**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2012-13**

**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** | **9/11/2012** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2012)** |

**STEP I. ANALYSIS**

|  |  |  |  |  |  |  |  |
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|   |   |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2011 data are as of 1/31/2012 |   |
|   |   | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Definitions** |
| **Enrollment at Census** | 724 | 806 | 776 | 822 | *Self Explanatory* |
| **Census Enrollment Load %** | 88.29% | 95.38% | 88.48% | 87.08% | Enrollment at Census Divided By Sum of Caps (aka "Seats") |
| **WSCH** | 2,747 | 3,048 | 3,122 | 3,151 | Weekly Student Contact Hours |
| **FTES** | 91.56 | 101.60 | 104.07 | 105.04 | One Full-Time Equivalent Student = 30 WSCH |
| **Total FTEF** | 6.47 | 6.47 | 6.47 | 6.84 | Total Full-Time Equivalent Faculty |
| **WSCH/FTEF** | 425 | 471 | 483 | 461 | WSCH Generated per Full-Time Equivalent Faculty Member |
| **Full-time FTEF** | 3.00 | 3.00 | 2.87 | 2.47 | FTEF from Contract Faculty |
| **Hourly FTEF** | 2.27 | 2.53 | 2.80 | 3.28 | FTEF from Hourly Faculty |
| **Overload FTEF** | 1.20 | 0.93 | 0.80 | 1.10 | FTEF from Contract Faculty Overload |
| **Part-Time FTEF** | 3.47 | 3.47 | 3.60 | 4.38 | Hourly FTEF + Overload FTEF |
| **Part-Time/(Total FTEF) %** | 53.61% | 53.61% | 55.67% | 63.95% | 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** | 89.87% | 94.96% | 95.41% | 95.04% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 72.83% | 79.58% | 76.76% | 79.67% | 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** | 5 | 8 | 6 | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2011-12) |
| **Certificates Awarded:** | 12 | 8 | 14 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- Under 18 Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- 18 or More Units** | 12 | 8 | 14 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |

| **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 Fall 2008. We have increased our student contact hours from 2, 747 in Fall 2008 to 3,151 in Fall 2011. There is also an increase of degrees awarded from Fall in 2008 we had 5, then in Fall 2009 we had 8 and in Fall 2010 we had 6.**  |

| **I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **I.B.1 Summarize Course SLO assessment results beginning on the next line.****After the eighth week of the semester in the fall of 2011, all of my ASL 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, how many years married or if divorced. number of siblings and described in age order along with names and ages, and parents occupations. Students could also include nieces and nephews or their own children if applicable. Students were also to pick one person in their family to give a physical description of gender, race, height, body type, hair type and length, eyecolor. Most students were able to generate their family descriptions successfully on their own. A few needed to be interviewed to draw out the information but all were able to describe their families.****I.B.2 Summarize Program SLO assessment results beginning on the next line.****The exit exam for the last course in the Interpreting Program, Fieldwork In Interpreting, also functions as the ASL/English Interpreter Training Program's SLO. The program SLO is as follows: "Successful students will demonstrate the ability to interpret an unrehearsed narrative from sign language into spoken English and from spoken English into sign language." We are awaiting assessment results.** |

| **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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| **I.C.1 Please reflect upon the Course SLO findings in Box B (above) beginning on the next line.****Based on students success and group feedback, they generally seemed to be more comfortable for their first ASL expressive project (not including regular class particpation), to discuss a topic 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 sense of real-life applicability.**  **I.C.2 And, please reflect upon the Program SLO findings in Box B beginning on the next line.** |

| **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/> 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 to increase 22 percent over the 2008-2018 decade, which is much faster than the average for all occupations." The demand for sign language 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. Court interpreters earn approximately $100.00 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 the first two years of ASL instruction. As it stands, no additional courses need to be developed at this time although additional courses related to ASL Linguistics and Deaf culture are being considered. A second degree could be earned in ASL-English Interpreting. Program and course curriculum proposals for estabilshing this additional degree will be pursued through the Curriculum Committee.** |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **Having only one faculty member as Interpreter Trainer is proving to be problematic. The interpreting courses are evening classes. If something occurs in this faculty persons life and a reduced contract is required, it is the evening interpreting classes that end up being reduced from the contract making it very difficult to find additional qualified faculty to step in. With an additional trainer, we would also be able to offer courses during the day as well as being available to assist with Interpreting course and program SLOs and other duties.** |

| **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 required. Even locating qualified hourly teachers for the higher level ASL and Deaf Culture classes is extremely difficult when faculty are ill, go on sabbatical or some other required leave is taken. One of our full-time faculty members is able to retire at any time. We would be hard pressed to fill the void without other qualified faculty in place. This could prove detrimental to the ASL program.** |

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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.**  |  |  |  |  |  |  |  |
| **a2.**  |  |  |  |  |  |  |  |
| **a3.**  |  |  |  |  |  |  |  |
| **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.**  | **1 Instructor Console & Student Carrels Equipment, ($91,885.00)****1 Video Analog Server with MPEG 1@1.5mbps;($21,500.00)****1 Quantum DLT SCSI U160 Tape Back-up;($2,113.00)****24 port Ethernet switch (Cisco used for Ref.); ($2,000.00)****16 Cable and Installations;($32,000.00)****10 year Service Warranty. ($?.??)****Total $149,498+tax** | **1** | **Goal #6, #2.6, #2.7**  | **This equipment would update our outdated analog system to an all digital video system while still allowing VHS videos to be sent from the instructor console. All of our videos would be digitalized and updated to a central server, which could be accessed by students of each carrel or sent to a group of carrels to for class work and testing. Since ASL is a visual language, it is imperative to have a language lab that accommodates video recording of student work as well as access to sign language models of diverse backgrounds. Estimates were obtained from current manufacturer (Sony).**  | **$149,498** | **One time** | **Poossible Prop. M funding (yet to be determined.)** |
| **b2.**  | **16 iMac Compliant Computers;($32,000.00)****9 PC Network Compliant Computers; ($16,200.00)****9 Headphones; ($180.00)****1 Data Projector Computer; ($5,000.00)****1 Ceiling Mounted Digital Camera and microphone; ($2,000.00)****1 Ceiling mounted Projector Screen; ($325.00)****1 27" Flat Screen Television; ($500.00)****1 DVD/VHS Combo ($150.00) Total $62,355 +tax** | **2** | **Goal 6, #2.6, #2.7** | **These are for Lab Master Work Stations- 1 for instructor, 15 for students. The PC Networks Computers are for Student Work Stations (Not lab master set-up).****The Data Projector Computer is for AV use in the Lab.** **The ceiling mounted digital camera and microphone is for recording student Visual Language presentations/lectures/guest speakers.** | **$62,355** | **One time** | **Possible Prop. M funding (yet to be determined)** |
| **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.**  | **DVD Burning Software $1,100 +tax** | **3** | **Goal#6, # 2.6, #2.7** | **Our interpreting students are frequently required to videotape themselves signing projects and assignments. Many of these files are quite large. We have 10 laptops available for students to record interpretation, but we are not equipped for students to burn DVDs that are compatible on all DVD players. In order to easily bring their work home and create a video portfolio of their interpretations, these laptops must be equipped to burn DVDs. Roxio Toast, a widely used software for creating DVDs, costs $99.00. Purchasing enough for all 10 laptops would cost $1,100.00. www.roxio.com/enu/products/toast/titanium/overview.html.**  | **$1,100** | **1 time** | **No** |
| **c2.**  | **Portable Video Backdrop $270 +tax** | **4** | **Goal #6.1, #2.6, #2.7** | **When students, guest faculty, and Deaf community members come to present in our ASL/Interpreting Lab and classroom, we videotape the signed presentations and create our own interpreting materials for exams, practice, and/or assignments. The video quality of these signed presentations is poor because of the light reflecting off the white board at the front of the room behind the presenters. A portable backdrop that can be adjusted up to 8.5 feet high and 10 feet wide would cost $270.00, including a dark blue backdrop. (http://www.dennymfg.com/)** | **$270** | **1 time** | **No** |
| **c3.**  |  |  |  |  |  |  |  |
| **c4** |  |  |  |  |  |  |  |
| **c5.**  |  |  |  |  |  |  |  |

|  **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *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?** |
| **d1.**  | **Replacing VHS with DVDs****$29,165 +tax** | **2** | **Goal #2.1,****#2.6, #2.7** | **Currently, we own and utilize approximately 500 VHS tapes for use by ASL and interpreting students and faculty as well as interpreters working at Palomar. These VHS tapes are housed at the ASL/Interpreting Lab. They are will worn and VCR's will soon be obsolete. Our analog video library must be replaced by DVDs in order to serve Palomar students, staff and faculty.****We have received an estimate from Dawn Sign Press for 48 DVDs at a total cost of nearly $2,800.00. This brings the average cost per item to slightly more than $56.00. Applying this cost to the 500 items currently in the library would cost over $28,000.00.** | **$29,165** | **1 time** |  |
| **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.**  | **Instructional Computer Lab Technician (40 hours per week, 12 months)** | **1** | **Goal 4.1** | **We currently employ one temporary hourly worker and three student workers in the ASL/Interpreting Lab. Turnover of student workers is quite frequent as students graduate and move on to employment or higher education. Because the lab is an all-signing emvironment, recruiting and training student emmployees is difficult. Lab staff must have competency in ASL, which requires at least 4 semesters of study before they can effectively communicate with ASL students and faculty who have a wide range of language competencies. By the time student employees have the knowledge and skills they need to effectivelly do their jobs, they graduate and the search is on for replacement workers. Often, we can not recruit students until classes begin, so we scramble at the beginning of many semesters to identify potential student workers, check references, have them fill out paperwork and complete fingerprinting and TB requirements, send the approval request to the governing board, provide rushed training and have them begin working. As a result, relying on student workers often leaves us with too little or no lab oversight until we can fill staffing needs. In order to alleviate these difficulties, one 40 hour per week (fall, spring, and summer lead lab technician is essential.** | **$46,219.09** | **on-going** | **No** |
| **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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| **Not at this time.** |

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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.** |
| **1. All of our ASL/Englilsh Interpreting stuldents have passed the entry level state certification examination in Spring 2012.** **2. Only 12 Interpreter Training graduates nationally were accepted into the VRS Interpreting Institute in their School-to-Work Program. One of our graduates were one of the 12 picked.** **3. Dr. Melissa Smith has presented in several Interpreter Education Classes which meet for 15 hours for 1.5 CEUs. She has presented the following topics: "Assessment in Interpreter Education", "How to Teach Educational Interpreting", "What the Best College Teachers Do", "More than Meets the Eye". She has also been involved jointly published an article entitled "Empowering and Enlightening students Through Self-Analysis".** **4. For the first time in Palomar's history, an ASL faculty member has become Department Chair, and here's another first, He's Deaf!** |

| **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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|  **A second full-time ASL/English Interpreting educator is required to become accredited.** |

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

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| --- | --- | --- |
| ***Name*** | ***Name*** | ***Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than September 14, 2012**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by September 28, 2012**
* **Email an electronic copy to** **jdecker@palomar.edu** **by September 28, 2012**