

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

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

PLAN – 2007-08	Progress – 2008-09
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc. 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>	
<p>b. Budget – budget development process, one-time funds, grants, etc.</p>	
<p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</p>	
<p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years ASL will need one additional faculty member during the next three years.</p>	
<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</p>	
<p>f. Other</p>	

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 sensitivity 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 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 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

Melissa Smith

Patrick Mills _____ 3-7-
08
Department Chair/Designee Discipline Review and Signature Date

Division Dean Review and Signature Date

* By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.

* Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.