

Los Angeles Southwest College

Program Review

2010

Program: American Sign Language

Initiator: S. Aisha Corneal

Reviewer 1: Angela C. Jenks

Reviewer 2: Glenn Yoshida

Date first draft of review was completed by initiator: November 2, 2010

Instructions:

- Please answer all relevant areas as thoroughly as possible. Click on hyperlinks (indicated with an underline) to access additional information and instructions.
- **IF A PARTICULAR MODULE OR QUESTION DOES NOT APPLY, PLEASE INDICATE BY WRITING IN LARGE CAPITAL LETTERS: "NA"**
- The initiator should collaborate with as many department/program members as possible while completing the review.
- Reviewers should give as much feedback as necessary.

WE THE UNDERSIGNED CERTIFY WE HAVE READ THIS PROGRAM REVIEW AND ACCEPT IT AS ADEQUATE AND COMPLETE.

Department Chair

Date

Dean

Date

Vice-President

Date

TABLE OF CONTENTS

Overview of Program Mission	3
Module One: Response to Demand	3
1.0 Enrollment and Class Size	3
Module Two: Demographics and Student Success	5
2.0 Ethnicity	5
2.1 Age and Gender	6
2.2 Retention	6
2.3 Successful Course Completion	6
2.4 Degrees and Certificates Awarded	7
Module Three: Program Resources	9
3.0 Facilities, equipment, and/or supplies	9
3.1 WSCH per FTEF	9
3.2 Professional development	10
Module Four: Educational Programs	12
4.0 Courses with outdated outlines	12
4.1 Inactive courses	12
4.2 New Courses	13
4.3 Vocational Programs	14
Module Five: Student Learning Outcomes (SLOs)	15
5.0 Program SLOs	15
5.1 Course SLOs	16
5.2 Certificate SLOs	18
5.3 Student awareness of SLOs	19
5.4 Use of SLO assessment in planning and decision-making	19
Module Six: Student Feedback	21
6.0 Data collection	21
6.1 Results	21
Module Seven: SWOC	23
Module Eight: Objectives from 2008-2009 Mini-Review	24
Module Nine: 2010 Program Review Objectives	25
Module Ten: Resource Priority Requests	27
Concluding Comments and Recommendations	28

Overview of Program Mission

Describe the program's mission as it relates to the [college's mission](#).

The American Sign Language program seeks to provide LASC students with an environment for creative, stimulating and quality learning which enriches their lives by affording them an opportunity to communicate with a diverse population.

Module One: Enrollment Trends

Enrollment

	2007-2008	2008-2009	2009-2010
Day	0	115	53
Evening	107	119	126
Total	107	234	179

Average Class Size

	2007-2008	2008-2009	2009-2010
Day		38.3	26.5
Evening	26.8	29.8	31.5
Total	26.8	33.4	29.8

1.0 Describe the trends in **enrollment and average class size**.

Since 2007, the ASL Program enrollment has increased. With the additional hiring of an adjunct instructor in 2008-2009, the program was able to add a morning class. The enrollment in the ASL program demonstrated the largest growth for that year. During 2009-2010, three classes were being offered. The decrease may be due to the economic situation of the population, the state cut-backs in classes, and the need for our student population to find gainful employment. It should be noted that the enrollment for the evening courses shows a consistent growth.

1.1 Given the data, what are the implications of these trends for your program? What must be done differently or kept the same given these trends?

Reviewing this trend of continued growth, it is recommended that the morning and the evening courses be maintained. To promote continued growth, additional course offerings, both in the day and evening, should be offered to accommodate the growing enrollment and to retain students who want to take advanced courses or earn a certificate/degree in the program.

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Objective for Module One

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Increase class offerings to meet increased demands and promote continued growth.
Planned Activities	<ul style="list-style-type: none">• Offer (ASL 1 and) ASL 2 during the daytime schedule: requires class room space, additional instructor.• Add ASL 3 to the evening schedule: requires classroom space, additional instructor.• Add Specialized ASL Skills Course/Labs
Individual Responsible	Department chair
Start Date	Fall 2011
Method of Evaluation	Additional classes are offered and minimum enrollments are met

Module Two: Demographics and Student Success

Ethnicity

Ethnicity (%)	2007-2008	2008-2009	2009-2010
Asian	1.9%	0.9%	1.7%
Black/African American	71.0%	56.8%	64.2%
Hispanic	20.6%	29.9%	24.0%
Native American	0.0%	0.0%	0.6%
Pacific Islander	0.0%	0.0%	1.1%
Caucasian/White	0.0%	0.0%	0.0%
Other	0.9%	0.9%	0.6%
Unknown/Decline To State	5.6%	11.5%	7.8%

2.0 Given the data, describe the trend in **ethnicity**. What are the implications for your program?

The majority of ASL students are African American and nearly a quarter of ASL students are Hispanic. There was a decrease of African Americans in 2008-2009 and then an increase in 2009-2010. Since 2007, the proportion of African American students has slightly decreased while the proportion of Hispanic students has increased. Reviewing the trends in ethnicity, the implications for the ASL program are positive. There are underserved populations of African American Deaf individuals who have voiced concern that there are not enough African American Interpreters to serve their needs for professional interpreters, as well as a need for tri-lingual interpreters (English, ASL and Spanish). The prospect of becoming a professional Sign Language Interpreter and continuing in the field of ASL Interpreting has been discussed by each of the professors instructing the ASL courses, and this may be one of the factors contributing to the increase in Hispanic students and a resurgence in African American students.

Age

Age Group	2007-2008	2008-2009	2009-2010
19 and under	18.7%	34.2%	26.3%
20-24	15.0%	15.8%	21.8%
25-29	25.2%	11.5%	10.6%
30-34	11.2%	9.8%	8.9%
35-39	4.7%	8.1%	7.8%
40-49	15.9%	12.8%	16.8%
50+	9.3%	7.7%	7.8%

Gender

Gender	2007-2008	2008-2009	2009-2010
Female	81.3%	85.0%	82.7%
Male	18.7%	15.0%	17.3%

2.1 Given the data, describe the trends in **age and gender**. To what do you attribute the age and gender patterns?

The highest proportions of students are 19 and under or between 40 and 49. Many of the students enrolling in the ASL Program are high school students seeking to complete the requirement of a foreign language to transfer to CSU and UC schools. Many adult learners return to school for transfer credit, express an interest in the language, and/or are interested in a new career as Sign Language Interpreters. More women may be attracted to the course because it is an expressive (with hands and face) language and may be thought of as typically a “female occupation.” However, one of the professors is male and teaches the ASL 2 (Intermediate) course and is an ASL Interpreter. This at least provides that student with a role model of what is possible and that the course/profession is not just for females. If each of the professors instructing the course will continue to emphasize that the course is transferable, meeting the requires for language, that the profession is positive and there is a need for male sign language interpreters, there may be a continued increase demonstrated over the next few semesters.

Retention

To access retention data according to ethnicity, gender, or age group, click [here](#).

	2007-2008	2008-2009	2009-2010
% Day	0.0%	98.3%	96.2%
% Evening	87.9%	81.5%	91.3%
% Total	87.9%	89.7%	92.7%

2.2 Given the data, describe the trend in **retention** that can be identified. What are the implications for your program?

The decrease in daytime retention between 08-09 and 09-10, may be due to the economic situation of the population, the state cut-backs in classes, and the need for our student population to find gainful employment. It should be noted that the retention rate for the evening courses shows a consistent increase. These high retention rates in the ASL Program suggest that students may be more available in the evening, and/or the evening population may be more “serious” about completing the course work offered. It appears that the teaching strategies are addressing the needs of both young (high school and newly graduated) and adult learners.

Success Rates

To access success rate data according to ethnicity, gender, or age group, click [here](#).

	2007-2008	2008-2009	2009-2010
% Day	0.0%	62.6%	64.2%
% Evening	55.1%	41.2%	53.2%
% Total	55.1%	51.7%	56.4%

2.3 Given the data, describe the trend in **successful course completion** rates.

The student successful completion rates for the ASL Program show a drop in the evening courses during 08-09 and an increase in 09-10.

2.3.1 To what do you attribute this trend in successful course completion? Include any observations from the classroom, school, or community environments.

This trend may show that the language skills of students in the evening classes could be different from those of students in the day class. It may also suggest that the ASL Program needs to research the possibility of co-requisites to ASL courses including but not limited to courses that support the subject/curriculum that is being taught e.g., Deaf Culture, Fingerspelling, and lab classes (watching videos for skills practice, being video taped and offered feedback). Completion or concurrent enrollment in English may also prove to be beneficial (as having a command of the English language [grammar and structure] helps students contrast the differences between English and ASL as ASL has a different syntactical structure) in the continued increases in the student Success Rates.

2.3.2 What are the implications of this trend in successful course completion for your program?

The implications of this trend in successful course completion for the ASL program suggests students taking ASL can complete the program and become prepared for the future.

Degrees and Certificates Awarded

	2007-2008	2008-2009	2009-2010
Degrees	0	0	0
Certificates	0	0	0
Skills Certificates	0	0	0

2.4 Given the data, describe the trend in **degrees and certificates** awarded.

Currently, no degrees and/or certificates in ASL are offered. However, according to the LASC college catalog, ASL I-III are approved and acceptable courses for an Associate in Arts Degree in Inter-disciplinary studies: Arts and Humanities (Option 2, transfer - for a CSU general education pattern).

2.4.1 To what do you attribute this trend in degrees and certificates awarded? Include any observations from the classroom, school, or community environments.

N/A

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2.4.2 What are the implications of this trend in degrees and certificates awarded for your program?

N/A

Objective for Module Two

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Prepare ASL III, and ASL Skills Courses and ASL Skills Lab for acceptance toward the AA in Inter-disciplinary Studies: Arts and Humanities, Option 2 (transfer for the UC pattern). This change will attract a more diverse student population and support student learning and educational excellence.
Planned Activities	Develop and prepare the curriculum necessary to be accepted for UC transfer. Develop a specialized ASL Lab Course and an ASL Skills Lab to increase students' success and skills level
Individual Responsible	Department chair
Start Date	Fall 2011
Method of Evaluation	ASL III is accepted for UC transfer credit and an ASL lab class is offered.

Module Three: Program Resources

3.0 Discuss any needs in facilities, equipment, and/or supplies to support program goals. If requesting additional support, develop an objective.

--Offer (ASL 1 and) ASL 2 during the daytime schedule: Class room space, additional instructor.

--Add ASL 3 to the evening schedule: Classroom space, additional instructor.

--Add ASL Skills Course and specialized ASL Skills Lab: Learning American Sign Language (ASL) requires an opportunity for practice, review and to receive feedback while acquiring the skill. Unlike other foreign languages, ASL is not written or read, but is presented through visual gestures. To this end, it would be ideal to have a specialized *ASL Skills Lab* that would offer students both a tutor/instructor from whom they could receive feedback, and an opportunity to do independent study that would include various types of skills practice. Currently, students have no opportunity to improve their skills or seek tutoring support when they are having difficulty acquiring the skills necessary to master the language. The addition of a specialized ASL Skills Lab would provide students with not only the opportunity to practice, which could take the form of watching/listening to DVDs, CDs, and VHS tapes, reviewing additional resources, but to also receive personal feedback/review through the process of being video taped and practicing with other students and native “speakers” of the language.

This lab would be available for all ASL students and Deaf students on the campus. Lab time would be offered within hours that overlap with day and evening sessions so that each section (morning and evening) could benefit. The specialized ASL Skills Lab course could be offered to the campus-based ASL students as a required 1 unit class to supplement the already approved/provided curriculum, and as a place for tutoring and a path towards success.

It is recommended that either another instructor be hired or one adjunct (or a rotation between two) take on the responsibility of the ASL Skills Courses and ASL Skills Lab, depending on the hours the ASL Skills Lab is open. This would also provide an opportunity for an EOPS/GAIN student worker – *ASL Skills Lab Resource Assistant*.

Equipment and materials needed for the ASL Skills Lab include:

- Lab space: a secure and dedicated room with space for supplies, cabinet, teacher’s desk, 5-10 student desks, 5-6 cubicles for viewing videos, listing to audios, secluded sound treated area for video taping, area for group video review, area for group activities, area for independent study
- Equipment: Video camera, tripod, 1 large TV, DVD/VHS player, 2 audio CD recorder/player, CD-RW and DVD-RW player, 3 VDV/VHS combo 13” TVs, bookshelf, file cabinet (locking – for files and media), 2 cabinets (locking for equipment storage), 3 PCs (with software, and internet access – one for instructor, 2 for students to view programs that are online and print capabilities), small printer, scanner, copier.
- Supplies: books (Deaf culture, language, English and ASL dictionaries), ASL videos, DVDs and, audio tapes, CD-RW and DVD-RW, folders, magazine holders, paper
- Subscriptions to Deaf Related magazines, organizations, memberships

WSCH per FTEF

	2007	2008	2009
Total	469	581	520

3.1 Given the data, describe the trend in [WSCH per FTEF](#).

The WSCH per FTEF in 2009 was close to the target value of 525.

3.1.1 Describe how this trend will impact your program. Does the program make effective use of its personnel? Include any need for increasing or reducing your program faculty.

The data show the program makes effective use of its personnel.

3.2 List each faculty member in your program. Mark all professional development activities engaged in by each faculty member in your program since Fall 2005. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Name	Activities (Mark all that apply)	Comments (Optional)
OA BLAGDON	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input checked="" type="checkbox"/> Other	Instructor: ASL I - Saddleback College, East LA College; ASL II - East LA College; Fingerspelling & ASL Lab - El Camino College (Torrance); ASL I @ Garfield High School (Los Angeles) Private ASL Tutor: (15 years – clients include a variety of professional people)
SA CORNEAL	<input checked="" type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input checked="" type="checkbox"/> Other	Instructor: ASL I and ASL II – LATTC; ASL I – LASC; Alliance College Ready Academy; ASL I – WLAC; Private Instructor: Beginning ASL; Intermediate ASL; Teaching ASL to Children (ages 4-16) Private ASL Tutor: (12 years – clients include a variety of students and people interested in learning language for a variety of reasons) Interpreter Specialist: LACCD Contract Interpreter: Private/Community Interpreter, ASL and Tactile Interpreting Deaf-Blind Certificate Training Program at Northern Illinois University (NIU) Independent Service Provider (ISP) for the State of California Department of Rehabilitation (DOR) (11 years) – English Tutor for the Deaf; Communication

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Name	Activities (Mark all that apply)	Comments (Optional)
		Assistant Conferences/Workshop Presentations: “Beginning ASL” Workshop Presenter – Faithful Central Bible Church, Zion Baptist Evangelist Tabernacle Membership: Registry of Interpreters for the Deaf, Inc. <i>(RID)</i>
HJ WARD	<input checked="" type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input checked="" type="checkbox"/> On-Campus Presentations <input checked="" type="checkbox"/> Other	Instructor: ASL II – LASC Membership: National Association of Student Personnel Administrators (NASPA), American College Personnel Association (ACPA), Capacity and Preparatory / Educational Effectiveness Reviewer, Western Association of Schools and Colleges (WASC) Conference Presentations:- More than fifteen Cultural Competency presentations including: Western Association of Schools and Colleges (WASC) American Association of Colleges & Universities (AAC&U) National Conference on Multicultural Affairs National Conference on Race and Ethnicity (NCORE) Conference on Multicultural Affairs (CMA) American Association for Higher Education (AAHE) National Association of Student Personnel Administrators (NASPA) Jesuit Association of Student Personal Administrators (JASPA) American College Personnel Association (ACPA) Publications: - Robinson-Armstrong, A., King, D., Killoran, D., Ward, H., Fissinger, M. X., & Harrison, L. (2007) Creating institutional transformation using the equity scorecard. <i>Diversity Digest</i> , 10(2), 7-8. - Robinson-Armstrong, A., King, D., Killoran, D., Fissinger, M. X., Ward, H., Saucedo, M. (2007). <i>The equity scorecard: An effective tool for assessing progress toward diversity</i> . Manuscript submitted for publication.

Objective for Module Three

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

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Objective	Develop a specialized ASL Skills Lab Courses and ASL Skills Lab
Planned Activities	<p>The Specialized Skills Lab and Lab Course will provide students with</p> <ol style="list-style-type: none"> 1. Videos to view of interpreters and native sign language users for to observe for modeling to increase/improve their skills 2. An opportunity to be video taped practicing skills learned in lab course and in con-currently enrolled ASL course 3. Provide students with an opportunity for tutoring and feedback related to skills practice
Individual Responsible	Full time instructor; if no full time instructor is hired, the Department Chair and/or an adjunct instructor
Start Date	Fall 2011
Method of Evaluation	Baseline performance compared to completion performance using the same rubric to compare specific skills outlined for each level of ASL course at 70% improvement.

Module Four: Educational Programs

4.0 Identify all program courses listed in the [catalog](#) that are due to be updated (i.e., course outlines were last updated in 2006 or earlier). Describe plans for updating these outlines. Click [here](#) to access the most recent course outline summary that lists LASC courses and their update status. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Outdated Course	Last Updated	Plan for Updating	Update completion deadline
ASL 3	1997	This outline will be updated in Fall 2011.	2011

4.1 For courses that have not been offered in over three years, identify your plans for the upcoming year. Provide justification or extenuating circumstances to keep these inactive courses listed. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) Click [here](#) for a list of courses that have not been offered since Fall 2007. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Inactive Course	Action	Comments
ASL 6 English to Sign Interpreting/Transliteration I	<input type="checkbox"/> Recommend <input type="checkbox"/> Archive <input checked="" type="checkbox"/> Remain listed <input type="checkbox"/> Other (please detail):	Necessary for proposed certificate program
ASL 10 Sign to English Interpreting/Transliteration I	<input type="checkbox"/> Recommend <input type="checkbox"/> Archive <input checked="" type="checkbox"/> Remain listed <input type="checkbox"/> Other (please detail):	Necessary for proposed certificate program
ASL 11 Sign to English Interpreting/Transliteration II	<input type="checkbox"/> Recommend <input type="checkbox"/> Archive <input checked="" type="checkbox"/> Remain listed	Necessary for proposed certificate program

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Inactive Course	Action	Comments
	<input type="checkbox"/> Other (Please detail):	

4.2 Enter new courses that are planned. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

New Course	Justification (check all that apply)
ASL Lab A	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input checked="" type="checkbox"/> Course needed for sequence <input type="checkbox"/> Integrating current trends and new information <input checked="" type="checkbox"/> Other (please detail): Co-req to ASL 1
ASL Lab B	<input type="checkbox"/> Advisory committee <input checked="" type="checkbox"/> Prerequisites – For ASL 3 <input type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input checked="" type="checkbox"/> Course needed for sequence <input checked="" type="checkbox"/> Integrating current trends and new information <input checked="" type="checkbox"/> Other (please detail): Co-req to ASL 2
ASL Lab C	<input type="checkbox"/> Advisory committee <input checked="" type="checkbox"/> Prerequisites – For ASL 4 <input type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input checked="" type="checkbox"/> Course needed for sequence <input checked="" type="checkbox"/> Integrating current trends and new information <input checked="" type="checkbox"/> Other (please detail): Co-req to ASL 3

4.3 Vocational Programs (if applicable; if not, skip to Objective for Module Four)

4.3.1 How does your program meet **labor market demand**? Cite specific examples and sources.

<p>Registry of Interpreters for the Deaf, http://www.rid.org/interpreting/new_to_interpreting/index.cfm</p> <p><i>Interpreting as a Career</i> There is a strong need for qualified interpreters with credentials as we are currently experiencing a period in the interpreting field where supply is not keeping up with demand. The greatest demand for interpreters is in medium-to-large cities. The more mobile you are, the more likely you are to find an interpreting job.</p> <p>Interpreters typically fall in one of three categories Agency interpreter, meaning that you are employed by an agency that provides you job assignments – Free-lance interpreter, meaning that you are responsible for finding and maintaining your own client base. Contracted interpreter, meaning that you take on aspects of both the agency interpreter and the</p>
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freelance interpreter. You provide services to an interpreter services agency or to other agencies in accordance with the terms and conditions of a particular contract or contracts. You are not an employee of the interpreter services agency or any other agencies for which they provide services

Interpreter Salaries

Salary statistics for interpreters is very difficult to find as salaries vary depending on many factors.

These include:

- geographical area (rural areas tend to pay less than urban areas)
- education
- amount of experience
- credentials
- type of interpreter, such as freelance, contracted or agency

Bureau of Labor Statistics , [Occupational Outlook Handbook, 2010-11 Edition](#)

<http://www.bls.gov/oco/pdf/ocos175.pdf>

About 26 percent of interpreters and translators are self-employed; many freelance and work in this occupation only sporadically.

- In addition to needing fluency in at least two languages, many interpreters and translators need a bachelor's degree.
- Employment is expected to grow much faster than average.
- Job prospects vary by specialty and language.

Bureau of Labor Statistics, <http://www.bls.gov/oco/content/ocos175.stm>

Wage and salary interpreters and translators had median annual wages of \$38,850 in May 2008. The middle 50 percent earned between \$28,940 and \$52,240. The lowest 10 percent earned less than \$22,170, and the highest 10 percent earned more than \$69,190. Individuals classified as language specialists in the Federal Government earned an average of \$79,865 annually in March 2009.

Earnings depend on language, subject matter, skill, experience, education, certification, and type of employer, and salaries of interpreters and translators can vary widely. Interpreters and translators who know languages for which there is a greater demand, or which relatively few people can translate, often have higher earnings, as do those who perform services requiring a high level of skill, such as conference interpreters.

For those who are not salaried, earnings typically fluctuate, depending on the availability of work. Freelance interpreters usually earn an hourly rate, whereas translators who freelance typically earn a rate per word or per hour.

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4.3.2 Do your program have an **advisory board**? How often does your advisory board meet? When was the last meeting? List outcome(s) of your advisory board meetings.

N/A

4.3.3 What **employment data** do you have that demonstrates the effectiveness of your program?

N/A

Objective for Module Four

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Update course outlines for inactive classes
Planned Activities	Update course outlines for all ASL classes listed in the catalog
Individual Responsible	Department chair, ASL faculty
Start Date	Fall 2011
Method of Evaluation	All outlines will be updated and inactive courses will be ready to be offered

Module Five: Student Learning Outcomes (SLOs)

- 5.0 Identify 2-5 [student learning outcomes](#) for each of the **degree programs** you offer and provide an [assessment strategy](#) for each outcome. In the following chart,
- Indicate the assessment strategy and when assessment will occur (Fall 2010/Spring 2011)
 - If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meetings as evidence of this dialog).

LASC Institutional SLOs

1. Communication (Oral and Written Skills)
 - Use language (oral and written) and non-verbal modes of communication appropriate to the audience and purpose.
2. Cognition (Reading Comprehension, Computational Skills, and Critical Thinking)
 - Use critical thinking and computational skills to analyze, synthesize, and evaluate ideas and information.
3. Information Competency (Information Competency and Technological Literacy)
 - Utilize research skills necessary to achieve educational, professional, and personal objectives.
4. Social Responsibility (Responsible Citizenship and Valuing Diversity)
 - Demonstrate sensitivity to and respect for others and participate actively in group and civic decision making.
5. Personal and Professional Development (Employability and Confidence Building)
 - Demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.

- If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to. Click [here](#) for a link to all of the degree/certificate programs that should have at least 2 SLOs. Click [here](#) to see a sample entry for this form.

If your program offers more than one degree, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.”

Program Title: American Sign Language (ASL)				
Program SLO	Target Courses to be Assessed	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
1. Distinguish between Deaf and Hearing Culture. The Student will be able to compare and contrast basic elements of Deaf culture to hearing	ASL 1, and ASL 2	<input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5

Program Title: American Sign Language (ASL)				
Program SLO	Target Courses to be Assessed	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
culture and how American Sign language is important to the formation and cohesion of Deaf Culture.				
2. Develop basic ASL conversational skills through observation of natural language users to reinforce skills learned during class. The Student will be able to demonstrate functional/notional discourse behavior to convey appropriate expressive use of the language including: conversational openers, greetings, identifying, introductions; use of classifiers, Non-Manual Behaviors (NMB) and character shifting		<input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5

5.1 List each course in your program as well as each course’s SLOs according to the most recent course outline of record. (Click [here](#) to access a master list of all courses and recorded SLOs.) Indicate whether the course SLO ties directly to a program SLO. Indicate whether the course SLO ties directly to an institutional SLO.

If the course ties in to multiple degree programs with separate SLOs, use the text box to describe the relationship between the course SLO, program SLOs, and Institutional SLOs.

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To add additional rows for more courses: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the rows above (for the course, three SLOs and check boxes) and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.

Course Name, Number, and SLOs		Related Program SLO (mark all that apply)	Related Institutional SLO (mark all that apply)
Example: Course name: Chemistry 51	SLO 1: Demonstrate proficiency in performing conversions within the metric or English systems, or between the English and metric systems. (70% meets expectation)	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Demonstrate proficiency in naming a compound given its chemical formula or vice versa (70% meets expectation)	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: ASL 1	SLO 1: Distinguish between Deaf and Hearing Culture	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 2: Student will prepare and present a Formal ASL Presentation incorporating expressive and receptive ASL language skills.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: ASL 2	SLO 1: Demonstrate comprehension of ASL vocabulary and grammar	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Demonstrate ASL conversational fluency on an intermediate level	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

<p>Course name: ASL 3</p> <p>NOTE: Outline is outdated; however, SLOs will be updated along with submission of updated outline.</p>	SLO 1:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
<p>Course name: ASL 6</p> <p>NOTE: This course has not been offered in some time, however, the SLOs will be updated when the course outline is updated and submitted.</p>	SLO 1:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
<p>Course name: ASL 10</p> <p>NOTE: This course has not been offered in some time, however, the SLOs will be updated when the course outline is updated and</p>	SLO 1:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

submitted.			
Course name: ASL 11 NOTE: This course has not been offered in some time, however, the SLOs will be updated when the course outline is updated and submitted.	SLO 1:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

- 5.2 Identify 2-5 Student learning Outcomes for any [certificate programs](#) within your area. In the following chart,
- List the certificate program, SLOs, and target courses.
 - Indicate the assessment strategy and when the assessment will occur (**Fall 2010 or Spring 2011**).
 - If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meeting as evidence).
 - If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to.

If your program offers more than one certificate, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.”

Certificate Program and SLO	Target Courses	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
Name of Certificate Program:				
SLO 1:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 2:				<input type="checkbox"/> 1 <input type="checkbox"/> 2

		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 3:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 4:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 5:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

5.3 How are course and/or program student learning outcomes communicated to students?

The SLOs are provided to the students on the course syllabus and discussed with the students throughout the course.

5.3.1 How do you measure whether students understand what the outcomes mean?

The SLOs are discussed with the students to determine understanding. The outcomes are measured through quizzes, tests, and expressive language presentations.

5.3.2 If applicable, how can students self-assess using rubrics, etc. in relation to the SLOs.

In ASLI, Students are provided with an opportunity to use the ASL Presentation Rubric after presenting and expressive transcribed story to a peer. Part of the project is to do a self analysis on the critique provided by the peer.

5.4 How will the results of assessment be used for planning and decision-making? How were the results discussed both internal and external to your program? Did students participate in the reviews of outcomes, criteria, curriculum design, or related activities? If so, describe.

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The Assessment tool, ASL Presentation Rubric and Analysis allow the student to do self reflection on the skills acquired to that point in the course. With this feedback, and a discussion with the instructor, the student can assess their skill and develop a plan to improve their skills for the Formal Presentation, which again uses the ASL Presentation Rubric.

Objective for Module Five

Write an objective, if applicable, to address future plans to develop, assess, and/or improve Student Learning Outcomes. List any objectives resulting from SLO assessment analysis. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Develop curriculum with corresponding SLOs for all classes not currently offered, and assess SLOs according to the SLO committee's timeline.
Planned Activities	<ul style="list-style-type: none">• Review any curriculum archived from previous LASC ASL program.• Update or create new curriculum and SLOs to correspond with current college mission
Individual Responsible	Department Chair
Start Date	According to SLO committee's timeline
Method of Evaluation	SLO development and assessment addenda to course outlines will be completed

Module Six: Student Feedback

6.0 Data collection

6.0.1 How many surveys were collected from students?

None

6.0.2 How many students participated in focus groups?

None

6.0.3 How many students participated in interviews?

None

6.0.4 How many students participated in other activities in which students provided feedback to your program? Describe these activities.

None

6.1 Describe the results of the data accumulated in the above methods.

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Objective for Module Six

Write an objective, if applicable, to address student feedback and concerns. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	For 2012-2013 program planning year, develop student survey regarding needs and future goals concerning ASL program
Planned Activities	Develop online survey to collect data regarding the LASC ASL program for entering ASL courses and those that have completed LASC ASL courses
Individual Responsible	Department Chair
Start Date	Spring 2012
Method of Evaluation	Feedback will be collected by the end of Spring 2013

Module Seven: SWOC

Based on your program review, summarize:

Program Strengths

The LASC program strengths include increasing enrollment, an ability to attract students to ASL classes through visiting outside activities and informing students that LASC has class available in the language, very high retention rates, knowledgeable faculty who are active in the Deaf community.

Program Weaknesses

Currently, there is a lack of opportunities for students to receive tutoring, engage in on-campus activities that promote the diversity of the Deaf Community where the language is actively used and can be viewed, a lack of a lab in which to practice using the language to improve their skills; and an offering of advanced courses, especially for students who have expressed an interest towards the fulfillment of a certificate/degree to prepare students for the work force as interpreters for the Deaf.

Program Opportunities

There is a need for American Sign Language interpreters; particularly there is a need for African American interpreters in the field. The development of a full program in American Sign Language that would directly compete with other community college districts would provide an important opportunity for inter-city students.

Program Challenges

Current funding and budget issues prevent the further development of the program.

Module Eight: Objectives from 2008-2009 Mini-Review

8.0 List each of the objectives from your program’s 2008-2009 mini-review. (Click [here](#) to access the objectives from the mini-reviews.) Indicate the current status and outcome of each objective. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Objective	Status Completed = C In Progress = IP Not Implemented = NI	Outcome If “C” evaluate the result If “IP” evaluate the status and plans for continuation of the objective If “NI” state whether the objective will be pushed to the next year or dropped entirely and the rationale behind the decision
No 2008 mini-review completed	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	
	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	
	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	

Module Nine: 2010 Program Review Objectives

9.0 Rank and list all objectives that have been developed in this program review.

Rank	Objective	Planned Activities	Individual Responsible	Start Date	End Date
1	Increase class offerings	<ul style="list-style-type: none"> • Offer (ASL 1 and) ASL 2 during the daytime schedule • Add ASL 3 to the evening schedule • Add Specialized ASL Skills Lab/Course 	Department Chair	Fall 2011	
2	Prepare ASL III for acceptance toward the AA in Inter-disciplinary Studies: Arts and Humanities, Option 2 (transfer for the UC pattern).	Develop and prepare the curriculum necessary to be accepted for UC transfer.	Department Chair	Fall 2011	
3	Develop a specialized ASL Skills Lab Courses and specialized ASL Skills Lab to increase students' success and skill levels	<p>Provide students with</p> <ul style="list-style-type: none"> • Videos to view of interpreters and native sign language users for to observe for modeling to increase/improve their skills • An opportunity to be video taped practicing skills learned in lab course and in concurrently enrolled ASL course • An opportunity for tutoring and feedback related to skills practice 	Department Chair	Fall 2011	

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Rank	Objective	Planned Activities	Individual Responsible	Start Date	End Date
4	Develop curriculum with corresponding SLOs for all classes not currently offered	Research and create curriculum with corresponding SLOs for all classes not currently offered	Department Chair	According to the SLO committee's timeline.	
5	Develop student survey regarding needs and future goals concerning ASL program	Develop online survey to evaluate current and past expectations and needs of the ASL Program	Department Chair	2012-2013 program planning year	
6	Update course outlines for inactive classes	Update course outlines for ASL 6, 10, and 11	Department chair, ASL faculty	Fall 2011	

Module Ten: Resource Priority Requests

Note: All resources requests must be linked to a program objective and to a [strategic plan goal/objective](#).

Rank	Resources Requested	Quantity/ Units	Program Objective Number Related to this Request	Strategic Goal/Objective Number Related to this Request	Rationale for the Request	Anticipated Total Cost
1	Class room space for ASL 2 and ASL 3 offered in morning and evening program	8 units (4 units each class ASL 2 and ASL 3)	1	1	Attract more students by offering a comprehensive program during the day (for more FT students) and evening (for PT and students re-entering the work force)	
2	Hire a full-time ASL Instructor		1	1	In conjunction with increase classroom space, the creation of a dedicated ASL Lab, and the continued development of curriculum, to attract more students by offering a comprehensive program during the day (for more FT students) and evening (for PT and students re-entering the work force), a full-time faculty member is requested.	

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Rank	Resources Requested	Quantity/ Units	Program Objective Number Related to this Request	Strategic Goal/Objective Number Related to this Request	Rationale for the Request	Anticipated Total Cost
3	<p>Instructor to review curriculum and with UC requirements for transfer with LASC college counselor</p> <p>Professional Development Credit and compensation for performing task</p>	N/A	2	2	<p>Currently, no degrees and/or certificates in ASL are offered. However, according to the LASC college catalog, ASL I-III are approved and acceptable courses for an Associate in Arts Degree in Inter-disciplinary studies: Arts and Humanities,(Option 2, transfer - for a CSU general education pattern)</p>	

Rank	Resources Requested	Quantity/ Units	Program Objective Number Related to this Request	Strategic Goal/Objective Number Related to this Request	Rationale for the Request	Anticipated Total Cost
4	<ul style="list-style-type: none"> • Dedicated/secure Lab with: space for supplies, cabinet, teacher's desk, 5-10 student desks, 5-6 cubicles for viewing videos, listing to audios, secluded sound treated area for video taping, area for group video review, area for group activities, area for independent study • Equipment: Video camera, tripod, 1 large TV, DVD/VHS player, 2 audio CD recorder/player, CD-RW and DVD-RW player, 3 VDV/VHS combo 13" TVs, bookshelf, file cabinet (locking – for files and media), 2 cabinets (locking for equipment storage), 3 PCs (with software, and internet access – one for instructor, 2 for students to view programs that are online and print capabilities), small printer, 	LABS A-C to correspond to each ASL Class offering (as courses are added, co-requisite of ASL Skills Course will be added.	3	3	Develop a specialized ASL Lab Course and an ASL Skills Lab to increase students' success and skills level	

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Rank	Resources Requested	Quantity/ Units	Program Objective Number Related to this Request	Strategic Goal/Objective Number Related to this Request	Rationale for the Request	Anticipated Total Cost
	<p>scanner, copier.</p> <ul style="list-style-type: none"> • Supplies: books (Deaf culture, language, English and ASL dictionaries), ASL videos, DVDs and, audio tapes, CD-RW and DVD-RW, folders, magazine holders, paper • Subscriptions to Deaf Related magazines, organizations, memberships • Additional Instructor to teach ASL Skills Lab Courses (for all labs) or a rotating schedule for adjuncts to staff ASL Skills Lab Course • Opportunity for Student Worker as ASL Skills Lab Resource Assistant 					

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Rank	Resources Requested	Quantity/ Units	Program Objective Number Related to this Request	Strategic Goal/Objective Number Related to this Request	Rationale for the Request	Anticipated Total Cost
5	Instructor to develop curriculum with corresponding SLOs for all classes not currently offered Professional Development Credit and compensation for performing task	N/A	5	5	Create a viable program offering towards an ASL Interpreter Training Program Certificate	
6	PC access to online survey program and selected staff to interpret resulting data	N/A	65	65	Student feedback and Student Success	

Concluding Comments and Recommendations

- 1. Discuss any special program accomplishments or achievements that have not already been addressed.**

N/A

- 2. Discuss anything else you would like to share about your program that has not already been addressed.**

N/A

- 3. List a minimum of (3) recommendations for the program.**

1. Develop a specialized ASL Skills Lab Courses and specialized ASL Skills Lab to increase students' success and skill levels
2. Hire a full time instructor
3. Expand course offerings in both the day and evening.