#12

COMPLETE

Collector:	Email Invitation 1 (Email)
Started:	Sunday, December 13, 2020 6:51:15 PM
Last Modified:	Friday, January 15, 2021 2:08:09 PM
Time Spent:	Over a month
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Page 1: I. Program Overview and Update

Q1

I.1 Department(s) Reviewed:

American Sign Language

Q2

1.2 Lead Author

Dorian Yanke

Q3

Respondent skipped this question

I.3 Collaborator(s) - List any person that participated in the preparation of this report

Q4

I.4 Dean/Manager:

Alicia Munoz

Q5

I.5 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since the last program review was submitted. To access your 2020 program review, visit the Program Review webpage.

With the rapid shift to online learning and the necessary realization that there is going to be a transitional period for the majority of our instructors as they adjust to what is a very different way of practicing pedagogy and interacting with their students, we have encouraged our instructors to explore using alternative materials and to review other curriculums that may resonate with each individual instructor and their students much more successfully in the realm of online instruction. We have used one of the most popular, and perhaps the most well known ASL curriculum nationwide for more than six years, the Signing Naturally curriculum, published right here in San Diego. And with the transition to online learning, our instructors are indicating that they feel this curriculum may not be the best choice for their courses.

Still, our instructors have said that they are adjusting well. One common sentiment that many instructors share consists of their concerns about the vastly reduced amount of contact they experience with their students. Our instructors have been encouraged to be very mindful about trying their best to maintain regular and effective contact with their students through different avenues or creative means in order to try to make sure there are opportunities to sign with their students in a live and interactive manner, especially for these students that really want to have this kind of contact and feedback from their instructors.

For some of our teachers, this being a language we are teaching, it has been somewhat difficult finding the balance between ensuring our students are able to achieve the course objectives and develop conversational proficiency in a way we can support and assess in an authentic way without requiring our students to meet with us in a live manner at any kind of specific time. Generally, our part time instructors are eager to use their paid office hours to meet with their students for live discourse exchanges, but this it can be difficult for our students to find the time to meet with their instructors in a consistent, albeit periodic manner throughout the semester. We have to recognize that enrollment numbers show that the majority of students are gravitating towards courses that allow them to progress through the coursework with as much independence as possible, or classes of an asynchronous nature and we are continually adjusting our pedagogical and assessment processes to fit that interest, need and their preferred learning styles in the best way we can. At the same time we are nonetheless continuing to move forward and progress in the best way possible and continuing to find innovative ways to assess our students' language skills in the most authentic ways possible.

One thing we are trying to do to secure signing opportunities for our students consists of encouraging our students to join virtual signing chat groups. They are starting to proliferate, it seems. Although, many of our students have mentioned that they feel hesitant about doing so and prefer to sign with people they are more familiar with such as their classmates and friends.

We will begin offering a new course in the Spring. ASL 140 - Deaf Culture. We expect that this course will help our students understand Deaf people better and allow them to have a space to explore their curiosities about Deaf people in a safe way.

Page 2: II. Assessment and Student Achievement

Q6

II.A.1 Is your program following the assessment plan on file with the SLO Coordinator (or Outcome Assessment Committee)?

Yes, the assessment plan is on file, but work is needed to update the plan

Q7

OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

Respondent skipped this question

Page 3: II. Assessment and Student Achievement

Q8

You indicated either 1) the department assessment plan is on file, but work is needed to update the plan, or 2) the department has no assessment plan on file and/or the program is not currently following assessment planII.A.1a Please describe how your program is adjusting (or developing) its assessment plan to ensure all courses are assessed within the assessment 4-cycle:

Our instructors will assess all of the SLOs for their classes this semester.

We are exploring ways to revise our SLOs to better fit the needs of online instruction and to make sure we are able to help our students achieve all of the course objectives and PLOs.

We are in the middle of ongoing discussions about this with our SLO coordinator and ASL instructors.

Page 4: II. Assessment and Student Achievement

Q9

II.A.2 Please provide an analysis of your Student Learning Outcomes (SLOs) findings over the past year and what changes, if any, were made as a result. This may include, for example, changes to departmental practices, program improvements, and/or professional development opportunities over the past year. *If the department did not complete assessments during the COVID-19 public health crisis, please note that here and provide additional context.

We have not been able to assess our students' SLOs during the prior year due to the pandemic.

We will assess all of our SLOs for the Fall semester of '20.

Page 5: II. Assessment and Student Achievement

Q10

II.B.1. What progress has been made in your program to address the institutional goals set around student success and equity? (2019 Equity Plan) If qualitative or quantitative data is available, please summarize any findings.

We make equity an extremely important part of our department discussions, both formally and informally. We discuss ways to make our courses and expectations accessible to all students. We talk about textbook or required materials costs and how that can be a barrier for many students in our courses. We talk about the language models or people we choose to use as significant models with our students. We do our best to make sure we represent all people, whether they are Black, Latino/a/x, BIPOC or LGBTQIA in positive and strong ways. We do our best to encourage and place our students that may identify as such in positions of leadership within the department, whether that's as an ASL Club President, or one of the other officers, or one of our ASL Tutors. We use all kinds of people as our language models and try to share their experiences with our students so that every single student in our department will feel as if they were able to identify with one of these language models presented, or people that they may view as role models or leaders that they are able to relate to and use as motivation for their own goals within the class, college and community.

Q11

II.B.2 In light of the goals set in your program review, what are your plans to improve equitable student outcomes (success, retention, persistence, graduation, etc.) in the coming year?

The ASL Department will continue to review ways we are able to recognize and support our students situations, experiences and learning needs. We will continue to work towards being as diversified and to bring our students in contact with this diversity in different ways.

Page 6: II. Assessment and Student Achievement

Q12   **Yes**

Do you offer distance education (online) courses?
(excluding emergency remote teaching in 2020)?

Page 7: II. Assessment and Student Achievement

Q13

II.C.1 If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

We have only two years of data to draw off on. In 2019 the data shows we offered only one DE course and that seven students completed the course for a success rate of 31% as opposed to 149 students that completed an on campus course for a success rate of 80%. These numbers are hard to compare or extrapolate based on the small number of students that enrolled in that lone DE course in 2019.

However, in 2020, the data shows that there was a success rate of 71% for on 107 campus students and 70% for 32 DE students.

The increase in success rate may be because our instructors are becoming more comfortable and skilled in online instructional practices and that clearly helps us support and retain a significantly higher number of students.

Q14

II.C.2 What mechanisms are in place to ensure regular and effective contact? For resources, see Cuyamaca Guide to Best Practices in Online Teaching

All of our instructors are certified to teach online, which is clearly the bare minimum expected from each instructor. We have meetings in which we share ideas and innovative technology resources ideal for ASL/Visual content delivery. We have discussions about how we share our lessons or any kind of content online and how we can improve this delivery, whether that's through improving the vibrancy, creativity or clarity of any aspect of any type of information we may want to embed in our lessons. We talk about assessment practices and ways we can create variegated and diverse expressive and receptive assessments.

We encourage the use of evaluations, surveys and collecting student feedback on a consistent basis to help our instructors understand how well their students are receiving and responding to our instructors' plans and lessons. We are largely open to and try to give each other feedback on our course design and share ideas with each other.

And we are always mindful of the costs associated with anything we may ask of our students, whether that's in the form of requiring a specific textbook or a subscription to a video assessment platform such as GoReact.

Page 8: III. Previous Goals: Update

Q15

Goal 1:

We wanted to secure 30 ipads for the ASL Department for use with our face to face classes. We feel that it is not the most effective use of the college's limited financial resources at this time with the massive shift to online learning. Once we resume offering in person classes again, we will ask for funding for these ipads once again.

Q16   **Deleted**

Goal Status

Page 9: III. Previous Goals: Update continued

Q17

Please describe the results or explain the reason for deletion/completion of the goal:

As mentioned, there has been a massive shift to online classes. We are 100% online now. These ipads will lie dormant until we are able to resume offering face to face classes. When that happens, we will submit another request to have these ipads funded.

Q18   **No**

Do you have another goal to update?

Page 10: III. Previous Goals: Update continued

Q19

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Respondent skipped this question

Q20

Do you have another goal to update?

Respondent skipped this question

Page 11: III. Previous Goals: Update continued

Q21

Goal 2:

Respondent skipped this question

Q22

Goal Status

Respondent skipped this question

Page 12: III. Previous Goals: Update continued

Q23

Please describe the results or explain the reason for deletion/completion of the goal:

Respondent skipped this question

Q24

Do you have another goal to update?

Respondent skipped this question

Page 13: III. Previous Goals: Update continued

Q25

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Respondent skipped this question

Q26

Do you have another goal to update?

Respondent skipped this question

Page 14: III. Previous Goals: Update continued

Q27

Goal 3:

Respondent skipped this question

Q28

Goal Status

Respondent skipped this question

Page 15: III. Previous Goals: Update continued

Q29

Please describe the results or explain the reason for deletion/completion of the goal:

Respondent skipped this question

Q30

Do you have another goal to update?

Respondent skipped this question

Page 16: III. Previous Goals: Update continued

Q31

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Respondent skipped this question

Q32

Do you have another goal to update?

Respondent skipped this question

Page 17: III. Previous Goals: Update continued

Q33

Goal 4:

Respondent skipped this question

Q34

Goal Status

Respondent skipped this question

Page 18: III. Previous Goals: Update continued

Q35

Please describe the results or explain the reason for deletion/completion of the goal:

Respondent skipped this question

Page 19: III. Previous Goals: Update continued

Q36

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Respondent skipped this question

Page 20: IV. New Goals

Q37

Would you like to propose any new goal(s)?

Yes

Page 21: IV. New Goals continued

Q38

New Goal 1:

We would like to ask to acquire funding for a lab assistant that will be able to work with us in a variety of ways. With almost all of our ASL classes being of an asynchronous nature, it is extremely difficult for our students to meet with their instructors to receive the language scaffolding they need from a skilled signer to make sure they are able to achieve the course objectives and SLOs at the end of the semester. We would like to hire a skilled signer who is also tech savvy. This person will help us create tech based presentations and activities, and also meet with students from time to time to help facilitate live and advanced discourse exchanges our students may not be able to acquire anywhere else, and most certainly need and deserve to achieve the exit skills listed for each course at the end of each semester. This person will do much more than just being a "tutor". This person will play a tremendous role and service in so many absolutely essential ways for the ASL Department.

Q39

Which College Strategic Goal does this department goal most directly support? (Check only one)

Guided Student Pathways

Q40

Please describe how this goal advances the college strategic goal identified above.

We are responsible for engendering connections between our faculty and students in the best possible way, which is even more important during this time in which all of our classes are now online. Maintaining effective faculty contact and creating inspiring and innovative lessons and presentations become much easier and a larger part of our instruction when we have the needed tech skills and resources to support our ideas and designs.

Also our part time instructors either do not have office hours, or are paid for holding a very limited number of office hours through each semester which makes it very difficult for our students to meet with our instructors. Our ASL tutors, while being absolutely wonderful in their own right, are not entirely fluent signers, nor have they had any kind of pedagogical training. We are teaching a language. Our students need to be able to use this language in a conversational way which is at the very basic and most premise of any of our classes. Having an ASL Lab Assistant to help ensure that students are able to meet with someone that can provide important and on the spot language scaffolding from time to time as part of this person's overall responsibilities will be tremendous for our students. This type of needed engagement will raise our students' skills to new heights, and also help us retain our students by enhancing our instructional designs.

Q41

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

This semester, we were reminded that we needed to be cautious about how we try to evaluate or assess our students' ASL skills. Students in asynchronous classes are virtually independent of any expectations to meet with their instructors. And we were concerned about making sure our students would be able to achieve the course objectives as well as the SLOs in terms of evaluating our students' conversational skills. In light of this, we discussed ways for our instructors to meet with their students in a reasonable way without imposing any specific meeting requirements. Our instructors were happy to use their weekly office hours to meet with their students. Although, our instructors reported having lower than expected live contact experiences with their students. We are still working on creating ways for this contact between our students and skilled signers to happen. Were we able to gain a lab assistant, this would be a tremendous step forward for everyone in the ASL Department, certainly.

Q42

Action steps for this year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Classified staff request.

Q43

How will this goal be evaluated?

We will evaluate this goal through assessing the technology based contributions this person is able to make, and the meetings and/or activities this person leads during these group meetings we would like this person to host regularly.

Q44   **Yes**

Do you have another new goal?

Page 22: IV. New Goals continued

Q45

New Goal 2:

We would like to pursue one of two options: expand our ASL 120, 121, 220 and 221 courses from four to five units to allow for a lab based component in each course. The other San Diego area community colleges either have this component, or are interested in making the shift to five unit based classes. We need to do this to ensure that our students have the additional practice and conversational interactions they need that help refresh and reinforce the skills they pick up in ASL 120, 121, 220 and 221. Either that, or we may want to add two stand alone one unit lab courses. We envision a basic lab course that would be ideal for students in ASL 1 or 2 and a more advanced lab course for students in ASL 3 or 4.

Q46

Guided Student Pathways

Which College Strategic Goal does this department goal most directly support?

Q47

Please describe how this goal advances the college strategic goal identified above.

We need to make sure we are offering challenging and comprehensive courses that are on par with or exceed that of the other area community colleges. Our expectations need to be stronger for both helping our students develop the skills promised to them in the course objectives, and making sure they have opportunities to present and receive comprehensive feedback on their emerging sign language skills.

Q48

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Our PLOs state that students will exit the program with the ability to participate in rich conversational exchanges and the ability to share and understand rich and advanced narratives. With the expansion of either the units required for the ASL 120-221 courses from four to five, or the addition of one or two one unit lab components, we will be able to do a lot more in ensuring our students stay engaged and challenged throughout the time they are with us for their studies and exit with the desired PLOs.

Q49

Respondent skipped this question

Action steps for this year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q50

How will this goal be evaluated?

Through SLO and PLO assessment.

Q51

Do you have another new goal?

Yes

Page 23: IV. New Goals continued

Q52

New Goal 3:

We would like to add an ASL Literature course to our slate of offerings and make the course part of our certificate and degree requirements.

Q53

Which College Strategic Goal does this department goal most directly support?

Student Validation and Engagement

Q54

Please describe how this goal advances the college strategic goal identified above.

We have many extremely creative and super talented students that are also very interested in studying art, music and graphic design, just to name a few fields. This is a very creative course that would appeal to the majority of our students and help them seek yet another ASL goal to work towards, and ensure greater continuity and retention within our program.

Q55

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

The data that informs this interest in offering an ASL literature course is mostly qualitative and collected over the course of having many conversations with our students and seeing where their interests lie or are connected to. It will be an exciting and fresh addition to our slate of courses. Students will view a variety of literature, ranging from visual performances to textual creations. Students will work on producing their own creations. This will be wonderful for the majority of our students.

Q56

Action steps for this year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Respondent skipped this question

Q57

How will this goal be evaluated?

Through SLO and PLO assessment.

Q58

Do you have another new goal?

No

Page 24: IV. New Goals continued

Q59

New Goal 4:

Respondent skipped this question

Q60

Which College Strategic Goal does this department goal most directly support?

Respondent skipped this question

Q61

Please describe how this goal advances the college strategic goal identified above.

Respondent skipped this question

Q62

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Respondent skipped this question

Q63

Action steps for this year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Respondent skipped this question

Q64

How will this goal be evaluated?

Respondent skipped this question

Page 25: V. Resources Needed to Achieve Goal(s)

Q65

What resources is your program requesting this year to achieve the program's goal(s)?

Classified Resource Needs

Page 27: Final Check

Q66

Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next."

I am ready to submit my program review