**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2010-11**

**Purpose of Program 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.)

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| **Discipline: American Sign Language** | **3/10/11** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2011)** |

**STEP I. ANALYSIS**

|  |  |  |  |  |  |  |  |
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|   |   |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2010 data are as of 1/30/2011 |   |
|   |   | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Definitions** |
| **Enrollment at Census** | 702 | 724 | 806 | 776 | *Self Explanatory* |
| **Census Enrollment Load %** | 82.59% | 88.29% | 95.38% | 88.48% | Enrollment at Census Divided By Sum of Caps (aka "Seats") |
| **WSCH** | 2,674 | 2,747 | 3,048 | 3,122 | Weekly Student Contact Hours |
| **FTES** | 89.14 | 91.56 | 101.60 | 104.07 | One Full-Time Equivalent Student = 30 WSCH |
| **Total FTEF** | 6.67 | 6.47 | 6.47 | 6.47 | Total Full-Time Equivalent Faculty |
| **WSCH/FTEF** | 401 | 425 | 471 | 483 | WSCH Generated per Full-Time Equivalent Faculty Member |
| **Full-time FTEF** | 2.50 | 3.00 | 3.00 | 2.87 | FTEF from Contract Faculty |
| **Hourly FTEF** | 2.80 | 2.27 | 2.53 | 2.80 | FTEF from Hourly Faculty |
| **Overload FTEF** | 1.37 | 1.20 | 0.93 | 0.80 | FTEF from Contract Faculty Overload |
| **Part-Time FTEF** | 4.17 | 3.47 | 3.47 | 3.60 | Hourly FTEF + Overload FTEF |
| **Part-Time/(Total FTEF) %** | 62.50% | 53.61% | 53.61% | 55.67% | Percent of Total FTEF Taught By Part-Time Faculty |
| Student Achievement: **Non Distance Education Courses** |   |   | Those NOT taught via Distance Ed (see below) methods of instruction |
|  **● Retention Rate** | 92.58% | 89.91% | 94.97% | 95.36% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 68.79% | 72.95% | 79.60% | 76.94% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| Student Achievement: **Distance Education Courses** |   |   | Those taught via Internet, TV or non line-of-sight interactive methods |
|  **● Retention Rate** | - | - | - | - | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | - | - | - | - | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| **Degrees Awarded** | 2 | 5 | 8 | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2010-11) |
| **Certificates Awarded:** | 7 | 12 | 8 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) |
| **- Under 18 Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) |
| **- 18 or More Units** | 7 | 12 | 8 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **Enrollment gradually increased except in Fall 2010 due to cut-backs in course offerings.****We have increased our student success rate since the Fall of 2008. We see an increase in student contact hours from 2,674 in 2007 to 3,122 in 2010. We also see a marked increase in degrees awarded from 2 in 2007 to 8 in 2010.** |

| **I. B. Please summarize the findings of a Course or Program SLO assessment conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **After the eighth week of the semester in the fall of 2010, all of my ASL 100 students were assigned to prepare a description of the basic features of their families such as the number of people in their family, parents' marriage status (married how many years or if divorced), number of siblings and described in pecking order along with names and ages, parents' occupations. Students could also include neices and nephews or their own children if applicable. Students were also to pick one person in their family to give a physical discription of gender, race, height (tall, short, medium height), body type (thin, medium weight, large), hair type/length/color, eye color. Most students were able to generate their family descriptions on their own. A few needed to be interviewed in order to draw out the information needed but all were able to describe their family successfully.**  |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **Based on student success and group feedback, they generally seemed to be more comfortable for their first ASL expressive project (not including regular class participation) to discuss a topic that they knew well on a real-life conversational level. Most students appeared to express themselves comfortably due to not having to memorize unfamiliar information. This may be a key point to consider for future assignments for ASL 100 in order to develop students' confidence and a sense of real-life appicability.** |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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| **According to the Bureau of Labor Statistics, "Employment of interpreters and translators is projected in increase 22 percent over the 2008-2018 decade, which is much faster thatn the average for all occupations." The demand for sign languge interpreters may be even greater because of the need for qualified interpreters in schools, government and social services, medical and business. There are current demands for sign language interpreters that exceed the supply due to the recent advent of video technology that opens up new fields of remote relay interpreting such as for video phones. The employment outlook for sign language interpreters is very favorable regionally, across the state and nationally. (Sign language interpreters with national certification are currently earning between $30.00-$80.00 per hour.**  |

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| **STEP II. PLANNING****Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
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| **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.****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. Talks have stalled recenty with SDSU since their coordinator was let go due to severe budgetary cutbacks.**  |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **Having only one full-time interpreter trainer, we are currently offering interpreting classes only in the evenings. With an additional full-time interpreting trainer, we would be able to have the flexability to offer day classes as well. This would also open up options for course rotation and sequencing.** |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **To achieve accreditation and be assured of consistency, a second full-time ASL/English interpreting educator is warranted. There is also a need for 3 Part-Time faculty Lab Techs to assist and tutor students in the ASL & Interpreting Lab. This would replace the need for student workers.**  |

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| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:**  |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results. NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.**  | **Replace ASL/Interpreting Lab Instructional Hardware and Software – convert from analog to digital video recording capability****• Master control console that allows instructor to send video to designated carrels****• 10 student carrels with the capability of recording the source video sent from the master console with an overlay of a video recording of the student’s own interpretation. In addition, each carrel must be equipped with:** **o 10 digital video cameras ($2,000)****o 10 computers ($8,000)****o 10 headphones ($1,500)****o 10 microphones ($900)****o 10 privacy screens ($1,500)** | **1** | **Goal #6** | **The current equipment used in the lab is based on obsolete analog video technology and its associated media, i.e., VHS tapes. Repairs and replacement of worn and broken components is no longer feasible. Compatibility with new digital media and learning tools is a continuing challenge. Portability has also become a challenge. VHS tapes must be used to record student performances for evaluation; however, vendor supply of blank VHS tapes is quickly becoming depleted and will soon be unavailable. As equipment begins to age and fall into disrepair, the cost to repair it outweighs the future value. Without the benefit of the ASL lab, the ASL language program and the ITP will be adversely impacted.**  | **13,900.00** | **One-Time** | **Not funded** |
| **a2.**  | **1 Central Server** | **2** | **Goal #6** | **To Provide access to digital media through a main server.** | **1,500.00** | **One-Time** | **Not funded** |
| **a3.**  | **500 DVD's** | **3** | **Goal #6** | **Convert ASL Instructional Library from VHS to DVD . See ratioanale above (a2)** | **3500.00** | **On-going** | **Yes, but insufficient to cover the cost of this equipment.** |
| **a4.**  |  |  |  |  |  |  |  |
| **a5.**  |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.**  | **Network Printer** | **1** | **Goal #6** | **The network printer in the ASL Lab is 11 years old, slow, and continues to break down. The students need the printer to complete their ASL to written lab assignments.** | **2,500.** | **One-time** | **Not funded.** |
| **b2.**  | **4 Mac Computers (Students)** | **2** | **Goal #6** | **These computers will be provided for the students in the ASL Lab. The computers that are currently in the lab are slow and outdated and the warranties expire this year** | **10,000.00** | **One-Time** | **Not funded** |
| **b3.**  |  |  |  |  |  |  |  |
| **b4.**  |  |  |  |  |  |  |  |
| **b5.**  |  |  |  |  |  |  |  |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.**  |  |  |  |  |  |  |  |
| **c2.**  |  |  |  |  |  |  |  |
| **c3.**  |  |  |  |  |  |  |  |
| **c4** |  |  |  |  |  |  |  |
| **c5.**  |  |  |  |  |  |  |  |

|  **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **d1.**  |  |  |  |  |  |  |  |
| **d2.**  |  |  |  |  |  |  |  |
| **d3.**  |  |  |  |  |  |  |  |
| **d4.**  |  |  |  |  |  |  |  |
| **d5.**  |  |  |  |  |  |  |  |

|  **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.**  |  |  |  |  |  |  |  |
| **e2.**  |  |  |  |  |  |  |  |
| **e3.**  |  |  |  |  |  |  |  |
| **e4.**  |  |  |  |  |  |  |  |
| **e5.**  |  |  |  |  |  |  |  |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.**  | **Funding for 4 Student and/or short-term hourly workers** | **1** | **Goal #2** | **Budget cuts have made it impossiible to make payroll for the entire year. For example, we are short 9,000.00 for this fiscal year. The ASL Lab Techs and Tutors need to be paid for their work.** | **9,000.00** | **On Going** | **Yes, but insufficient to make payroll for the 2011 fiscal year.**  |
| **f2.**  |  |  |  |  |  |  |  |
| **f3.**  |  |  |  |  |  |  |  |
| **f4.**  |  |  |  |  |  |  |  |
| **f5.**  |  |  |  |  |  |  |  |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
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| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
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| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **- Professors Kevin Struxness and Ginger Marable are working on a book for publication titled "ASL-English Grammar: A Comparative Linguistics Handbook." This will be the third book Professor Struxness has published.** **- Last summer, Professors Melissa Smith and Liz Mendoza received their degrees for a Doctor of Education in Teaching and Learning from UCSD (Ed.D.) Also, Liz Mendoza received the RID Region V Educator Award from the Registry of Interpreters for the Deaf.** **- Ten students completed the ITP last Spring, which took them 4 years at Palomar to complete.****- One student was accepted for a four month intense immersion program in SLC (only 14 were accepted out of 85 applicants - # 15 on the list is another of our ITP students)****- Five students attained internships with Deaf Community Services last Spring.** |

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| **Please identify faculty and staff who participated in the development of the plan for this department:** |
| **Kevin Struxness*Name*** | **Kevin McLellan*Name*** | **Melissa Smith*Name*** |

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| **Chris Lowry*Name*** | **Debbi Brewer*Name*** |      ***Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than March 11**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by March 18**
* **Email an electronic copy to** **jdecker@palomar.edu** **by March 18**