

# Palomar College – Institutional Review and Planning Instructional Programs

**Purpose of Institutional Review and Planning:**

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

**Discipline: American Sign Language**

Instructional Discipline Reviewed

2007-08

**1. 3-year trend of quantitative data**

	Fall 2004	Fall 2005	Fall 2006	Definitions
<b>Enrollment at Census</b>	760	666	762	<i>Self Explanatory</i>
<b>Census Enrollment Load %</b>	93.12%	79.76%	80.63%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
<b>WSCH</b>	2,777	2,541	2,879	Weekly Student Contact Hours
<b>FTEs</b>	92.56	84.70	95.96	One Full-Time Equivalent Student = 30 WSCH
<b>Total FTEF</b>	6.70	7.53	7.47	Total Full-Time Equivalent Faculty
<b>WSCH/FTEF</b>	414	337	386	WSCH Generated per Full-Time Equivalent Faculty Member
<b>Full-time FTEF</b>	3.00	3.01	3.00	FTEF from Contract Faculty
<b>Hourly FTEF</b>	2.80	3.60	3.07	FTEF from Hourly Faculty
<b>Overload FTEF</b>	0.90	0.93	1.40	FTEF from Contract Faculty Overload
<b>Part-Time FTEF</b>	3.70	4.53	4.47	Hourly FTEF + Overload FTEF
<b>Part-Time FTEF %</b>	55.22%	60.09%	59.82%	Percent of Total FTEF Taught By Part-Time Faculty
<b>Retention Rate</b>	94.02%	93.41%	95.19%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Success Rate</b>	71.91%	71.86%	73.27%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Degrees Awarded</b>	1	8	3	Total number of Degrees awarded for the Full Academic Year
<b>Certificates Awarded:</b>	2	12	10	Total number of Certificates awarded for the Full Academic Year
<b>- Under 18 Units</b>	-	-	-	Total number of Certificates awarded for the Full Academic Year
<b>- 18 or More Units</b>	2	12	10	Total number of Certificates awarded for the Full Academic Year

**2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.**

The trend data demonstrates gradual, steady growth in the discipline. Enrollment increased modestly during the period. FTES was at nearly 96 for fall 2006. ASL has achieved consistently high retention and success rates among its students. Part-time FTEF% was nearly 60 in the fall 2006, however, a figure consistent with the high rates of reliance upon adjunct faculty in the discipline, department, and institution as a whole.

**3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:**

PLAN – 2007-08	Progress – 2008-09
<p><b>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</b></p> <p>ASL intends to offer a new degree in ASL/Deaf Studies that could be earned in two years. Additional courses might include ASL Linguistics, ASL Classifiers, Advanced Presentations and Performance, Cross-Cultural Awareness and Communications and Language Acquisition and Education in Deaf Children. A second degree could be earned in ASL-English Interpreting. Program and course curriculum proposals for establishing these changes will be proposed through the curriculum committee.</p>	<ul style="list-style-type: none"> <li>- Interpreters in San Diego County are still in the discussion phase for creating a B.A. Degree for Interpreting to be offered at colleges and universities in the San Diego area. The program/degree would involve a partnership with community colleges and universities for a 4- year degree.</li> </ul>
<p><b>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</b></p> <p>The department will increase the number of ASL courses offered during the daytime hours in order to accommodate the needs of ASL Interpreting students.</p>	<ul style="list-style-type: none"> <li>- Courses were not added during the daytime due to scheduling issues. Most of the students do their fieldwork during the day so the classes are only offered in the late-afternoon or evening; Budget concerns were a reason as well.</li> <li>- We would like to offer one section of ASL 210 (Interpreting 1) during the day in the spring and one section of ASL 211 (Interpreting II) during the day in the summer to coincide with the fall/spring classes offered in the evening. This would allow students to choose between a day program or evening program and allow them to start in the fall or spring.</li> </ul>

**4. Discuss/identify the resources necessary to successfully implement the planning described:**

PLAN – 2007-08	Progress – 2008-09
<p><b>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</b></p> <p>Student workstations in the ASL lab must be upgraded. Ten digital video cameras, ten DVD/VCR combo recorders, and ten analog and digital audio recorders are needed. Computers in the lab are old and laboratory staff and students are often unable to access needed data. Two new computers for ASL faculty and 12 new computers for lab students are urgently needed.</p>	<ul style="list-style-type: none"> <li>- 7 PC's were upgraded from IS department.</li> <li>- We acquired a P.I.P. unit and 20 portable video cameras with block grant funds.</li> <li>- 5 Mac computers in the lab still need to be upgraded.</li> <li>- An integrated digital/audio system that combines a speech and an interpreter on the same screen is still needed.</li> </ul>
<p><b>b. Budget – budget development process, one-time funds, grants, etc.</b></p>	<ul style="list-style-type: none"> <li>- The #2400 District Account was cut due to economic downturn. These funds were used to pay student hourly workers in the ASL/Interpreting Lab. However, ASL received 2 private donations totaling \$8,000 to keep the lab open in the summer. The ASL department needs more ongoing funds to support our student hourly workers throughout the year. It is less expensive to hire student hourly workers than adjunct staff.</li> </ul>
<p><b>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</b></p>	
<p><b>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</b></p> <p>ASL will need one additional faculty member during the next three years.</p>	<ul style="list-style-type: none"> <li>- ASL still needs to hire an additional faculty member during the next 2 -3 years. A request has not been submitted due to the hiring freeze.</li> </ul>
<p><b>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</b></p>	
<p><b>f. Other</b></p>	

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**5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.**

**ASL will strengthen its Major by offering dual degrees (described in box# 3a.) and by diversifying its curriculum. Changes in scheduling (described in box # 3b) will enhance accessibility for employed students and those enrolled in other institutions.**

**6. Student Learning Outcome progress:**

**a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.**

**Students in basic ASL courses should master the skills required for success in higher-level classes, but should also mature in their understanding of and sensibility to the cultural and linguistic situations of the Deaf community. ASL faculty will meet at periodic intervals coinciding with curriculum review in order to assess the extent to which course syllabi and methods facilitate these goals. All instructors, contract and adjunct, will compare methods, results, and overall impressions of course success. The Curricunet contributor and the department chair can then incorporate the results of the discussions into an overall assessment of the courses.**

**b. Discuss a learning outcome that is observable yet difficult to measure.**

**Confidence in the mastery of basic skills is more difficult to assess than performance, but is prerequisite to the internalization of higher level skills in language learning.**

**7. Describe a discipline accomplishment that you want to share with the college community.**

**More than 75% of our graduates obtain employment and pass state certification within a year of graduation. Many have earned internships, mentorships, and employment with interpreting agencies and the government. Approximately one third of our graduates pursue advanced degrees. Last year, one of our graduates became a volunteer with deaf and hard of hearing students in Kenya.**

**8. Are there other resources (including data) that you need to complete your discipline review and planning?**

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

10. Other comments, recommendations:

Please identify faculty and staff who participated in the development of the reviewer's planning:

Patrick Mills, Chris Lowry, Melissa Smith, and Debbi Brewer

Chris Lowry  
Department Chair/Designee Discipline Review and Signature Date

Division Dean Review and Signature Date