

#38

COMPLETE

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Page 1: I. Program Overview and Update

Q1

Department(s) Reviewed:

American Sign Language

Q2

Lead Author and Participants: Please list any person who participated in the preparation of this report.

Dorian Yanke

Q3

Dean/Manager:

Alicia Munoz

Q4

Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your 2019 program review, visit the Program Review webpage.

As part of our departmental goals stated in the last program review, the ASL Department continued to work on strengthening enrollment numbers and ways of increasing visibility and exposure to the ASL Department. We worked on enhancing the skills of our ASL instructors by having our instructors participate in various forms of trainings and departmental discussions/meetings related to acquiring or developing a variety of teaching methods and skills. Our ASL instructors are more diverse and well rounded for it now, especially in terms of being able to use various technologies that align with class activities, processes and the LMS we use, Canvas. We have increased our use of social media in an attempt to reach a wider audience of potential Cuyamaca College ASL students and continued to participate in a wide range of on and off campus activities as a way to create a bond and rapport between our students and instructors and the San Diego Community. Interest in our ASL Club surged during the Fall semester of 2019. During previous semesters, we would only have a handful of students come to ASL Club meetings. Throughout the Fall of 2019, we often had around 20 students attend our meetings consistently. The number of students that earned an ASL Certificate surged from 1 in 2017 to 8 in 2018 and there were numerous students that professed their interest in earning an AA degree in ASL during this time.

Page 2: II. Assessment and Student Achievement

Q5

No

1. Do you have a course Student Learning Outcome (SLO) assessment plan on file with the Student Learning Outcome and Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.

Q6

Respondent skipped this question

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.

Q7

2. Please provide an analysis of your Student Learning Outcomes (SLO) findings and what changes, if any, were made as a result.

The ASL Department continues to discuss SLO assessments and outcomes with our instructors each semester. We continue to communicate with our SLO coordinator about ways we can improve our assessment designs, methods and ways we interpret the results.

Q8

Yes

3. Does your department or discipline offer any degrees and/or certificates?

Page 3: II. Assessment and Student Achievement

Q9

4. How are you currently assessing your PLOs?

We are mainly assessing our SLOs and participating in an ongoing discussion on how to improve and/or make sure we are staying mindful of PLO assessment.

Q10

Yes

5. Are your PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives? To access the College Catalog Associate Degree Programs and Certificates section, [click here](#).

Q11

Respondent skipped this question

6. Are the PLOs mapped onto the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu

Page 4: II. Assessment and Student Achievement

Q12

Referencing the last 5 years of data, discuss the changes in course success rate since the last program review (annual or comprehensive) report.

Our success rate as a whole has remained relatively steady throughout the last five years. Using our Spring term data, the success rate has fluctuated between 73% and 81% during this time. In 2015 it was 78%, and last year it was 75%.

Q13

Considering the college's 2024 goal of increasing course success rates to 77%, discuss how your department/discipline will help meet that goal.

One thing the ASL Department has consistently done with all of our instructors is to remind each instructor at the start of each semester to think about where our students come from and how their educational experiences may be different from those that belong to our instructors. We talk about ways to find value in our students' work and their skills that may not necessarily always parallel what they are able to immediately demonstrate early on in the semester. We talk about ways to keep in touch with our students and to keep them engaged in a way that makes them feel as if they are being supported even if their grades may not reflect this early on in the semester. We talk about being mindful about how ASL and learning/acquiring a visual language is so hard for someone that has been an auditory learner throughout that entire person's life, and how these skills that we expect our students to acquire early on are not always manifested or demonstrated successfully in the work they turn in or demonstrate early on in the semester. We talk about how students have a life outside of Cuyamaca College and how so many of these students have challenges of all kinds, and how they're still interested in learning ASL and how we need to do our best to be patient with these students and support their learning and engagement in the class in the best way possible.

Q14

Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall.

The two largest groups of students are Latino and White. The number of these students enrolled in the ASL Department have almost mirrored each other since 2015. Using the Spring term data, in the Spring of 2015, we had 102 latino students with a success rate of 75% and 105 white students with a success rate of 81. In 2019 we had 63 latino students with a success rate of 69% and 63 white students with a success rate of 83%. The success rate for our latino students has ranged between 69% and 77% during this five year long term. The success rate for our white students has ranged between 79% and 85% during this time.

It is evident that the latino students' success rate has lagged behind that of our white students by a significant amount.

Our next two largest demographic groups are composed of students that identify with multiple races/ethnicities and black students. Both groups are significantly smaller. We have had between 16 and 23 students between 2015 and 2019 that identified with multiple races/ethnicities and the success rate for this group has ranged between 67% and 85%. We have had between 6 and 13 black students each Spring with a success rate of between 53% and 93%.

Q15

What department/discipline (or institutional) factors may be contributing to these lower success rates for these groups of students?

It is possible we are not doing enough to ensure we are supporting these students and their specific needs especially these students that may come from challenging socioeconomic backgrounds, including these that commute from Tijuana to take our classes. We have tried to reduce the number of obstacles that stand in these students' way and their pursuit of ASL. We have talked about how many students may not be able to afford to purchase the required ASL textbook for the majority of our ASL classes that typically costs around \$90-100 and that we shouldn't require these students to buy these books, especially if they're able to use the internet to view many of these educational materials available as videos or skills demonstrations. We have talked about how we need to be lenient with absences or tardiness to classes since they may have many other important life related events going on simultaneously and we want to be mindful about how the most important thing, the overarching goal should be to keep them enrolled in the class so that they're able to continue learning and developing their ASL skills so that they're able to bring these skills back to their community and use these skills in all of these meaningful ways they want to, for the reasons they signed up for the class in the first place.

Q16

What specific steps will the department of discipline take to address these equity gaps in the 2020/21 academic year?

We are continuing to talk about our textbook and materials requirements and doing our best to find cheaper alternatives that will allow us to continue to teach each course's objective successfully without requiring our students to purchase an expensive and potentially unaffordable textbook, and to make sure our lessons and assessments are not designed solely around textbook lessons or activities. Second, we are doing our best to try to make our students aware of how important it is to have successful and working internet access at home or their main places of study. This is not always possible, but we feel that the lack of internet access often hinders our students' abilities to view some of the required videos or lessons that are connected to materials found online. We have talked about this with our students often, but ultimately, acquiring high speed internet access continues to be a challenge for many students.

Q17

How do these steps inform the long-term department or discipline goals that you are setting in this annual program review?

By looking at our practices and requirements, we'll be able to foster the best possible environment for all of our students, especially for these of color and for those who come from challenging socioeconomic backgrounds and environments that may need additional forms of support and accommodations to help them stay on track and meet their academic and ASL goals. This will help with student retention.

Q18

In what way does your department/discipline work across instruction and student services to advance the college's student success & equity goals?

I have contacted other chairs to see if we could work together on collaborative projects. One project I have wanted to do for the longest time consists of hosting a literacy day event designed for families and young children of all kinds interested in ASL regardless of whether they may know any ASL or not. I moved forward with serious discussions with representatives from Deaf Community Services of San Diego, UCSD, and other community members who have participated in or hosted similar types of events and also contacted representatives of the Early Childhood Center at Cuyamaca College. We truly thought we would finally pull this event off during the Spring Semester of 2020 and hopefully make this an annual thing for the Cuyamaca and San Diego community. But due to these circumstances beyond our control, we found these plans waylaid. This would have been one of these wonderful ways to pull all members of our community together and create and/or foster these types of lifelong interactions and experiences. As things are now, as stated earlier, we truly try to think about each individual and what this person needs to become a successful signer, student and person throughout his time at Cuyamaca and what we can do to give each person the greatest opportunity to move onto new challenges regardless of whether this is to transfer to a four year college or work in his or her community and apply these skills this person has acquired by being a part of our ASL program.

Q19

Respondent skipped this question

OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

Page 5: II. Assessment and Student Achievement

Q20

Yes

Do you offer distance education (online) courses?

Page 6: II. Assessment and Student Achievement

Q21

Respondent skipped this question

Are there differences in success rates for distance education (online) versus in-person sections?

Q22

If there are differences in success rates for distance education (online) versus in-person sections, what will the discipline or department do to address these disparities?

There is only a limited amount of data available regarding our DE students because we have not offered very many of these classes, and started doing so less than two years ago. However, the ASL Department clearly recognizes that there is a lot of work to be done in improving our DE course offerings and how we retain our DE students. This starts with making sure all of the instructors that teach our DE classes have the best possible training and certification, and at this time, we are moving steadily towards having all of our ASL instructors become certified to teach online. The ASL Department will continue to engage in discussions and trainings to make sure we try our best to provide the best possible online experience for all of our students.

Q23

What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

Our ASL instructors have always been really good about working in a collaborative way and the instructors that teach the same class often work together throughout the semester in the way of having discussions, exchanging ideas and approaches and materials.

Page 7: III. Previous Goals: Update (If Applicable)

Q24

Yes

Would you like to provide an update for your previous program review goal(s)?

Page 8: III. Previous Goals: Update (If Applicable) continued

Q25

Previous Goal 1:

Secure iPads For Our ASL Classes

Q26

Basic Skills Acceleration

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

Q27

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

We have wanted to secure 30+ new iPads for our face to face classes to help make so many of these videos and internet based activities much more accessible to our students. We have had numerous issues with our old and nearly obsolete iPads, and have not been able to rely on these iPads or make them a part of our classes in an effective and dependable way.

Q28

In Progress - will carry this goal forward into next year

Goal Status

Page 9: III. Previous Goals: Update (If Applicable) continued

Q29

Respondent skipped this question

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

Q30

Respondent skipped this question

Do you have another goal to update?

Page 10: III. Previous Goals: Update (If Applicable) continued

Q31

Please describe action steps for the year:

It is difficult to say whether or not we still want to move forward with the purchase of these iPads. With the Covid19 pandemic suspending on campus operations for the foreseeable future, I believe the ASL Department can wait to see how the current pandemic affects the majority of our students' preferred learning styles. When it becomes clear that we are going to have a definite return to campus based classes, we would really like to secure these iPads without question.

Q32

How will this goal be evaluated?

Through assessments, SLO evaluations and student based surveys.

Q33

Yes

Do you have another goal to update?

Page 11: III. Previous Goals: Update (If Applicable) continued

Q34

Previous Goal 2:

Set up a number of ASL classes in a much more visible part of the campus

Q35

Student Validation and Engagement

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

Q36

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

Our ASL classes are somewhat buried in a remote part of the campus, many students have said in the past that they were not aware Cuyamaca had an ASL program at all until they saw some type of ASL activity occurring on campus, which piqued their curiosity and desire to sign up for a class. The vice president and I have had discussions about this and we both agreed that it would be beneficial if we could have a class or two in a much more visible part of campus with foot traffic that passes by regularly.

Q37 **In Progress-will carry this goal forward into next year**

Goal Status

Page 12: III. Previous Goals: Update (If Applicable) continued

Q38 **Respondent skipped this question**

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

Q39 **Respondent skipped this question**

Do you have another goal to update?

Page 13: III. Previous Goals: Update (If Applicable) continued

Q40
Please describe action steps for the year:

Uncertain due to Covid19 and the shift to online/DE classes.

Q41 **Respondent skipped this question**

How will this goal be evaluated?

Q42 **Yes**

Do you have another goal to update?

Page 14: III. Previous Goals: Update (If Applicable) continued

Q43
Previous Goal 3:

Continued recruitment of ASL Instructors with Online/DE skills

Q44 **Organizational Health**

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

Q45

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

With the increasing number of students interested in taking online courses, we have to continue to try to hire instructors with these skills who will be able to teach creative and effective online classes and also help pass on some of these skills to our other ASL instructors.

Q46

In Progress-will carry this goal forward into next year

Goal Status

Page 15: III. Previous Goals: Update (If Applicable) continued

Q47

Respondent skipped this question

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

Q48

Respondent skipped this question

Do you have another goal to update?

Page 16: III. Previous Goals: Update (If Applicable) continued

Q49

Please describe action steps for the year:

We have hired a new ASL instructor that has enthusiastically worked on her online skills and become certified to teach online. In addition, all of our ASL Instructors should be certified to teach online by the end of the Summer.

Q50

How will this goal be evaluated?

Class evaluations and student success rates.

Q51

No

Do you have another goal to update?

Page 17: III. Previous Goals: Update (If Applicable) continued

Q52

Respondent skipped this question

Previous Goal 4:

Q53

Respondent skipped this question

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

Q54

Respondent skipped this question

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

Q55

Respondent skipped this question

Goal Status

Page 18: III. Previous Goals: Update (If Applicable) continued

Q56

Respondent skipped this question

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

Q57

Respondent skipped this question

Do you have another goal to update?

Page 19: III. Previous Goals: Update (If Applicable) continued

Q58

Respondent skipped this question

Please describe action steps for the year:

Q59

Respondent skipped this question

How will this goal be evaluated?

Q60

Respondent skipped this question

Do you have another goal to update?

Page 20: III. Previous Goals: Update (If Applicable) continued

Q61

Respondent skipped this question

Previous Goal 5:

Q62

Respondent skipped this question

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

Q63

Respondent skipped this question

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

Q64

Respondent skipped this question

Goal Status

Page 21: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q65

Respondent skipped this question

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

Page 22: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q66

Respondent skipped this question

Please describe action steps for the year:

Q67

Respondent skipped this question

How will this goal be evaluated?

Page 23: IV. New Goals (If Applicable)

Q68

Yes

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

Page 24: IV. New Goals (If Applicable) continued

Q69

New Goal 1:

Hire a Lab Assistant or person that will be able to engage online/DE students in Conversational/Discourse Exchanges

Q70

Basic Skills Acceleration

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

Q71

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

With the shift to online classes, our students must have the opportunity to participate in live conversational exchanges. It is not always possible for the instructor to engage all of his students in this manner, especially in asynchronous classes. We truly need someone that will be able to act as an instructional assistant of sorts for our online instructors and step in and host these conversations with a large number of students from time to time.

Q72

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 data:

Our online student success rates are not the greatest; it is common for online students to drop the class. Having this person in place may make a tremendous difference for some of these students that are not feeling as if they're entirely engaged in the class. People learn ASL after all because they want to learn how to sign or talk with Deaf people after all.

Q73

Action steps for this year:

Hire a lab assistant that would be able to function in this manner as expected.

Q74

How will this goal be evaluated?

Evaluations of student success rates and student evaluations/surveys.

Q75

Yes

Do you have another new goal?

Page 25: IV. New Goals (If Applicable) continued

Q76

New Goal 2:

Continue to Expand our ASL Online Course Offerings

Q77

Student Validation and Engagement

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

Q78

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

Students have expressed an interest in taking ASL 140 (Deaf Culture) online. We would like to add this course to the schedule as a DE course.

Q79

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 data:

Student surveys and anecdotal evidence/inquiries.

Q80

Action steps for this year:

Add ASL 140 in time for the Spring Semester of 2021.

Q81

How will this goal be evaluated?

By evaluating student success rates and student surveys.

Q82

No

Do you have another new goal?

Page 26: IV. New Goals (If Applicable) continued

Q83

Respondent skipped this question

New Goal 3:

Q84

Respondent skipped this question

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

Q85

Respondent skipped this question

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

Q86

Respondent skipped this question

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 data:

Q87

Respondent skipped this question

Action steps for this year:

Q88

Respondent skipped this question

How will this goal be evaluated?

Q89

Respondent skipped this question

Do you have another new goal?

Page 27: IV. New Goals (If Applicable) continued

Q90

Respondent skipped this question

New Goal 4:

Q91

Respondent skipped this question

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

Q92

Respondent skipped this question

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

Q93

Respondent skipped this question

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 data:

Q94

Respondent skipped this question

Action steps for this year:

Q95

Respondent skipped this question

How will this goal be evaluated?

Page 28: V. Resources Needed to Fully Achieve Goal(s)

Q96

Yes

Is the program requesting resources this year to achieve this program goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies/Equipment Resource Needs, Facilities Resource Needs or Other Resource Needs)

Page 29: VI. Faculty Resource Needs

Q97

No

Are you requesting one or more Faculty Positions to achieve this program goal(s)?

Page 31: VIII. Classified Staff Resource Needs

Q98

Yes

Are you requesting one or more Classified Positions to achieve this goal?

Page 33: X. Technology Resource Needs

Q99

No

Are you requesting technology resources to achieve this goal?

Page 35: XIV. Supplies/Equipment Resource Needs

Q100

No

Are you requesting supplies and/or equipment resources to achieve this goal?

Page 37: XVI. Facilities Resource Needs

Q101

No

Are you requesting facilities resources to achieve this goal(s)?

Page 39: Final Check

Q102

I am ready to submit my program review

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."
