

1. Assessment Plan - Three Column



PIE - Humanities & Social Sciences: Sign Language Interpreting Unit

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<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*.</p> <p>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 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.</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18 % 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>

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

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 causes great distraction.

Status: Active

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

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

<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). Status: Active Goal Year(s): 2017-18, 2018-19, 2019-20, 2020-21</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18 % Completed: 50 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 during the 2018-2019 school year.</p> <p>Instructors have been arranged for these courses to begin Fall 2018. (05/29/2018)</p>
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<p>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</p>	<p>Request - Full Funding Requested - LLC Software & Technology Support for Student Success *Describe Plans & Activities Supported (Justification of Need): 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</p>	
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(\$1000 annually), and GoReact (\$43,000 annually)
***Lead:** Peggy Marcy, Serena Ott, Evelyn Hill-Enriquez, and Sandon Larson
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.

Planning Unit Priority: High
One-Time Funding Requested (if applicable): 64000

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

Request - Full Funding Requested - LLC Permanent Part-Time Coordinator Project Program Humanities Languages Specialist
***Describe Plans & Activities Supported (Justification of Need):**
 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
What would success look like and how would you measure it?: Project

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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.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 26500

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

Request - Full Funding Requested -
 Goal: Need 19 hour per week interpreter/program assistant.
***Describe Plans & Activities Supported (Justification of Need):**
 Duties includes first week of class ASL 1 interpreting, ongoing Deaf Studies and Deaf Culture classes, department meetings as necessary, etc.
***Lead:** Sandon Larson
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.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 30000

Department Faculty (Full-time and Adjunct) Workspace - Designate a workspace to be used by our full-time

Request - Full Funding Requested -
 Open space with appropriate lighting (preferably natural lighting and non-

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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

LED lighting), furniture that are in alignment with DeafSpace principles, etc.

***Describe Plans & Activities Supported (Justification of Need):**
 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)

***Lead:** Sandon Larson

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.)

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 20000

Deaf Space - 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

Request - Full Funding Requested -
 Create shared deaf space for sign faculty and deaf students

***Describe Plans & Activities Supported (Justification of Need):**
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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.

*DeafSpace is defined as:

There are five distinct space elements 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

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. There are five distinct space elements that can be considered when constructing a “Deaf Space”. Elements include Sensory Reach, Space and Proximity, Mobility and Proximity, Light and Color and the room’s Acoustics– that is- rooms that remove reverberation that causes great distraction.

***Lead:** Sandon Larson
What would success look like and how would you measure it?: Increased success rates for DHH students, improved productivity for DHH instructors.
Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.
Planning Unit Priority: High
One-Time Funding Requested (if applicable): 100000

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Status: Active
Goal Year(s): 2019-20
Date Goal Entered (Optional):
 07/16/2019

Staffing - Maintain sufficient staff levels to facilitate department operations.
Status: Active
Goal Year(s): 2019-20

Request - Full Funding Requested - Interpreters to assist deaf instructors in the classroom
***Describe Plans & Activities Supported (Justification of Need):** Deaf instructors need interpreters during the beginning of the semester in American Sign Language 1 (SIGN 101) and American Sign Language 2 (SIGN 102) to communicate with hearing students and share information regarding syllabi and classroom policies and expectations. Deaf instructors who teach American Deaf Culture (SIGN 202) also need interpreters in their classroom to communicate with hearing students on an ongoing basis throughout the semester.
***Lead:** Sandon Larson
What would success look like and how would you measure it?: Deaf

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instructors can successfully conduct their classes with the help of interpreters.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 12000