# Santa Rosa Junior College
## Program Resource Planning Process

American Sign Language  2014

1.1a Mission

**On July 1, 2011, the ASL Department became part of the Modern & Classical Languages Department and its PRPP template is being inactivated.  The Modern & Classical Languages Department PRPP fully reviews all of the langugages other than English currently being taught at SRJC including America Sign Language.**

**All of the content included in this template to was rolled over from the 2011 ASL PRPP and thus does not contain current data or analysis.**

The American Sign Language program is dedicated to excellence in teaching and learning American Sign Language and Deaf culture. Our program focuses on four broad goals:

> Developing receptive and expressive skills in ASL and Deaf cultural awareness among hearing, Deaf and hard-of hearing students so that they will be able to communicate effectively with members of the Deaf community.
> Developing in each of these students a deeper and broader understanding of the realm of language and communication through the process of learning and using a second language.
> Developing in each student a deeper and wider understanding of the concept of cultural differences through the process of learning about and interacting with the Deaf community.

 For the ASL/English Interpreter Education Major and Certificate of Achievement Program (No students to be admitted in fall 2011).

   1. Interpret between American Sign Language and English effectively for deaf consumers across diverse settings.
   2. Adhere to the code of professional conduct (CPC) as set forth by the Registry of Interpreters for the Deaf, the national certifying body and the standards set forth by the NCIEC,

(National Consortium of Interpreter Education Centers).
   3. Demonstrate cross-cultural sensitivity and cultural competence in all areas of the process of interpreting.

## 1.1b Mission Alignment

The ASL Department and its programs is closely aligned to the Mission of  the Sonoma County Junior College District, which is to promote student learning throughout our diverse communities by increasing the knowledge, improving the skills and enhancing the lives of those who participate in our programs and enroll in our courses.

More specifically:

> ASL facilitates lower division academic education, to support transfer to four-year institutions. Our ASL 1, 2, 3, 4 and 5 courses are fully compatible with CSU and IGETC transfer requirements. Many students opt to take ASL for this reason.

> ASL supports career and technical education as well as economic development and job growth. Our Interpreter Education Program provides students with entry-level interpreting skills. Moreover, many students at SRJC training for careers in other fields such as fire technology, nursing, child development and other fields routinely take ASL classes to broaden their capabilities for serving Deaf and hard of hearing clients and patients.

> ASL supports the development of basic skills, to include English language skills acquisition. This is especially evident in the sizeable numbers of non-native speakers of English who take our courses. Because we frequently provide meta-linguistic comparisons between ASL and English, we assist students in developing their skills and knowledge in the English language.

> ASL works closely with student and academic support services, to improve student success and student retention. In particular, we provide training and referrals for ASL tutors who provide a valuable service to students who are experiencing difficulty in learning ASL.

> ASL serves the educational needs of our students and our community through programs and courses that help hearing students make connections to Deaf students and faculty. Additionally, Deaf students sometimes take ASL in order to meet foreign language requirements at SRLC.

> ASL also maintains high academic standards and helps develop a respect for learning in all of our students by using a total immersion approach which compels students to interact with and develop respect for Deaf people and for ASL users.

> ASL helps develop intellectual curiosity and integrity among students by providing the best quality instruction and materials. More recently, a team of ASL instructors has been working to develop a new ASL textbook and a new ASL video website as a means of increasing the success and accomplishments of students taking ASL courses.

ASL offers courses and programs which reflect academic excellence and integrity and which serve the variety of needs, career pathways, and abilities of our students. We currently offer eight courses in different levels ASL skills, a Deaf culture course, an ASL/English Linguistics course and twelve courses dealing with a wide variety of issues and competencies in the ASL/English interpreting field.

ASL has identified student learning outcomes for all of its courses, programs, certificates, and degrees; has developed assessment tools for student achievement of those outcomes; and is using those assessment results to improve the effectiveness of its instructional approaches.

ASL's Mission is in alignment with many other elements of the college's Mission including: challenging students to participate fully in the learning process by teaching students to be responsible for their academic success; preparing our students for participation as citizens at the local, national and global levels; promoting awareness of and maintaining sensitivity to ethnic, cultural and gender diversity within our student body, faculty, staff, administration and course offerings; and contributing to the cultural life of our community by presenting enrichment opportunities to our students and community members; and attracting and retaining faculty and staff who are highly qualified, knowledgeable and current in their fields.

## 1.1c Description

The American Sign Language Department offers students extensive opportunities to develop their ASL skills in a total immersion environment.  We also offer opportunities for students to become entry-level ASL/English interpreters through its Interpreter Education Program which offers both a new major and certificate of achievement.

The ASL Department maintains an environment with high standards and innovative instruction which incorporates theory and practice in its instructional approach. The ASL program offers a rich array of courses which includes six levels of ASL and special courses in fingerspelling, numbers and classifiers that help students to attain mastery of ASL and become effective communicators in ASL. No other community college in Northern California offers such a diverse program.

The Interpreter Education program offers thirteen courses as well as support services which helps prepare students for entry level careers as sign language interpreters. These courses ensure that they will be able to effectively mediate between English and ASL and the cultures of Deaf and hearing people.  (Because of budget constraints, Interpreter Education courses are currently not being scheduled).

In addition to its course offerings, the Department offers a number of other activities each year designed to increase student exposure to Deaf people and ASL. These include social events such as fall Halloween parties and spring picnics. The Department sponsors an ASL club which helps to increase student skills and knowledge and also to promote the courses and activities to the campus community. These are excellent opportunities to bring the  Deaf and interpreter communities together with the students in a "natural" sign language setting.

Populations we serve include general Deaf and hearing community members, Deaf children with hearing parents, children that are hearing born to Deaf parents, and the interpreting community.

## 1.1d Hours of Office Operation and Service by Location

The ASL Department is open and faculty are teaching Monday through Thursday from 9:00 am to 9:00 pm and on Fridays from 9:00 am to 1:00 pm.  There are evening classes from Monday through Thursday at both the Santa Rosa and Petaluma campuses.  The Department is supported by two administrative assistants who are available 40 hours a week in the Emeritus Service Center.  The Administrative Assistants are shared with several other departments in the Emeritus Service Center.  We have no identified support staff at the Petaluma campus at this time.

## 1.2 Program/Unit Context and Environmental Scan

The ASL Department course offerings provide students with the experience of full immersion acquisition of American Sign Language (ASL).  When students enter the classroom it is expected that English is not to be spoken at all throughout the class period.

ASL is a visual, rather than spoken, language. Because of this, all students in an ASL class must be able to see the instructor, as the language is introduced and modeled, and to see each other as language drills and dialogues take place. This precludes the traditional classroom arrangement in which students sit in rows behind one another. Classroom facilities must be large enough to allow students in ASL classes to sit in a semi-circle.  The visual nature of the language also necessitates slightly more time for turn-taking in classroom activities as all involved must turn to make eye contact with the next speaker in order to "hear" (see) what is being said.

ASL has no written form. For this reason, written assignments in the traditional sense (e.g. drills and compositions) are impossible in the ASL classroom. The language cannot be practiced on paper. This means student work must be done in the classroom with the teacher present or via viewing and producing videotaped messages in ASL in order to receive feedback, correction, and critique. An ASL classroom requires frequent in-class recitations throughout the learning process.

The testing process for ASL students is an extremely time consuming effort. Grading a ten minute videotape test given to the typical class of twenty-eight students would take twenty to thirty minutes per student - a total of between nine and fourteen hours, which is several times longer than the time required to grade the same number of exams in paper and pencil format. This does not include the time needed to sit down with each student individually to watch the videotape together and to provide feedback.

## INTERPRETER EDUCATION PROGRAM

In order to enter the Interpreter Education program, students must be fluent in ASL and English and be knowledgeable about the theory and practice of becoming a sign language interpreter. A frequently appearing misunderstanding among students, faculty, and staff is that ASL instruction and interpreter education are basically the same thing. Actually, they are two completely different entities. One is a program of language learning and the other involves interpretating between the two languages in various communication settings such as business meetings, classes, and medical appointments. A smart and savvy approach to dispel this confusion between ASL Instruction and Interpreter Education is needed, and we are committed to eliminating this confusion within and beyond the campus community.

Interested students can only study to be interpreters if they are fluent in ASL. Beginning interpreter education courses focus on how to mediate between English and ASL and between Deaf and hearing cultures during cross-cultural exchanges between deaf and hearing persons and persons. Our Interpreter Education program is a three-year part-time evening program serving working adults. Students are engaged in skill building activities such as text analysis, interpretation improvement, exposure to various discourse styles, and extensive self-assessment. This assessment is achieved by videotaping students' interpreting work and incorporating changes for improvement of this work. Students also focus on building a new career as an interpreter practitioner.

Our program is unique in that we offer opportunities to both hearing people and Deaf students to participate in the interpreter education program. You may ask why Deaf people study Interpreter Education.? Aren't Deaf people the ones who use rather than produce interpreter services? The answer is that they are both the beneficiaries of interpreter services and also the professionals who help facilitate the process of interpreting. Deaf interpreters are teamed with hearing interpreters and provide a crucial service as a bridge between the profficient ASL of the Deaf client and the communication needs of other Deaf or of hearing people. For example, a Deaf interpreter will interact with a Deaf client and gain a complete understanding of their issues which they relay to the hearing interpreter in more conventional ASL so that this interpreter can then relay the information to the hearing client. Additionally, Deaf interpreters mediate directly between printed materials such as letters and e-mails and their Deaf clients. Finally, Deaf interpreters often work with Deaf-blind clients facilitating communication between these clients and a hearing interpreter. The ideal team in the twenty first century is the Deaf and hearing interpreter working together to cover an assignment successfully for all parties involved. Often the deaf interpreter (DI) has special *native-like* ASL skills beyond that of the hearing interpreter, (HI). The DI can much more readily fully appreciate what the Deaf consumers of the interpreter services needs are and communicate them more clearly.

The goal always is to provide effective interpreter services that can be provided by both Deaf and hearing interpreters. This is the forefront in this new emerging trend in the field of sign language interpreting.

A new national trend is to employ the Deaf interpreter as an intermediary in various situations such as a courtroom where both the services of a Deaf Interpreter (DI) and a Hearing interpreter (HI) are employed. The Deaf Interpreter serves as intermediary between the Hearing Interpreter and the Deaf client whose unique signing styles may be cryptic or difficult to follow.

Another venue that the DI has traditionally worked is as conference interpreters where the HI sits in the front row of the audience and gives the spoken English message of the speaker. In

this way, the two interpreters can produce a final interpretation in a more native-like signing style.

Educating interpreters is a complex and labor-intensive process. It is for these reasons that the Board of the Conference of Interpreter Trainers recommends a class size of 8 -12 per section. Unfortunately, such a class size is not possible at SRJC, so other creative ways are needed to support the instructional process.

Additionally, a number of interpreter education learning activities must be accomplished through video to allow students to see their performance and to provide feedback about the signing skills of interpreters. So, we require appropriate recording facilities and playback equipment. This includes playback units with freeze frame and slow motion capabilities.

As in ASL instruction, effective teaching of ASL/English interpretation and translation skills mandates very small class size. In addition to using a visual language (ASL) or visual coded form of English (MCE or PSE), courses require extensive individual instruction, critique and modeling due to the extremely complex nature of the task. Instructors must provide feedback on the general linguistic performance of students, specifically in the areas of semantic selection, grammatical correctness and complexity of sentence structure, and register of utterance. This applies to both English and ASL.

In addition, skills in interpretation and translation require specialized instructional approaches. Drills must be conducted in the area of visual and auditory closure, prediction, perception, and discrimination; visual/auditory short and long-term memory must be developed and refined; text analysis must be taught enabling the reproduction of the source language message into target language. In each of these steps, the process takes place in a visual rather spoken language or code. It is essential that students be able to see each other, as well as the instructor. Use of hands and upper torso should not be restricted by tables or other fixed objects in the room. Lighting in the classrooms must be maximal, eliminating facial shadows.

## 2.1a Budget Needs

The budget is extremely limited and provides very little leeway in how we can use what is allocated to our Department.

It is noteworthy that ASL's Non-Personnel funding as a percentage of total budget is a mere 0.78% in contrast to the district-wide average for this figure of 9.9%.  We strive to conserve resources, but our budget hinders our program management efforts.

The budget is consistently inadequate in serving our graphics needs. Our department has grown from 26 sections to 50+ sections per academic year and from a simple collection of ASL courses to two complex programs, yet the graphics budget has remained essentially unchanged.  While we have diligently worked to keep graphics costs as low as possible, this category has been consistently under funded. Every spring we must petition the Dean for discretionary funds to rescue the graphics budget.

The Dean also has, in the past, funded the bi-annual Advisory Committee meetings for ASL, a vital part of our curriculum and program development process but funds are limited.

The budget allocation for textbook/reference books is also inadequately funded.  ASL and Interpreter Education textbooks are generally published by small companies so there are no free examination textbooks available. We have consistently faced a shortfall in our textbook budget.

We do not have adequate clerical support to run programs effectively. We have no student workers to support our efforts to administer our two programs, ASL and ASL/English Interpreter Education. We also need the help of a student worker to help coordinate communicative learning experiences such as the Department-wide gatherings of students in the spring and fall semesters.

We are also in need of a bi-lingual language lab assistant. Unfortunately, none of he current lab assistants can communicate in ASL, so they are limited in their ability to support our students. Students  do not have access to other signing support  personnel outside the classroom which limits the well-rounded nature of the program.

Therefore, we recommend that the college:

1. Increase our graphics budget

2. Increase our textbooks budget

3. Provide funding to support Interpreter Education Advisory Committee meetings

4. Provide funding support for one or more student workers

5. Provide support for hiring and training a bi-lingual lab assistant.

## 2.1b Budget Requests

| Rank | RS | ACTV | Object | Location | SP | M | Amount | Brief Rationale |
|------|----|------|--------|----------|----|----|--------|----------------|
|      |    |      |        |          |    |   |        |                |

## 2.2a Current Classifed Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|----------|-------|-------|-----------|
| -n/a- | 0 | 0 | none currently |

## 2.2b Current Management/Confidential Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|----------|-------|-------|-----------|
| As of 5/29/11, ASL Dept. has no contract faculty | 0 | 0 | Previously, we had two contract faculty positions. One contract faculty member resigned in June, 2010 and the second contract faculty retired as of May, 2011. Despite our urgent need for a contract faculty, the college did not assign us any positions. For 2011-12, the ASL Program will be served by an adjunct faculty Program Coordinator but this is totally inadequate for a program of this size. |

## 2.2c Current STNC/Student Worker Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|---|---|---|---|
|  |  |  |  |

## 2.2d Adequacy and Effectiveness of Staffing

The one classified staff person serving the ASL Department is also serving five other departments which means we receive only a small amount of service. Additionally, the support service person needs to acquire skills in ASL since most of the ASL Department members are Deaf. The current administrative assistant is now getting ASL tutoring and instruction but her available time is limited. We do not have adequate classified staff support to run programs effectively. Ideally, one full-time classified staff would be available to serve both programs in the ASL department.

We are also in need of a bi-lingual language lab assistant. Unfortunately, none of he current lab assistants can communicate in ASL, so they are limited in their ability to support our students. Students do not have access to other signing support personnel outside the classroom which limits the effectiveness of the instructional program.

## 2.2e Classified, STNC, Management Staffing Requests

| Rank | RS | ACTV | Location | SP | M | Current Title | Proposed Title | Hrly | Type | Salary Increase | Benefits Increase | Total Increase |
|------|----|------|----------|----|----|---------------|----------------|------|------|-----------------|-------------------|----------------|
|      |    |      |          |    |    |               |                |      |      |                 |                   |                |

## 2.3a Current Contract Faculty Positions

| Position | Description |
|---|---|
| As of 5/29/11, ASL has no contract faculty | Previously, we had two contract faculty positions. One contract faculty member resigned in June, 2010 and the second contract faculty retired as of May, 2011. Despite our urgent need for a contract faculty, the college did not assign us any positions. For 2011-12, the ASL Program will be served by an adjunct faculty Program Coordinator but this is totally inadequate for a program of this size. |

## 2.3b Full-Time and Part-Time Ratios

| Discipline | FTEF Reg | % Reg Load | FTEF Adj | % Adj Load | Description |
|---|---|---|---|---|---|
| ASL | 0.0000 | 0.0000 | 6.5000 | 100.0000 | The ASL Department ratio is within the bottom 10% of all instructional departments in terms of its full-time, part-time ratio. As of Fall 2011 the contract instructor load is zero. |

## 2.3c Faculty Within Retirement Range

Currently, there are no contract faculty in the Department. Among the eleven adjunct faculty, three are expected to retire within the next three or four years.

Because of the loss of two contract faculty, the ASL Department has had to scramble to find new adjuncts to cover the classes that contract faculty previously taught. Additionally, a great deal of time was spent in orienting the newly hired adjuncts to the policies and procedures of the ASL Department and the college. Now that we have no contract faculty, this task will be a serious challenge to the department and lack of effective orientation will seriously harm the quality of instruction in the ASL instructional program.

## 2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

One contract faculty position for both ASL and Interpreter Education is requested for Fall 2012-2013 to meet the needs of these two complex programs.

It is extremely difficult for adjunct instructors to provide support to the department beyond basic instruction of classes. This is the result of several factors:

1. Limited job opportunities and expensive housing costs make potential adjunct instructors reluctant to relocate to Sonoma County.

2. Faculty need to possess near-native fluency in ASL and good teaching and cultural skills, but there are few people with these qualities in Sonoma County.

3. Lack of compensation for non-instructional duties.

The Department has had to recruit, interview, hire and orient adjunct faculty on an annual basis in order to increase the pool of available faculty for ASL and Interpreter Education.

## 2.3e Faculty Staffing Requests

| Rank | RS | ACTV | Location | SP | M | Discipline | SLO Assessment Rationale |
|------|----|----|------|----|----|------------|--------------------------|
|      |    |      |          |    |    |            |                          |

## 2.4b Rational for Instructional and Non-Instructional Equipment, Technology, and Software

The ASL Department is in need of a portable copy stand that instructors can use to teach ASL and interpreter education in certain classrooms in Emeritus Hall.  The lecture stand will allow instructors to communicate with both hands in ASL while having access to printed materials on the stand.

## 2.4c Instructional Equipment Requests

| Rank | RS | ACTV | Location | SP | M | Item Description | Qty | Cost Each | Total Cost | Requestor | Room/Space | Contact |
|------|----|------|----------|----|---|------------------|-----|-----------|------------|-----------|------------|---------|
|      |    |      |          |    |   |                  |     |           |            |           |            |         |

## 2.4d Non-Instructional Equipment and Technology Requests

| Rank | RS | ACTV | Location | SP | M | Item Description | Qty | Cost Each | Total Cost | Requestor | Room/Space | Contact |
|------|----|------|----------|----|---|------------------|-----|-----------|------------|-----------|------------|---------|
|      |    |      |          |    |   |                  |     |           |            |           |            |         |

## 2.4e Safety, Utility, and ADA Impacts

## 2.5a Minor Facilities Requests

| Rank | RS | ACTV | Location | SP | M | Time Frame | Building | Room Number | Est. Cost | Description |
|------|----|----|----------|----|----|-----------|----------|-------------|-----------|-------------|
| | | | | | | | | | | |

## 2.5b Analysis of Existing Facilities

There is one default classroom for ASL in Emeritus 1599.  Seating is in a semi circle and left in that arrangement on an on-going basis.  We are requesting that the large bulky desk sets be replaced by smaller desk sets which allow easy movement for pair and group work and which also allow students to easily exit from their seats.

Since this classroom is almost completely booked with ASL classes and there are many more that must be housed elsewhere in inappropriate rooms, we are requesting a second classroom with similar arrangements.

We are also requesting dedicated lab space and technology appropriate to ASL/IE students needs to record and playback videos is requested. Modular furniture which allows for privacy would be ideal.

A pilot was conducted during the Spring 2007 and Fall 2008 in conjunction with Walter Chesbro and Rich Abrahamson to provide the IE classes with video cameras and flashdrives.  Academic Computing identified and implemented the loan of equipment to support the start-up of this program. We need additional support to permatizee the program and make it a regular feature of ASL and IE instruction.

## 3.1 Diversify Funding - Grants/Contracts


## 3.2 Cultural Competency

The ASL Department advertises its full-time and adjunct faculty positions to a wide audience of prospective candidates in order to develop a diverse faculty who are sensitive to the diversity of our students and our community.  It does so through a multi-pronged approach:

  1. Mailings of brochures to all instructors in all ASL programs throughout Northern California and, in the case of full-time faculty, throughout the United States.

  2. E-mail distributions to over 4,500 recipients.

 3. Announcements on the web-site and publications site of the ASL Teachers Association (ASLTA),  which is the primary professional body of the ASL teaching profession.

  The job announcement and the interview process stress the need for faculty members who are sensitive to the diversity of our students and community

## 3.3 Professional Development

n/a

## 3.4 Safety and Emergency Preparedness

Currently, Anita Rich is our DSL. However the ASL Department will be moving to a new location which will make it necessary to identify a new DSL.

## 3.5 Sustainable Practices

In my opinion, faculty & staff are not well enough informed on basic procedures.

## 4.1a Course Student Learning Outcomes Assessment

We have administered a common final for ASL 1 in the Spring and Fall 2009 semesters. This common final was given during Final Exam week. We have gathered data, and are working to complete the LAP process. We will make adjustments to the course as appropriate.

Also, all of the ASL and Interpreter Education, (IE) course SLO's have been approved by the CRC.

## 4.1b Program Student Learning Outcomes Assessment

Program level SLO's are now in the process of being submitted as they have been written for both ASL and IE.

## 4.1c Student Learning Outcomes Reporting

| Type | Name | SLO Identified | SLOs on Web | Assessment Methodology Identified | Student Assessment Implemented | Assessment Results Analyzed | Change Implemented |
|---|---|---|---|---|---|---|---|
| Course | ASL 1 | Fall 2008 | Fall 2009 | Fall 2009 | N/A | N/A | N/A |
| Course | ASL 2 | Fall 2009 | Fall 2010 | N/A | N/A | N/A | N/A |
| Course | ASL 3 | Spring 2010 | Fall 2010 | N/A | N/A | N/A | N/A |
| Course | ASL 4 | Spring 2010 | Fall 2010 | N/A | N/A | N/A | N/A |
| Course | ASL 105 | Spring 2010 | Spring 2011 | N/A | N/A | N/A | N/A |
| Course | ASL 106 | Spring 2010 | Fall 2008 | N/A | N/A | N/A | N/A |
| Course | ASL 107 | Spring 2010 | Fall 2008 | N/A | N/A | N/A | N/A |
| Course | ASL 108 | Spring 2010 | Fall 2008 | N/A | N/A | N/A | N/A |
| Course | ASL 130 | Spring 2007 | Spring 2011 | N/A | N/A | N/A | N/A |
| Course | ASL 131 | Spring 2010 | Spring 2010 | N/A | N/A | N/A | N/A |
| Course | ASL 132 | Spring 2010 | Fall 2010 | N/A | N/A | N/A | N/A |
| Course | ASL 133 | Spring 2010 | Fall 2010 | N/A | N/A | N/A | N/A |
| Course | ASL 134 | Spring 2010 | Fall 2010 | N/A | N/A | N/A | N/A |
| Course | ASL 135 | Spring 2010 | Fall 2010 | N/A | N/A | N/A | N/A |
| Course | ASL 136 | Spring 2010 | Fall 2010 | N/A | N/A | N/A | N/A |
| Course | ASL 137 | Spring 2010 | Spring 2008 | N/A | N/A | N/A | N/A |
| Course | ASL 138 | Spring 2010 | Spring 2008 | N/A | N/A | N/A | N/A |
| Course | ASL 139 | Spring 2010 | Fall 2008 | N/A | N/A | N/A | N/A |
| Course | ASL 140 | Spring 2010 | Spring 2009 | N/A | N/A | N/A | N/A |
| Course | ASL 141 | Spring 2010 | Spring 2009 | N/A | N/A | N/A | N/A |
| Course | ASL 142 | Spring 2010 | Spring 2009 | N/A | N/A | N/A | N/A |

## 4.2a Key Courses or Services that address Institutional Outcomes

| Course/Service | 1a | 1b | 1c | 2a | 2b | 2c | 2d | 3a | 3b | 4a | 4b | 5 | 6a | 6b | 6c | 7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ASL 1 | | X | X | X | X | | X | X | X | X | X | X | X | X | X | |
| ASL 105 | | X | X | X | X | | X | X | X | X | X | X | X | X | X | |
| ASL 106 | | X | X | X | X | | X | X | X | X | X | X | X | X | X | |
| ASL 2 | | X | X | X | X | | X | X | X | X | X | X | X | X | X | |
| ASL 3 | | X | X | X | X | | X | X | X | X | X | X | X | X | X | |
| ASL 4 | | X | X | X | X | | X | X | X | X | X | X | X | X | X | |
| ASL 5 | | X | X | X | X | | X | X | X | X | X | X | X | X | X | |

## 4.2b Narrative (Optional)

## 5.0 Performance Measures

## 5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

ASL courses fit in to the master template and cross all time selections in a balanced manner.

We offer courses at the Santa Rosa campus, Petaluma campus and have offered ASL classes at other locations such as Sonoma Valley High School, Piner High School, Casa Grande and other locations throughout Santa Rosa and Sonoma County.

On-going program development and discussion is taking place regarding the possibility of online courses as well interdisciplinary courses and collaborative efforts.

We offer day and evening courses and anticipate offering courses in other locations as mentioned above when the budget situation improves. Although our program is small we do make the effort to meet the needs of our community in a variety of approaches and locales.

## 5.2a Enrollment Efficiency

For the Santa Rosa campus, efficiency is at 98%, and 92% in Spring and Fall 2010 and this number could rise due to schedule reductions from budget cuts. On the Petaluma campus we have an 101% and 82% efficiency rate.

In past PRPP reporting, ASL maintained an 85% enrollment efficiency rate, which matches the District 85% efficiency benchmark.

## 5.2b Average Class Size

## 5.3 Instructional Productivity


## 5.4 Curriculum Currency


## 5.5 Successful Program Completion


## 5.6 Student Success


## 5.7 Student Access


## 5.8 Curriculum Offered Within Reasonable Time Frame


## 5.9a Curriculum Responsiveness

Within the ASL course offerings faculty generally use the Signing Naturally curriculum. We find this curriculum cutting edge  recently revised by the authors and it appears to match student needs.  If students do not perform well in a certain area it would be addressed by revamping teaching approacheds and methodlogie to address the discrepancies.

The Interpreter education program has all the aspects that are neccessary to educate students.  It is a wellrounded program that prepatres studtns for a career in ASL-English Interpeting.
The Student learning Objectives are another way to measure curriculum responsiveness and  have been very helpful in finding commonality in the curriculum.

## 5.9b Alignment with High Schools (Tech-Prep ONLY)

Not applicable

## 5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

All UC and CSU campuses with the exception of CSU East bay and CSUN Northridge only offer minimal ASL classes in thier scheduled course offerings.

At the most only ASL 1 and/or ASL 2 is offered on most of these campuses.   If students were to transfer ASL classes from SRJC to these other campuses there would be a match in terms of ASL 1 and 2 only. With the exception for transfers to CSUN and a couple of other identified campuses.

## 5.11a Labor Market Demand (Occupational Programs ONLY)

The latest occupational programs outlook document continues to cite ASL interpreters as a growing occupational field.  The numbers are continuing to expand making this field a popular career choice.

## 5.11b Academic Standards

In the ASL Department, through the vehicle of ASL faculty meetings, we continue to discuss and refine the outcomes of student performance.
Using the SLO process is an important piece to identify what the desired outcomes can be.  We then make adjustments if necessary so that students are able to meet those certain standards.   The LAP is one way to measure this student performance.
Our ASL Department meetings with faculty often engage dialogue regarding content and teaching methodologies. We believe we have high standards and continue to reach for excellence in teaching.

## 6.1 Progress and Accomplishments Since Last Program/Unit Review

| Rank | Location | SP | M | Goal | Objective | Time Frame | Progress to Date |
|------|----------|----|----|------|-----------|------------|------------------|
|      |          |    |   |      |           |            |                  |

## 6.2a Program/Unit Conclusions

| Location | Focus Areas & Questions |
| --- | --- |
|  |  |

## 6.2b PRPP Editor Feedback - Optional

## 6.3a Annual Unit Plan

| Rank | Location | SP | M | Goal | Objective | Time Frame | Resources Required |
|------|----------|----|----|------|-----------|------------|--------------------|
|      |          |    |    |      |           |            |                    |