# American-Sign-Language-2009

## I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rossana Pagani</td>
<td>Team Member</td>
<td><a href="mailto:rossana.pagani@marin.edu">rossana.pagani@marin.edu</a></td>
<td>7673</td>
<td>all</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
</tr>
<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
</tr>
<tr>
<td>V-Anne Chernock and Erik Dunmire</td>
<td>Facilities Committee Co-Chairs</td>
</tr>
<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
</tr>
<tr>
<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
</tr>
<tr>
<td>Sara McKinnon and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
</tr>
<tr>
<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</td>
</tr>
<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
</tr>
</tbody>
</table>

## III. Vice President of Academic Affairs

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nick Chang</td>
<td></td>
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</tr>
</tbody>
</table>

## IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eva Long</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program Overview–Introduction
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Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

American Sign Language was first introduced at College of Marin in Fall 2002. It is a full, natural language and an alternative language choice for students completing language and humanities requirements through the IGETC Program. In the first semester of being offered at COM, ASL 101 doubled and another section of the beginning class had to be immediately created. Subsequently, the second semester class ASL 102 in Spring 2003. Now in 2008, we offer four ASL courses every semester: three ASL 101 classes and one ASL 102 class. During Summers, ASL is offered through the Community Education Program. It does not carry academic credit, but it does allow students to practice their skills in ASL.

II. Program Purpose
Pathway:
Briefly describe how your program fits into the pathways you have chosen.

ASL 101 satisfies the IGETC requirement for "language other than english" for students at the community college level. ASL 102 also satisfies the IGETC humanities requirement in Area 3B. Two semesters of American Sign Language satisfy the high school foreign language graduation requirement for students in high school. It is frequently taken by students, who have demonstrated prior learning problems, to meet that requirement, while in high school. Such students have often previously encountered problems in traditional foreign languages courses. Most importantly, however, American Sign Language is the method of communication which connects the deaf, the deaf community and their families. College of Marin is the only provider of credit ASL in Marin County and therefore serves students who need the academic credit or who need the basic skills of ASL.

III. Students Served
Briefly outline what students are served in your program.

High school students needing to satisfy their high school graduation requirement in order to apply to four year colleges; community college students desiring IGETC credit in a language other than english in order to transfer to a four year college; deaf students or family members or others involved in the deaf community needing to learn ASL. As yet, COM does not offer the complete lower division curriculum in ASL so that a student may transfer directly into a major at a four year institution.

IV. Program History
Briefly outline the recent history of your program.

College of Marin founded the ASL Discipline in 2002. It became immediately successful, although an administrative decision has been made not to offer beyond the level of ASL 102. ASL 203 and 204 are already approved courses, however, and have achieved articulation status with the CSU and UC systems. Currently, 16 units of ASL have been offered every semester since Fall 2003. In Fall 2007, the College offered ASL 110, Introduction to Deaf Culture. It was cancelled due to lack of enrollments, possibly because it did not fill any specific requirement. College of Marin is the sole provider of ASL courses in Marin County. Students from Marin County public and private high schools and some out-of-county high schools attend ASL classes which are usually scheduled in late afternoons and evenings. College of Marin should make a decision whether or not to offer ASL 203 and 204 or to begin an ASL Interpreter's Certificate Program. The ASL discipline has maintained the highest "load" or efficiency rate (average of 450+) of all the six modern language disciplines in the Department in the

http://programreview.marin.edu/POReport.jsp
last five years. In Fall 2005, the load of 445 in ASL surpassed the College load by at least 25 percentage points. The enrollment trend in ASL at COM has continued to increase in the last five years compared to statewide averages in ASL, which have declined slightly.

Attachments:
List and briefly describe any attachments
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
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I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: None

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: None

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: None

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: None

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: To a great extent/ a majority of the students
Transfer Major: Some students

II. What are your program’s goals for each pathway?
ASL primarily addresses the Pathways of TransferGE and Transfer Major.

III. How does your program/discipline help students meet these goals?
All courses articulate with IGETC requirements and transfer major requirements at four year institutions.

IV. How do you measure your success?
quizzes, presentations, midterms and finals, quantitative and qualitative surveys

V. How do you make sure your students are able to get through your program in a timely fashion?

tests, surveys
Student Learning Outcomes
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Five College Learning Outcomes:
1. Written, Oral and Visual Communication: Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
2. Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
3. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
4. Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
5. Information Literacy: Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

I. Degrees and Certificates
1. What degrees and certificates does your discipline offer?

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline’s requirements for each degree or certificate?

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

II. General Education:
1. Does your discipline offer any classes which count for general education requirements?

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

III. Course Level Outcomes:
1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?
Yes

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

100%

3. Assessment:
i. How often do you assess these SLOs?

Every semester

3. Assessment:
ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

No

3. Assessment:
iii. What improvements have you made or do you plan to make in the future?

Invention of rubrics

3. Assessment:
iv. What do you plan to assess this year? Who will you assess? How will you assess?

Assess SLOs
Faculty Members
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I. Program Faculty
List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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</thead>
<tbody>
<tr>
<td>Leighton</td>
<td>Jeanette</td>
<td></td>
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**Status:**
Shared W/other program(s):
Adjunct, ETCUM

<table>
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<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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<tbody>
<tr>
<td>16.00</td>
<td>00.00</td>
<td>00.00</td>
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**Years of Service:**
6

**Specialty:**
American Sign Language

Leadership: List involvement in committees or other service

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sirianni</td>
<td>Patricia</td>
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**Status:**
Shared W/other program(s):
Adjunct, ETCUM

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<tbody>
<tr>
<td>16.00</td>
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<td>00.00</td>
<td>00.00</td>
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**Years of Service:**
20+

**Specialty:**
American Sign Language

Leadership: List involvement in committees or other service

Additional Teaching Unit Requests

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

3. RETCUM Faculty: How many FT faculty have retired in the past ten years. How many units are now taught by RETCUM faculty each year?

4. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.
5. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

6. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

7. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

8. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

9. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

10. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

11. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
# Non-Instructional Support Staff

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### I. Current Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mina Namvar</td>
<td>Clerical</td>
<td>10</td>
<td>0</td>
<td>Classes</td>
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</table>

**Leadership:** List involvement in committees or other service

### II. Request for additional **support staff** (clerical, lab tech, IS, comp tech, tutor, etc.)