instructor teaches. In addition, there will be one less person involved in campus committees representing the ASL department.

This will impact the department chair in several ways. One example is that hiring adjunct ASL instructors can be a challenge as the people that are fluent in ASL may

not always know how to teach it to hearing people. There are very few programs across the United States that offer a Bachelors or Master's degree in ASL or teaching ASL. Finding qualified instructors will be a challenge.

It will also impact the program because that will leave one instructor to handle all of the departmental aspects that are addressed in these program review questions. There are way too many aspects for one person to do and operate a department – let alone the things addressed in these program review questions like statistics, disaggregated data, SLOs, etc.

Program growth could be hindered if additonal full-time instructors are not hired.

8.8 What plans do you have to submit for tenure track faculty via the Staffing Committee or the Annual Unit Plan?

For the past 3 years, the ASL department has submitted a faculty request for a third full-time instructor.

This request has not moved forward for funding because the committee has not ranked it high enough to move forward.

Once the full-time instructor retires, then the department will be reduced to one full-time instructor and an increase in adjuncts. The full-time instructor will be left to do the chair duties, SLOs, scheduling, handle student issues, evaluations, and curriculum updates and development. There will be very little availability for this instructor to be involved in campus and community endeavors.

This is a step backwards for ASL. The last time there was only one full-time instructor was back in 2008. The questions in this program review address the wide variety of aspects the department should be involved in. For one person, this is literally impossible.

The one glimmer of hope is the "hold harmless" obligation of full-time to part-time instructors that the college is required to have. Perhaps this will help in moving this position forward more quickly - especially after the retirement of the full-time instructor that created the program and degree.

8.9 Download the table to the right, fill it in, and upload here. Please list non-faculty positions that are responsible to your program (by title rather than by individual name). This list should include classified staff as well as work study and student workers. Indicate the FTE/hours and where funding comes from for these positions. Add or delete rows to the table as needed.

8.10 Briefly describe the duties for each position. Include a discussion of any changes in terms of non-faculty staffing and describe the impact on basic department function and/or the success of

students in the program. Are current staffing levels adequate in non-faculty positions? If not, do you plan to submit a request to the staffing committee?

8.9 and 8.10 - The ASL department does not have any other employees associated with it other than the two full-time faculty. Therefore, the table to the right was not downloaded as data does not exist to complete.

8.11 How many of your faculty are receiving reassigned time? What projects are they involved in? In what ways does this impact your program?

One full-time instructor receives reassigned time to be the chair of the department. The chair duties continue to be expansive and new duties are always being added. In addition to the chair duties, the instructor teaches a full load, as well.

This impacts the program in a couple of ways. The ASL department is a strong program with many adjuncts that provide input and help make decisions about curriculum, textbooks, SLOs, etc. The department chair makes sure the adjuncts feel connected to the ASL students by treating them like peers and including them. Many adjuncts tell the chair they like working at Grossmont because of feeling connected to everyone in the department. The collaboration of the instructors is unique.

The other way the department is impacted is the limitation of not being able to develop, add, or expand the program. There is not enough faculty to add a club or ASL event for students. There is not enough faculty to develop new courses, write official course outlines, or development new curriculum. There is not enough faculty to connect with community resources and bring them to campus. There is not enough faculty to immerse adjuncts into the college's strategic goals or immerse them into college-wide planning forums.

The reassigned time is important to the operations of the department. The impact to the program lies in demonstrating the need for reassigned time, what it takes to operate a department, and what will happen when the full-time instructor retires leaving only one full-time instructor.

SECTION 9 – SUMMARY AND RECOMMENDATIONS

9.1 Summarize program strengths in terms of the current Strategic Plan (2022-2028).

The ASL department is amazing with only two full-time instructors and several adjuncts. Each of them is involved in a wide variety of activities and working towards bettering themselves, the department, and their students.

Educational Excellence:

· Instructors care about their students and teaching/learning modalities as evidenced by the ongoing involvement in professional development, campus and community service.

· The majority of ASL students are successful in the ASL classes and continue from one semester to the next.

Completion Culture:

· Instructors update materials to reflect the students they teach.

· Instructors attend workshops that focus on impacted students and equity issues.

· The ASL department immerses students in a cultural plunge through the Deaf Deaf World activity.

Innovation &Effectiveness

· The ASL department is always examining materials for student success – both textbooks and digital instructional materials – to use like GoReact and iSpring.

· The ASL department looks for innovation by bringing in speakers to department meetings that focus on both teaching strategies and student services programs.

Operational Excellence

· The ASL department Chair is involved in guided pathways projects.

· The ASL department updates curriculum and official course outlines in a timely manner.

· The ASL department assesses and discusses SLO results every semester.

Community Collaboration

· Instructors are involved in a wide variety of community work – both related to the ASL discipline and their own personal interests.

· The ASL full-time ASL instructors attend community events/fairs, conferences representing the ASL department at Grossmont

.

9.2 Summarize opportunities to improve in terms of the current Strategic Plan (2022-2028).

Educational Excellence:

· Continue attending workshops and trainings that focus on equity access and equity gaps.

· Continue discussing strategies to apply with impacted students.

· Seek out speakers to attend the ASL department meeting that can analyze the department's focus on teaching and increase success of impacted students.

· Increase the number of ASL graduates.

Completion Culture:

· Bring in speakers from Puente, Umoja, Adult Re-Entry to ASL department meetings so adjuncts are aware of a wide array of programs for their students.

· Continue to examine the instructional materials used in ASL courses to be sure they represent the ASL students.

· Discuss the statistics used in this program review dashboard at department meetings so all ASL instructors are aware of who the ASL students are, their success and retention rates, and grade distribution among the ASL courses.

Innovation &Effectiveness

· Seek funding for iSpring so instructors do not have to pay out of their own pocket for this digital instructional resource.

· Should Grossmont not fund GoReact for students, then seek out funding for it.

Operational Excellence

· Continue SLOs assessment and discussions.

· Continue to keep the official course outlines and curriculum updated.

· Remain on building task forces for a dedicated space for ASL.

· Remain on the 200 Complex Building taskforce so the ASL department is not over-looked as renovations go forward.

· Join campus committees as full-time instructors have availability.

Community Collaboration

· Look for community partners to collaborate with and expand the Deaf Deaf World event OR a similar event where ASL students can be active with the Deaf community.

· Continue to represent Grossmont College at fairs, events, booths, to recruit students.

· Continue to collaborate with clubs and chapters to sponsor their events on campus.

9.3 Describe any concerns that may affect the program before the next review cycle such as addition of new programs, external changes, funding issues etc.

Concern #1 – The retirement of the full-time instructor in Spring 2023. One of the instructors will be retiring. That leaves only one instructor to handle the chair duties and all the aspects of running a program with 24 sections, 549 – 670 students, and 7 - 9 adjuncts.

Concern #2 – Administration overlooking a dedicated space for ASL to reside within the 200 building complex renovation. Moving ASL to "phase IV" without providing solid and transparent communication. The college putting other priorities above several cycles of program review's recommendation to locate space.

Concern #3 – College funds not being dedicated to students and paying for the GoReact license so students will not have to buy it for their classes. This has wide-reaching effects beyond ASL because other departments use it with their students. In Fall, 2022 Dr. Tate Hurvitz, the interim dean of the LTRC has a listing with the data.

Concern #4 – College funds not being provided for ispring. Therefore, instructors will have to use their own money for this technology in a time when COLAs are very small while costs of materials rise.

9.4 Make a rank ordered list of program goals for the next six-year cycle based on the current Strategic Plan (2022-2028).

1. Obtain two full-time instructors.
2. Locate and secure an ASL dedicated space.
3. Secure funding for GoReact and iSpring.
4. Locate and secure funding for training to instructors on equity, strategies for teaching impacted students, accessibility, universal design, and assessing PSLOs.

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5. Develop a fully-online ASL degree.

6. Re-examine the feasibility of creating an interpreting degree.

2022-28

Questions

Questions: Section 1 - Overview
Would you consider trying again to offer an interpreting degree since the last denial was in 2010?

Questions: Section 2 - Curriculum Development and Academic Standards
There are no follow-up questions in this section

Questions: Section 3 - Student Learning Outcomes (SLOs)
There are no follow-up questions in the section

Questions: Section 4 - Faculty & Staff Support Services and Facilities
4.2 – Is there a log kept of classrooms used in previous semesters so that, say, Fall 2023 classes made be held in the same classes they were in for Fall 2022 or even Spring 2023? Where are your classes being held currently with all the issues your department is having?
With remote classes being an issue and fully online courses being a success, is it possible for ASL to change the remote classes to being fully online?

4.3 – Where, in the earlier section, of the program review is the information pertaining to the 200 complex remodel? This information would be extremely helpful if detail as to where it is located in other sections of the PR.

4.4 – Will many of the issues mentioned in the classroom be resolved when the 200 complex is remodeled? Now that the fall 2022 semester is over, what was the interim dean's decision when it came to the college paying for the GoReact renewal?

4.5 – Has the issue with the bookstore been resolved or are students still having a difficult time obtaining textbooks?

Questions: Section 5 - Student Equity and Success
5.3
Could you clarify how students do better in the summer, yet in the previous section (5.1) when asked about scheduling in the summer (6week session) you mentioned it being too fast paced. How does your department plan to address this dilemma?
Exploring new approaches to pedagogy is transformative at times, do you have any examples, or could you elaborate on how effective (or not) instructor's changing the weight of assignments, late policies, and grading versus *ungrading* (what do you mean by ungrading?).
5.5
Could you elaborate on how easy or difficult it has been for students to integrate and familiarize themselves with the "flipped classroom", GoReact, and Canvas Studio

Questions: Section 6 - Student Support Services
There are no follow-up questions for this section

Questions: Section 7 - On-Campus & Off-Campus Activities
There are no follow-up questions for this section

Questions: Section 8 - Fiscal & Human Resources
Section 8.1: class max was returned to 30 as of Spring 22. This was only in effect while remote? what advantages do your classes have from this smaller class size?

Questions: Section 9 - Summary and Recommendations
Thank you for a very well-written report!!

Commendations and Recommendations

Commendations
1. Ongoing commitment to equitable teaching strategies and successful efforts to attract a more diverse student body.
2. Maintaining a high rate of student retention and success despite the pandemic.
3. Organizing and hosting the Deaf World Event for community outreach and student recruitment.
4. More than tripling the number of certificates awarded between 2017 and 2022 from 6 to 19.
Recommendations
1. Work with your Dean to clarify and online load and Waivers to teach 100% online.
2. Work with your Dean to identify dedicated space for your program.
3. Continue efforts to obtain funding for Go React and iSpring.
4. Adjust class times based on students' needs related to block schedules.
6. Take appropriate steps in Fall 2023 to replace the retirement of a full-time faculty.
7. Work with your Dean to gain approval for a full-time staff interpreter (separate from those for staff and students)

Academic Year	Fall		Spring	
	% Fill	WSCH/FTEF	% Fill	WSCH/FTEF
2018-19	95.7	426.6	100.0	412.4
2019-20	96.6	402.7	111.0	421.7
2020-21			56.0	434.3
2021-22	0.0	396.4	0.0	369.6
2022-23	84.3	424.3	76.0	366.6

American Sign Language

2022-28

Answer: Section 1 - Overview

Yes and No.

Further investigation needs to be done before movoing forward with an interpreting program.

Region X deans group would need to be supportive in order for approval and begin development. This would be important to secure before time is used on this.

Additionally, at this time with enrollment down, the 2 programs in the area have lower enrollment in to their interpreting programs. There are not waiting lists or an over abundance of students. Therefore, it may not be wise for Grossmont to offer an interpreting program until community college enrollment begins to climb.

Answer: Section 4 - Faculty & Staff Support Services and Facilities

4.2:

The answer to this first question about a log is explained in section 4.3 of the original report. As far as rolling over schedules from Fall to Fall or Spring to Spring, this is not always possible due to most of the instructors for ASL being adjunct and working at 2 or 3 colleges every semester. When rolling over courses works, then the same room is kept. If times or instructors change, then the rooms are not always available. The other factor that affects this is the switch to block scheduling in Spring 2023. With ASL being a 4-unit course, it didn't fit in to the 3 unit blocks of time. This affected instructors' schedules which meant adjusting class times - and some did not fit into the allocated blocks.

The master scheduler puts ASL classes in any available room. The chair of the department has to spend time looking over the schedule and work with the dean for room changes.

If remote courses were changed to fully online, then there are a couple of consequences. 1) The ASL schedule is balanced with a variety of formats. Some students like remote and meeting in Zoom so this would eliminate those students. 2) Students may drop the course as ASL experienced in Spring, 2023. The faculty contract requires full-time faculty to teach a percentage of their load face-to-face. Over the past several years, this requirement has been waived so both full-time instructors taught fully online. In Spring, 2023, the vice president would not waive this contract requirement as they had been doing for several years past. Therefore, a month into registration, one fully online course had 15 students enrolled. The vice president would not waive the this requirement and decided to change it to a face-to-face course mid registration. Mosts students dropped the course and only 3 students remain so this course is going forward with only 3 students. It was a shame to lose all those students as they enrolled because it was online. 4) Instructor availability. Some instructors prefer Zoom. Some instructors prefer face-to-face and some prefer fully online. If remote were changed to fully online, it's possible ASL would lose some instructors to other colleges.

4.3:

Since the previous PR recommendation was about an ASL lab, the information about the 200 Complex remodel is in Section 1.2 as that's where the lab was to be located.

4.4:

ASL does not know if classroom issues will be resolved when the 200 complex is remodeled because ASL was removed from the 200 Complex in the summer of 2022. The ASL department has not received any

communication about the 200 complex remodel or any new location to support a lab or classroom for the program.

In Fall, 2022 the GoReact contract was renewed for 1 year. The current college license will expire at the end of December 2023.

4.5:

In Fall, 2022 the ASL department had a meeting with the bookstore, the textbook publisher and the full-time instructors to discuss the issues. Spring 2023 was the first semester after the meeting to see if the meeting was effective. Spring 2023 had less problems than before so, hopefully, things will continue in this vain.

Answer: Section 5 - Student Equity and Success

5.3:

The summer school course was changed from 6 weeks to 8 weeks.

Some instructors report that students have less anxiety/stress over the assignments while instructors feel grading is more effective. The grades matched the students' skills. The instructors that adjusted their late policy reported more students completing assignments which had less of a negative affect on their grade. Instructors received less requests for extra credit. The full-time instructor that experimented with the trend of ungrading noticed the students reported a more deeper experience with the course but retention did not change.

5.5:

GoReact and Canvas Studio has been integrated in well with the students and online courses. The instructors share screenshots with each other to use with students. Instructors include instructions and samples in the first week orientation of the course. Some instructors open their course one week early for students to come in and get used to the navigation. As far as the "flipped classroom," the instructor tried this format by putting content into Canvas for the students to study. When they came to campus, the students applied the content. The instructor reported this routine was harder for students to get used to. Some students did not study the content in Canvas on their own before coming to class.

Answer: Section 8 - Fiscal & Human Resources

8.1

Details about why this was only in effect while remote is in 8.1 in the original report. Class size recommendations are also explained in this section.

Smaller online class size advantages are:

- More tie to teach students how to use the course format - whether it's online, flipped classroom, etc.

- Students can see all students on the screen at the same time and line of sight is critical for ASL.

- Video uses a lot of bandwidth in Zoom which can interfere and cause freezing. With less students using video, less freezing occurs.

- The student experience is more like face-to-face course to experience inperson signing.

- More effective assessments since most ASL tests are given by the instructor signing to students.