

1. Assessment Plan - Four Column



PIE - Humanities & Social Sciences: Sign Language Interpreting Unit

Narrative Reporting Year

2017-18

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Program Planning Dialog: The forecast from the U.S. Department of Labor, Bureau of Labor stating that employment of interpreters and translators is predicted to grow is still valid since the projection was for the years 2012 - 2022. All the other factors are also as valid today as they were last year.

(NOTE: Include revised data from Strong Workforce Initiative Proposal per March mtg. with Bob Stuard)

Internal Conditions, Trends, or Impacts : ASL continues to grow in popularity and demand as evidenced by continuing growth in our offerings. We continue to grow in our offerings particularly at the SIGN 101 and 102 level. We are now scheduled for 2018-

2018-2019 School Year

SIGN 101- 44 sections of SIGN 101 up from 36 sections in 2016-17. This is based upon offering 15 sections of SIGN 101 during Fall/Spring, 5 Sections during Winter/Summer, plus 4 year-long dual-enrollment partnerships with local high schools such as Gladstone, Bassett & Rowland High Schools.

SIGN 102- 14 sections of SIGN 102 up from 12 sections in 2016-2017, plus two year-long dual-enrollment partnerships with Gladstone, Basset & Rowland High Schools.

SIGN 103- 6 sections of SIGN 103 up from 4 sections in 2016-2017 plus one year-long dual-enrollment partnership with Gladstone High School.

This year will be the last year we have the pleasure of working with Bob Stuard as both department chair AND full-time ASL professor/faculty as he will be going on banked leave for a year before retiring at the end of the 2018-2019 school year. Foreseeing this tremendous loss, our department worked diligently to open a full-time, tenure-track position for ASL/Interpreter Professor. At the time of filing this PIE, this has been place on temporary hiatus. This position will hopefully either be temporarily filled for a year while the Hiring Committee reconvenes to hire a permanent candidate. In addition, we will have to file a RFP once Bob Stuard is closer to filing for retirement.

Critical Decisions Made by Unit: 1. Last year we made our decision to research into developing and offering a certificate and/or degree in Deaf Studies.

2. Last year we made the critical decision of moving towards a name change for our department, namely "The American Deaf Studies" department but we will be placing this decision on hold until we have completed the certificate/degree in Deaf Studies.

3. We continue to implement our decisions to add sections of ASL 1, SIGN 101, and as students show persistence in taking subsequent courses to add sections of those courses as well.

Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement: REVISE FROM 2017-2018

1. This year had one of our largest cohorts completing our Interpreting program. In the interpreting classes, the class size is 14. Typically we have cohorts of between 8-11 completing the program. This year we had a cohort of 13 completing the program.

2. In March, we hosted two separate Deaf Cultural events:

First we had a Deaf Comedian, John Maucer, who gave us profound insight into the daily life of a Deaf person in an extremely funny way. John performed to a completely sold out audience of over 400 filling the Building 13 auditorium to capacity (we set a record).

Then later in March we had the famous Deaf artist, Nancy Rourke present on her "Journey from Deafhood to Activism". At the Nancy Rourke event, Nancy presented our recent retiree, George Dorrough with a portrait of George that we had commissioned her to paint in honor of his long service and contributions to our department.

Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources: REVISE FROM 2017-2018

In order to sponsor the two events under "Theme A" we developed an account through the foundation. As a result of the success of these two events we cleared \$2,136 that will be used as a financial resource to continue offering these types of events.

Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration: REVISE FROM 2017-2018

1. Interpreting Students Campus Integration and Visibility. Students in a our SIGN 239 Applied Interpreting course were present at and interpreted cross-departmental events including: Authors Chair, the Speech and Sign Success Center Soapbox programs and other campus events.

2. We continued our relationship with the Communications Department by teaming on the regular operations of the Speech and Sign Success Center. We also worked collaboratively in hosting Sign/Speech Soap Box events in the Fall and Spring semesters.

Contributors to the Report: Bob Stuard, Robert Augustus and Sandon Larson

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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<p>American Sign Language Instruction - In accordance with our mission, provide exemplary, superior instruction in American Sign Language courses and in courses that teach about Deaf people, their community and culture.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17</p> <p>Date Goal Entered (Optional): 09/01/2016</p>	<p>In Progress - Added Secondary Speech and Sign Success Center</p> <p>Lead: Division Dean</p> <p>One-Time Funding Requested (if applicable): 2000000</p> <hr/> <p>In Progress - ASL Materials for Labs: Update and Enhancement</p> <p>Lead: Department</p> <p>One-Time Funding Requested (if applicable): 5000</p> <p>Planning Unit Priority: High</p>
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In Progress - Improve current

Reporting Year: 2017-18

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	<p>facilities. Replace classroom furniture with more 'Signing Friendly' furniture (stand alone chairs with separate desks.)</p> <p>Lead: Division Dean,</p> <p>One-Time Funding Requested (if applicable): 50000</p> <p>Planning Unit Priority: Medium</p> <p>In Progress - Professor, American Sign Language, Replacement Position</p> <p>Describe Plans & Activities</p> <p>Supported: Funding necessary for a full-time tenure track position</p> <p>Lead: Department, Division, Campus Leadership, Board of Trustees</p> <p>One-Time Funding Requested (if applicable): 100000</p> <p>Type of Request: Human Resources</p> <p>Planning Unit Priority: High</p> <p>What would success look like and how would you measure it?: Hiring a replacement</p>	<p>% Completed: 0</p> <p>The furniture request for 66-201 was never fulfilled and should have taken place during the same time 66-205 was changed.</p> <p>Robert Augustus and Sandon Larson were involved with the Campus-wide Master Facilities/Planning Committee over the course of the 2017-2018 school year, as well as with the HSS Classroom Review Committee during Spring 2018 (that focused particularly revamping Building 26 and piloting different approaches to furnishing classrooms).</p> <p>Also check DeafSpace PIE goal for more information on becoming more inclusive. --SSL (06/04/2018)</p> <hr/> <p>Reporting Year: 2016-17</p> <p>% Completed: 50</p> <p>This year new furniture was purchased and installed in one of our dedicated classrooms, 66-20. We were under the assumption that the same furniture was being ordered for our other classroom, 66-201 but it never came. Hopefully, we can follow-up and see this completed next year. (06/15/2017)</p> <p>: At least in one room we are able to allow for a more visually accessible/signing friendly learning environment. (06/15/2017)</p>
<p>Interpreter Training - In accordance with our mission, provide exemplary,</p>	<p>In Progress - A smart video capable LAB dedicated to the SIGN program</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 50</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>superior training in courses that prepare students for entry level positions as Sign Language Interpreters. Status: Active Goal Year(s): 2016-17 Date Goal Entered (Optional): 09/01/2016</p>	<p>with an focus on ASL enhancement and Interpreter Training Lead: Division Dean, One-Time Funding Requested (if applicable): 200000 Planning Unit Priority: High</p> <p>In Progress - Additional Full-time Interpreting Faculty Lead: RFP Process One-Time Funding Requested (if applicable): 80000 Type of Request: Human Resources Planning Unit Priority: High What would success look like and how would you measure it?: We will reach 100% when a full-time interpreting faculty member is hired.</p>	<p>Relocation of Language Learning Center close to ASL/interpreting courses as well as purchase of all new computers with embedded webcams, inclusion of Canvas in Interpreting Courses, and use of GoREACT software has brought us much closer to closing this goal.</p> <p>100% would be given once we have our own Lab for ASL and Interpreter Training, complete training of Canvas for all of our faculty and a campus-wide license for GoREACT. (05/30/2018) Reporting Year: 2017-18 % Completed: 50 This RFP was merged with the RFP for Full-Time ASL Faculty with the goal of increasing changes of being approved by the college if FON numbers were met.</p> <p>Check separate 2017-2018 Goal for Full-Time Interpreting/ASL Tenure-Track Faculty Position. (05/31/2018) Reporting Year: 2016-17 % Completed: 0 This is still a pressing need. We submitted an RFP for this position at the beginning of this year but it ranked too low to be funded. (06/15/2017)</p>
<p>Deaf Studies Degree - Develop a local A.A. and an A.A.T in Sign Language/Deaf Studies. This goal is in accordance with our mission statement "we provide instruction in American Sign Language and in the culture and community of Deaf individuals . . .students who successfully complete our Sign Language courses and courses on Deaf people should be well prepared to communicate with and interface with Deaf people in the community". As our May 2010 our Advisory Board approved this goal.</p>	<p>In Progress - Develop all necessary documentation and data necessary to submit a proposed AA in Deaf Studies to the Division and the Educational Design Committee. Describe Plans & Activities Supported: Need the advice of the articulation officer, Jamaika Fowler, in counseling in designing this degree Lead: All Full-time Faculty members. Planning Unit Priority: High What would success look like and how would you measure it?: Having the degree approved and</p>	<p>Reporting Year: 2017-18 % Completed: 75 Most of the necessary documentation and data necessary to submit a proposed AA in Deaf Studies to the Division/EDC was completed by the May 31st deadline, however, after a meeting with Division Associate Dean and EDC Chairperson, a decision was made to put the AA and Certificate on hold pending consultation from Jamaika Fowler (Counseling) and to complete several missing documents (Articulation Matrix, etc.).</p> <p>This was a joint effort of both Robert Augustus and Sandon Larson and while we did not meet our goal of completing all the steps on time this year, we still felt that this joint effort was VERY rewarding as it allowed for us to learn how to</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>Status: Active Goal Year(s): 2016-17 Date Goal Entered (Optional): 09/01/2016</p>	<p>implemented.</p> <p>Full Funding Requested - New course: Sign 110 - American Sign Language writing. Classroom space, modern technology (computer console, smart board, white board, LCD projectors, laptop compatible, Elmo projector),</p> <p>Describe Plans & Activities Supported: To learn to write ASL text knowing the fundamentals of linguistic structure of ASL; have the ability to read the text.</p> <p>Course measurable objectives:</p> <ol style="list-style-type: none"> 1. Enumerate and identify all the components of written ASL. 2. Identify and paraphrase content and spacabulary. 3. Demonstrate complete written sentences and composition. 4. Incorporate all the components of the written system and show knowledge of ASL grammar and structure. 5. Deduce, appraise and criticize/justify the written texts by 	<p>work together on SLOs, course mapping, criteria for courses, and learn the ropes for the process for next year! (05/31/2018)</p> <hr/> <p>Reporting Year: 2016-17 % Completed: 25</p> <p>This year we were able to get all the questions answered in regards to trying to develop an AAT in Deaf Studies. Our discipline state-wide hasn't developed enough demand and access to qualify for the development of a Deaf Studies model template, and therefore, developing an AAT is not possible at this time.</p> <p>In the year ahead, we will shift our focus to developing a local AA degree as opposed to an AAT. (06/15/2017)</p>

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- peers in class.
- 6. Recommend the best transliteration of the text.
- 7. Transliterate ASL literature (person, video media) into written composition.
- 8. Transliterate the written text into sign language.

Course Methods of Evaluation:
Writing about events of the day, requests, remarks, and other vocabulary but not limited to modeling from Signing Naturally Units 1 - 12; Deaf cultural folklores, and history.

- Course Skills Demonstration:
- 1. Be able to transliterate an ASL narrative from a person or video media.
 - 2. Demonstrate transliteration from written English text into ASL text.
 - 3. Demonstrate transliteration from written ASL text into English text.
 - 3. Be able to read ASL text in manual form.
 - 4. Analyze and recognize written ASL grammar and syntax.

- Course Objective Examinations:
- 1. Construct written transliteration from video/manual form of ASL
 - 2. Breakdown written composition, sentence, vocabulary and transliterate into live form.
 - 3. Validate the end result of the transliteration process of the written to live to written, and live to written to live forms.

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Where We Make an Impact: Closing the Loop on Goals and Plans

Lead: Robert Augustus
Type of Request: Staffing, Instructional Equipment, Instructional Supplies
Planning Unit Priority: High
Full Funding Requested - New course: Sign 298 - Mentoring. Class room space, white board, smart board, computer console access with laptop compatible facilities, video equipment, and other relevant teaching tools.
Describe Plans & Activities
Supported: This new course offers mentoring students of ASL/Interpreting and future Deaf Studies students.

Capstone class to the Global Deaf Studies program. Course emphasizes application of knowledge and skills developed. Required project to emphasize Global Deaf Studies, particularly signed languages and/or Deaf culture/studies research. Examples include but are not limited to: sign language mentoring, research projects/papers on other signed languages/linguistics, research projects/papers on other sign languages used globally, analysis of global signed languages/Deaf studies, and/or fieldwork domestically and/or abroad.

Course Measurable Outcomes
1. Complete 30 hours of out-of-class participation in sign-language rich environments such as Deaf educational institutions (state

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schools, day schools and mainstreamed schools), senior citizen/elderly care facilities, volunteering at local Deaf and/or sign-language advocacy organizations such as Greater Los Angeles Agency on Deafness or National Association of the Deaf.

2. Identify the perceived advantages and disadvantages of raising a child in a sign language-rich environment.

3. Compare and contrast similarities between American Sign Language and/or American Deaf Culture with another signed language and/or Deaf culture.

4. Identify the current rights and privileges (or lack thereof) of Deaf people both domestically and globally.

5. Identify current gaps in the field of providing communication access to Deaf people both domestically and globally and propose possible solutions.

Course Methods of Evaluation

-Written research paper and/or signed presentation based on primary and/or secondary sources about special topics.

-Weekly journal reflecting and analyzing current events in relation to Deaf people and/or sign languages around the world.

-Capstone signed and written

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narrative outlining the student's experience/journey in acquisition of sign language and/or Deaf culture along with future goals.

Lead: Sandon Larson & Robert Augustus

Type of Request: Facilities , Staffing, Instructional Equipment, Instructional Supplies

Planning Unit Priority: High

What would success look like and how would you measure it?:

Mentoring ASL/Interpreting and future Deaf Studies students to ensure their success in learning and applying their education to relevant fields and projects, course work and to achieve their course measurable objective successfully.

NIC Written Exam - Provide the education and training opportunities to prepare students with the knowledge and skill set necessary to pass the written and performance sections of the National Interpreting Certification test.

Status: Active

Goal Year(s): 2016-17

Date Goal Entered (Optional):

09/01/2016

Report directly on Goal

Reporting Year: 2017-18

% Completed: 0

An in-depth analysis has not been taken on this, however, we will make it a PIE goal for 2018-2019 as we also pursue establishing the AA/Certificate in Deaf Studies and need to review the sequence of courses in the department. (05/31/2018)

Transfer Studies - Prepare students for continuing their studies in the disciplines of American Sign Language, Interpreting, and Deaf Studies at the baccalaureate level and beyond.

Status: Active

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Goal Year(s): 2016-17
Date Goal Entered (Optional):
 09/01/2016

<p>Deaf/ASL Awareness - Increase general awareness on campus and throughout the community of Deaf people as a unique cultural minority and awareness of their language, ASL. Status: Active Goal Year(s): 2016-17 Date Goal Entered (Optional): 09/01/2016</p>	<p>In Progress - Workshop Presentation Lead: SSSC and Planning Unit Priority: Medium</p> <hr/> <p>In Progress - ASL Club Development Lead: Student Leaders Planning Unit Priority: Medium</p>	
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<p>High School Articulation - Articulate with local High Schools that have quality programs in ASL instruction allowing in coming high school graduates to receive both advanced placement into our ASL/Interpreting curriculum and college credit for the ASL course they completed in High School. This has the mutual benefit of traditional 2+2 articulation. Status: Active Goal Year(s): 2016-17 Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18 % Completed: 25</p> <p>Due to changes in program funding, staff turnover and other unmitigated circumstances, our program currently only has one articulation agreement on file, however, this articulation agreement is with a very strong high school program- Ayala High School. This articulation agreement may come into jeopardy once we are aware of and able to properly assess the new administrator/instructor of the ASL program as the current one, Joni Kerby, is set to retire at the end of the 2018-2019 school year.</p> <p>Covina High School and Northview High School have expressed interest in re-establishing articulation agreements with our ASL program. This requires more assessment which will take place during Summer 2018 between the ASL department, Articulation (Marie Tyra) and CVUSD program administration.</p> <p>We have also partnered with Dual Enrollment (see other goal for more information) to increase our partnerships/outreach with surrounding high schools that did not have ASL staff currently on file but wanted t to offer their students ASL courses. (05/25/2018)</p>
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Office Space, Visually Accessible and

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>ADA compliant - Rearrange layout of office space in two-person faculty office 66-214A. Currently the space is so cluttered it is impossible to accommodate even one student in a wheelchair. Also the space is not visually accessible when there are more than one student in the office at a time. New layout needs to be planned that will require new furniture to make these accommodations.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17</p> <p>Date Goal Entered (Optional): 06/20/2017</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 0</p> <p>The layout of office space in two-person faculty office 66-214A is currently unchanged. The space is not ADA-compliant (accessible to wheelchair users).</p> <p>Recommendations made directly to facilities as well as to the Dean were to completely replace the furniture in 66-214A and replace it with two smaller L-shaped desks along with two rolling filing cabinets, one tall bookshelf, lockable cabinets along the wall for storage of digital media and other confidential files (also to clear up much-needed floor space). Changes to the lighting were also made to make the office lighting come in alignment with the necessary lighting for visual languages (lighting sources other than LED, dimmable, etc.) (05/25/2018)</p>
	<p>In Progress - New layout will be developed and furniture installed making this space both visually and physically accessible.</p> <p>Describe Plans & Activities</p> <p>Supported: Design expert to help design the space and the furniture itself</p> <p>Lead: Division office</p> <p>One-Time Funding Requested (if applicable): 5000</p> <p>Type of Request: Furniture</p> <p>Planning Unit Priority: High</p> <p>What would success look like and how would you measure it?: New layout developed and furniture installed making this space both visually and physically accessible.</p>	
<p>ASL/Interpreting Lab - Currently our program shares the smart classroom in the LLC with all the foreign languages, AMLA, and ESL. This lab was upgraded several years ago</p>	<p>In Progress - Develop a plan for a SIGN/Interpreting dedicated lab.</p> <p>Describe Plans & Activities</p> <p>Supported: Space for the lab in existing or future buildings,</p>	

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<p>making it video capable. Since this upgrade the SIGN demand for the smart classroom has increased sharply and to the point of exceeding its current capacity. There is a need for either a video capable smart classroom dedicated to the SIGN program or the addition of a secondary smart classroom made available to SIGN and other languages through the LLC.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17</p> <p>Date Goal Entered (Optional): 06/20/2017</p>	<p>Equipment/Work stations/ Staffing</p> <p>Lead: Sign Language/Interpreting Department</p> <p>One-Time Funding Requested (if applicable): 200000</p> <p>Type of Request: Facilities</p> <p>Planning Unit Priority: Medium</p>	
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<p>Shared DeafSpace for the Sign Language/Interpreting Department and the Deaf and Hard of Hearing Services Program (DSPS) - Design and create facilities that will incorporate the principles of DeafSpace*. DeafSpace will meet the needs of our Deaf Faculty, the DHH Counselor, the Director, Deaf and Hard of Hearing Services, the Interpreting Staff, Deaf Students, and Sign (ASL and Interpreting) Student, and the Signing/Deaf Community in general. These facilities will include office and instructional space (classrooms and laboratories) and social/interactive space. This will require either the complete redesign of existing facilities or the construction of new facilities.</p> <p>*DeafSpace is defined as:</p> <p>There are five distinct space elements</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 0</p> <p>Sandon Larson and Robert Augustus met with the Facilities committee to discuss the need for a centralized space to house Various Abilities Students Services, the interpreting services, Interpreting and Sign Language faculty space including the adjunct office space; and the kitchen/living area similar to POD's kitchen and offices. We don't have our own computer room with copier. We also have the need for a dedicated video studio for various sign language productions that will enhance our curriculum and students experience. We plan to meet again some time in the Fall of 2018. (06/04/2018)</p>
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that can be considered when constructing a “Deaf Space”. The first element is Sensory Reach. Sensory Reach is the practice of allowing for the greatest space in the visual field of any subject in a given room. Wherever the person stands in the room, they may be able to see “tactile cues” such as shadows, movement, and vibrations. This could include rounded corners or distinctive placement of mirrors. Sensory Reach could be anything to maximize the area of sight and ability to see a wide circumference of the room at hand. Another element is The Space and Proximity. Space and Proximity refers to the dimensions within a room that dictates how the walls and furnishings enclose a space. This allows for the greatest delivery of visual cues and communication. Mobility and Proximity is an element that calls for large spaces such as hallways and no rounded corners within the house to allow for the appropriate space for signers to move and simultaneously communicate and move about the house. Light and Color play a huge role in constructing Deaf Space, as colored walls are chosen to contrast with skin so there is plenty of distinction between signers and surroundings. The light is constructed throughout the house to allow for less glare, soft artificial lighting and maximum exposure to daylight. Finally, Deaf Space considers the room’s Acoustics– that is- Rooms that remove reverberation that

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causes great distraction.

Status: Active

Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21

Date Goal Entered (Optional):
08/29/2017

American Sign Language

Instruction_1 - In accordance with our mission, provide exemplary, superior instruction in American Sign Language courses and in courses that teach about Deaf people, their community and culture.

Status: Active

Goal Year(s): 2016-17

Date Goal Entered (Optional):
09/01/2016

In Progress - Added Secondary Speech and Sign Success Center and/or EXPANSION of current Speech and Sign Success Center

Lead: Division Dean

One-Time Funding Requested (if applicable): 2000000

Type of Request: Facilities , Staffing, Instructional Equipment, Instructional Supplies

Planning Unit Priority: Low

In Progress - ASL Materials for Labs: Update and Enhancement

Lead: Department

In Progress - Improve current facilities. Replace classroom furniture with more 'Signing Friendly' furniture (stand alone chairs with separate desks.)

Lead: Division Dean,

In Progress - Professor, American Sign Language, Replacement Position

Describe Plans & Activities

Supported: Funding necessary for a full-time tenure track position

Lead: Department, Division, Campus Leadership, Board of Trustees

Campus-Wide Accessibility (Interpreting) - Establish working

Partial Funding Requested - Partial funding to be paid towards a part-

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>relationships and MOUs with different divisions and departments such as Accessibility Resource Centers, DHH Center, Humanities Division, Human Resources, etc. on campus to facilitate that the campus is working to meet the accessibility needs for its Deaf faculty, staff and students with the minimum amount of work.</p> <p>Status: Active</p> <p>Goal Year(s): 2017-18, 2018-19</p>	<p>time coordinator position that will facilitate communication among Accessibility Resource Centers, DHH Center, Humanities Division, Human Resources and any other relevant divisions/departments/centers on campus.</p> <p>Lead: Ad Hoc Committee consisting of Don Potter- Manager (DHH Center), Joanne Franco (Human Resources), Sandon Larson (ASL Department), Kim Garcia (Humanities & Social Services Admin Assistant).</p> <p>Type of Request: Facilities , Staffing</p> <p>Planning Unit Priority: Medium</p> <p>What would success look like and how would you measure it?: Success would look like a one-stop center for requesting interpreting services for Deaf faculty, staff and students that pertain to anything on campus and/or in relation to necessary course objectives (campus field trips, etc.)</p> <p>Documentation Attached?: No</p>	
<p>Dual Enrollment with Local High School Programs - To partner with local high school programs and offer ASL courses on campuses that don't currently have ASL and/or Deaf Studies faculty (which would otherwise work with Articulation).</p> <p>Status: Active</p> <p>Goal Year(s): 2017-18, 2018-19, 2019-20, 2020-21</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 50</p> <p>We began offering our first two courses of SIGN at Gladstone High School during Fall 2017 and determined that this partnership was a success and have since decided to renew the partnership with Gladstone for two courses during Spring 2018.</p> <p>Joel Monroy from MTSAC Dual Enrollment has been working with Robert Augustus and Sandon Larson, the future department co-chairs of our department, and we have established two additional formal MOUs with two local high schools: Bassett and Rowland High Schools, with several other prospects lined up for signing up sometime</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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Report directly on Goal

during the 2018-2019 school year.

Instructors have been arranged for these courses to begin Fall 2018. (05/29/2018)

Language Learning Lab: Enhanced Student Support, Access and Success
 - Enhanced Student Support, Access and Success
Status: Active
Goal Year(s): 2018-19, 2019-20, 2020-21

Full Funding Requested - LLC Software & Technology Support for Student Success
Describe Plans & Activities Supported: LLC software-support workshops, class orientations, and individual coaching will successfully impact students using LLC software for class assignments. These tools will assist students to integrate online software into their language acquisition goals for World Languages, American Language, and Sign Language. Workshops and coaching support Native Accent (\$15,000 annually), Azar Software (\$5,100 annually), VoiceThread (\$1000 annually), and GoReact (\$43,000 annually)
Lead: Peggy Marcy, Serena Ott, Evelyn Hill-Enriquez, and Sandon Larson
One-Time Funding Requested (if applicable): 64000
Type of Request: Lottery
Planning Unit Priority: High
What would success look like and how would you measure it?: Students using GoReact, Native Accent, Azar, and VoiceThread software to complete class assignments will increase by 5% in 2018-2019 when compared to 2017-2018.

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Language Learning Center: Staffing - Staffing
Status: Active
Goal Year(s): 2018-19, 2019-20, 2020-21

Full Funding Requested - LLC
 Permanent Part-Time Coordinator
 Project Program Humanities
 Languages Specialist
Describe Plans & Activities
Supported: This position will support 6 World Languages, American Language, and Sign Language in the Language Learning Center. A part-time coordinator project program will provide guidance to LLC staff and faculty and will liaison with Humanities faculty, staff, and management. Additionally, this person will provide input into future LLC projects and purchases.
Lead: Peggy Marcy, Serena Ott, Evelyn Hill-Enriquez, and Sandon Larson
On-Going Funding Requested (if applicable): 26500
Type of Request: Staffing
Planning Unit Priority: High
What would success look like and how would you measure it?: Project development and ongoing support will increase World Languages, AMLA, and ASL attendance in the LLC by 2% in 2018-2019 when compared to 2017-2018.

Department Interpreter/Secretary - Fulfill interpreting and secretarial needs of the department
Status: Active
Goal Year(s): 2018-19, 2019-20, 2020-21

Full Funding Requested - Goal: Need 19 hour per week interpreter/program assistant.
Describe Plans & Activities
Supported: Duties includes first week of class ASL 1 interpreting, ongoing Deaf Studies and Deaf Culture classes, department

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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meetings as necessary, etc.
Lead: Sandon Larson
On-Going Funding Requested (if applicable): 30000
Type of Request: Facilities , Staffing, Non-Instructional Equipment, Non-Instructional Supplies
Planning Unit Priority: High
What would success look like and how would you measure it?: A 19 hour position in which the person would serve the primary interpreting needs of the SIGN department for all lecture courses that take place primarily in ASL and are taught by Deaf faculty (SIGN 201, 202 and 210) as well as interpret for all department/division meetings, facilitate communication between HSS Division and Sign Dept. full-time and adjunct faculty, etc.

<p>Department Faculty (Full-time and Adjunct) Workspace - Designate a workspace to be used by our full-time and 20+ adjunct faculty that incorporates Mac workstations, recording studio with appropriate lighting, and centralized location for ease of communication and dissemination of information as well as promote a diverse and healthy learning environment that is more accessible (ties in with DeafSpace PIE goal and Department goals) Status: Active Goal Year(s): 2018-19, 2019-20, 2020-21</p>	<p>Full Funding Requested - Open space with appropriate lighting (preferably natural lighting and non-LED lighting), furniture that are in alignment with DeafSpace principles, etc. Describe Plans & Activities Supported: Designate a workspace to be used by our full-time and 20+ adjunct faculty that incorporates Mac workstations, recording studio with appropriate lighting, and centralized location for ease of communication and dissemination of information as well as promote a diverse and healthy learning environment that is more accessible (ties in with DeafSpace PIE goal and</p>	
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Unit Goals

Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

Department goals)

Lead: Sandon Larson

One-Time Funding Requested (if applicable): 20000

Type of Request: Facilities ,
Instructional Equipment, Instructional
Supplies, Lottery, Non-Instructional
Equipment, Non-Instructional
Supplies, Professional Development

Planning Unit Priority: High

What would success look like and how would you measure it?:

Department Office with space for full-time and adjunct faculty, with Mac workstations and recording studio along with accessible resources (Videophones) and centralized communication board (mailbox, etc.)