

## Technology Request Form For Annual Planning and Off-Cycle Requests

Submit one form per request. Complete the entire form thoroughly and answer all questions with enough details and be specific. Incomplete or late forms will not be reviewed. For assistance completing this form, please contact your Chair or the Co-Chairs of the Technology Committee. You can also review the Technology Committee's "[Prioritization Rubric](#)." If applicable, please reflect on the technology funded by last year's plan, and how it impacted student learning and success and prioritize your requests. For all furniture requests, contact Facilities.

Classroom technology such as entire labs can be submitted as one request. Please be specific and you must provide quotes for each item. For assistance with technology quotes, email the Grossmont College Director of Instructional Technology with your requests. You should also contact District I.T. to inquire about a Statement of Work for your request. If you are submitting a quote for items that are not typically in instructional classrooms please note that you will need to include taxes, shipping and environmental fees.

Please keep in mind when filling out this form that extra consideration is given to proposals that demonstrate one or more of the following:

- i. A critical need for state of the art technology and instructional software
- ii. Support of learning outcomes (student, program, institutional, or service)
- iii. Assistance to multiple departments

Technology Plan Year

Title of Request	Location of Request	*Priority Ranking (If submitting more than one request in your department)

Discipline

Department

Contact Person

Contact Email

**DESCRIPTION**

Please provide a brief description of the technology/software or technology project and its core goal(s).

**PROPOSAL JUSTIFICATION**

**A. College and District Strategic Plan**

Please explain how the technology or enhancement supports the [strategic plan](#). Please include information on how students will be impacted and/or employees or the college or district overall. Would this be a district-wide implementation?

**B. Statewide Initiatives**

Does the technology support a [state-wide initiative](#)? Please explain.

**C. Mandates**

Is the technology mandated by legislation, in support of a legislative mandate or required by accreditation standards? Please explain.

**D. Criticality**

What are the consequences and the number of students impacted if the technology/software is not implemented, upgraded, or renewed?

**E. Urgency**

Why is this urgent? What is the preferred time for implementation?

**F. Supporting Data**

How does the data you have support the implementation of the technology? This can be qualitative or quantitative in the form of program review, surveys, observations, SLO or other assessment data, institutional research data or other reports and data.

## **COST ANALYSIS**

Please list as much information as you can in sections Funding and Staffing, Resource Factors and Costs. We understand that you may not be able to fully answer all of these questions independently. For instance, some costs will be known and some estimated; please indicated accordingly. Based on the information you provide, District I.T. and/or Instructional Computing Services may conduct a Statement of Work (SOW) analysis and provide input on items such as time to implement, employee hours, number of individuals needed to implement, the needs for a campus and/or district project manager, vendor cooperation, integration with current systems, etc.

### **Funding and Staffing**

Please describe your needs for implementing and maintain the technology by answering the following questions:

FS1. Will you need College or District staffing support? If so, please explain.

FS2. Will or could the work be contracted out to a third part? If so, who? Provide contact information and explain.

FS3. Does the company that provides the technology do installation and on-going support? Provide details. How long?

FS4. Is there categorical funding or outside funding? Be specific.

**Resource Factors**

Please provide detail on the following:

RF1. Is this new technology (new to the campus), a renewal, or upgrade of existing technology?

RF2. Is the technology compatible with current systems? Please state if you don't know.

RF3. What are the estimated maintenance fees, if applicable?

RF4. What are the estimated replacement costs once the technology reaches its end of life cycle?

RF5. Are there any associated on-going support costs? Such as access to vendor support.

RF6. Is this a one-time purchase or annual / recurring fee? Please explain.

RF7. Are there any other resources or special technology support needed to implement the technology?

RF8. What is the estimated time it will take to implement?

RF9. How does this technology impact other campus departments (academic, student services, and administrative)?

RF10. How does this technology impact campus facilities?

RF11. Does the vender have a VPAT (voluntary product accessibility template) for the technology? Please provide if they do.

RF12. Vendor name and contact information

**Cost**

C1. Estimated labor costs (if known):

C2. Estimated equipment/software costs: Indicate whether known or estimated. Include quotes for all applicable costs. This should include equipment, licenses, taxes, fees, shipping, environmental fees, etc.

C3. Do you have a funding source identified? If yes, please list source and funding allotted:

C4. Total estimated or known cost:

**Evaluation**

How do you plan to evaluate the technology after implementation? This could include explaining how you will collect qualitative and/or quantitative data showing student usage and impact on learning or student services.



**Off-Cycle Requests Only**

Has funding been identified for this project? If yes, what is the smart key or funding source (Equity, General Fund, Perkins, etc.)? (This question relates to Section G on the Technology Prioritization Rubric).

What are the exigent circumstances and/or contributing factors that would qualify this request to be eligible for Off-Cycle consideration? In other words, why can't this request wait until the next annual planning cycle? (This question relates to Section C on the Technology Prioritization Rubric.)

		<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>Total</b>
<b>A</b>	<b>Relationship to Strategic Plan</b>	Technology clearly supports the vision of the Strategic Plan or other college or district plan.	Technology somewhat supports the vision of the Strategic Plan or other college or district plan.	Technology has little or no support for the vision of the Strategic Plan or other college or district plan.	
<b>B</b>	<b>Support Statewide Initiative</b> Basic Skills, Student Success, Equity, Strong Workforce, OEI, OER, etc.	The technology clearly supports a state-wide initiative	The technology somewhat supports a state-wide initiative.	The technology has no relation to a state-wide initiative.	
<b>Mandates</b>		If request is verified as mandated by law or accreditation standard, push through prioritization process as highly recommended.			
<b>C</b>	<b>Criticality</b>	The consequences of not supporting this technology are significant. (Such as security concerns, loss of FTES, statewide initiative, etc.)	The consequences of not supporting this technology are moderate.	The consequences of not supporting this technology are relatively minor.	
<b>D</b>	<b>Urgency</b>	Time sensitive (less than semester) request to meet security needs, student success, strategic plan, statewide initiative	Moderate time (up to one year) to meet needs.	No timelines or rationale identified for urgent implementation	
<b>E</b>	<b>Data-informed</b>	The implementation of the technology is clearly supported by qualitative or quantitative data, e.g. surveys, observations, SLO or other assessment data, institutional research data, or other reports or data.	The implementation of the technology is somewhat supported by qualitative or quantitative data.	The implementation of the technology is not supported by qualitative or quantitative data.	

## Instructional Units

<b>Department/Unit Name:</b>	<b>Department/Unit Contact:</b>
American Sign Language	Jamie Shatwell, <a href="mailto:jamie.gould@gcccd.edu">jamie.gould@gcccd.edu</a>
<b>Department/Unit Dean or Supervisor:</b>	<b>Date of Last Comprehensive Program Review:</b>
Joel Castellaw	FA2021

## Introduction and Instructions

Annual unit planning forms a bridge between the goals and recommendations documented in Comprehensive Program Review and the college's annual resource prioritization and allocation process. This process helps departments (and the college as a whole):

- make better decisions based on data and documented needs
- link resources to program goals and activities
- create institutional memory and evidence of continuous improvement.

Please note that if your department submits requests for resources, your Annual Unit Plan (AUP) will be used by the prioritization committee(s) to help provide context and rationale for the request. **To complete the AUP, answer the questions below, thoughtfully and succinctly, with consideration for how your department supports fulfillment of the Grossmont College mission statement:**

Grossmont College provides an exemplary higher education learning environment through comprehensive and innovative instructional programs and student support services.

By advancing equity and inclusion, we prepare our diverse student population to lead and engage with local and global communities.

We fulfill our mission by providing the people of East San Diego County with:

- Associate/transfer degrees and certificate programs
- Career education and workforce development
- Preparation for collegiate success
- Exploration of academic and career options
- Lifelong learning opportunities

## INTRODUCTORY SECTION: MISSION

**0.1 Does your department have its own mission/purpose statement that aligns with the institutional mission? (You may have done this work during your previous Comprehensive Program Review.)**

- No (You may wish to consider adding this as a new goal for this year in Section 4)
- Yes (Please list below)

## SECTION ONE: CHANGES IN THE PAST ACADEMIC YEAR

**1.1 In the past academic year, has the mission/purpose of your department changed?**

- No
- Yes (Please describe below)

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## Instructional Units

*Briefly (300 words or less) explain any changes to the mission/purpose of your unit.*

**1.2 In the past academic year, has your department had any major programmatic changes, including major changes in an effort to increase student success and equity (e.g., adding or deleting degree/certificate programs, significant changes to course offerings, shift in course schedules or modalities, etc.)?**

- No  
 Yes (Please describe below)

*Briefly (300 words or less) explain any major programmatic changes to your unit.*

*Our department re-examined the courses for the Zero Textbook Cost (ZTC), lower cost textbooks, and LTI materials (online workbook) to decide which is the best. We decided that we all will try different experiment to make it lower cost textbook, keep the workbook, and LTI workbook including to add more information that included BIPOC Deaf community and included additional disability and Deaf-Blind community. Then we will discuss again in Spring 2022 Dept meeting.*

*The department has re-examined the enrollment the DE and Remote courses. We wanted to stay aligned with Cuyamaca and change from 30 to 25 students for the remote courses temporarily. This will go into effect for students in FA 2021.*

*Additionally, the department re-visited the idea of increasing units from 4 to 5 per language course. In the San Diego area, Mesa College and Southwestern College offer 5-unit ASL courses.*

*The chair of ASL contacted other colleges in California that increased their course units from 4 units to 5 units. In the first few semesters that the 5-unit courses were offered, they saw lower enrollment numbers. Based on this, the ASL department has decided to remain at 4-units for now.*

*The department has increased DE online course offerings with less remote online courses because success rates are better. However, in Spring 2022, it's possible the campus will return to teach onside and we will have some face to face courses, DE courses, and Hybrid courses to provide choices for the students. At this time, the pandemic COVID-19 numbers continue to go up and down so the District is still deciding what to do about Spring 2022.*

**1.3 In the past academic year, has your department had any significant changes in staffing (i.e., new hires, retirements, (e.g., new hires, retirements, sabbaticals, changes in reassigned time, etc.)?**

- No  
 Yes (Please describe below)

*Briefly (300 words or less) explain any changes in your unit's staffing.*

**1.4 In the past academic year, has your department had any significant changes to its existing facilities or shifts in its facility needs (i.e., new buildings, classroom reconfigurations, construction impacts, scheduling changes, etc.)?**

- No

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## Instructional Units

x Yes (Please describe below)

*Briefly (300 words or less) explain any changes to your unit's facilities or facility needs.*

*ASL enrollment has increased even though the college numbers have decreased. The ASL department still needs larger classroom space for line of sight with a visual language to learn ASL. AS I mentioned before and I am bringing it up again, that students are in support of larger spaces than some of the classrooms the ASL department is scheduled in.*

*In the first plan to remodel the 200 Complex area, ASL was given a small classroom in the designs while a larger Café was planned into the complex. In Fall 2018, over 200 students signed a petition in support of a larger Classroom space for ASL and were willing to have a smaller Café space. These signatures were presented to the president in Dec 2018 and to the Board in Feb. 2019. The students are in support of and requesting increased square footage for the new ASL classroom inside the 200 complex remodel. The students supported a small Café with less square footage than the current slotted amount. Even though the ALC division was in support of ASL and this idea too, the students and faculty request were denied by the President.*

*As of Spring 2021, the plan for the new 200 complex were scrapped. We are waiting to hear the next steps for the renovation of that area. At this point in time, we have been told that the money was used up for the Theatre as material costs increased. At the time of the due date for this AUP, a new budget or plans or timeline has not been shared with the ASL department.*

*It's important to remember that program review recommended a temporary space be used as a dedicated ASL lab until the classroom was completed. The department continues to try and work with the dean. But every space we bring up gets denied. I don't know if we are still getting denied since I still don't know what the new floor plan for the 200 Complex remodel will be*

*Increased enrollment in the ASL courses has led to scheduling changes the Chair has had to deal with. Some instructors weren't certified teaching online while some were still working on getting remote teaching certified.*

*This Fall 2021, we are still not offering face to face classes because COVID is still a problem in society. Hopefully, in Spring 2022 COVID will dissipate.*

*It is possible enrollment numbers have been effected. In Summer 2021 the district did a survey. They informed us that most students want to choose what kind of classes they want- face to face, hybrid, or online. Because of COVID we couldn't offer variety of classes to meet students' needs.*

*We still face challenges because some instructors were burned out from teaching online and making changes with online courses. Some teachers don't like teaching online or remote while some other teachers like teaching online or hybrid. The chair had to support them and reach out to them to check in and to provide support. It was a lot of work for the Chair and one full time instructor.*

*Situations like these, lead us to examine the need for a third full-time instructor.*

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## Instructional Units

**1.5 If you answered yes to any of the questions above, what implications might the changes described above have for your department's planning over the next 1-3 years?**

*Briefly (400 words or less) reflect on the planning implications of any factors noted above*

*The examples above outline the implications. In Spring 2022, if we go back to campus, ASL classes will need to be scheduled in other rooms on campus and occupy classroom other departments may need. Grossmont College's enrollment may be affected as students are turned away from classes that have limited space which cannot support all the students that want to be in the courses – since the ASL courses usually have waiting lists.*

*The college may need to approve and fund a third, full-time instructor position to keep the ASL enrollment numbers increasing.*

**SECTION TWO: PROGRESS TOWARDS EXISTING GOALS****2.1 Grossmont College has built the goal of achieving educational equity<sup>1</sup> into its mission statement and Strategic Plan. As part of this work, we have begun to engage in dialogue institutionally about how we support this goal. In the past year, how has your department begun to support this institutional goal (e.g., departmental discussions on disaggregated data; implementation of equity-focused best practices; participation in the 12 Gateway project; equity-focused changes in curriculum or scheduling, etc.)?**

*Use this field to provide a brief (150 words or less) update and/or attach additional documents as needed.*

*Every semester during flex week our department invites a guest speaker to address equity, accessibility, zero cost textbooks, SLO, or some other topic related to educational equity.*

*Our instructor and the Chair took BIPOC workshop, Humanity Workshop, Accessibility workshop, Liquid Syllabus, upgrading workshop that were provided from GC and from OTC (online teaching conference). Also, the workshops were provided from ASLTA (American Sign Language Teacher Association).*

*When the Chair created announcement, assignment, or page that help students to feel inclusive, the Chair shared with the ASL department for instructors to use for their courses as an option.*

*Some of our instructors have redesigned their PowerPoint slides and changed pictures to reflect the diversity of students at Grossmont. Some of our instructors provided more resources and education information that reflects of BIPOC, LGBTQIA, and disability.*

*Most instructors teach signs related to the LGBTQ community in their courses as it relates to the vocabulary of family signs, living arrangements signs, etc.*

<sup>1</sup> **Educational equity** is not the same as equality. In decisions regarding educational equity we must consider: 1) **Access**- equal opportunity to gain entry to services; (2) **Process**- a process that begins by acknowledging that unequal starting place and continues to correct and address the imbalance; and (3) **Outcomes**- all students are provided educational experiences that ensure the achievement of certain uniform goals and objectives.

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## Instructional Units

*At our department meetings we continue to discuss SLOs, grading, cost-effective textbooks, and our teaching approach as it may relate to equity.*

## 2.2 In the past year, what progress has your department made towards recommendations / goals from your most recent Program Review or other stated departmental goals?

**Goal Name/Description: #1 – Continue to work with facilities and/or college stakeholders to ensure a temporary lab space for signing is secured BEFORE the completion of the new building, given that the new building may not be completed for several years. Temporary space is needed now to benefit students currently enrolled.**

**Status:**       Not yet started                       On hold  
                      In progress                                       Complete

**Comments:**

*Use this field to provide a brief (150 words or less) update and/or attach additional documents as needed.*

*Even though the PR committee advises us to obtain a temporary lab space to use until the new 200 complex is complete, the ASL department has not received support from administration. Both the previous department chair and the current department chair has met with the different deans the ASL department has had. In addition, we met with Tim Flood years ago to look at 2 classrooms in Bldg 36. We were told they were reserved for another department, but the rooms remained empty. Tim Flood invited us to look at Bldg 34's room that used to house the Speech and Language Assistant program. We met, drew up sketches to modify it, and then everything was put on hold. Since that time nothing has been communicated to ASL about this plan.*

*Other meetings have occurred with the various deans over time, and we just don't seem to be able to move this forward.*

*We continue working on the SLO. Our department continues to update and revive course outline with up-to-date SLO.*

*We continue to monitor statistics relate to with gender and BIPOC. We see some increases and we hope to continue the good work.*

**Goal Name/Description: #2 - Continue exploring creative ways to recruit male students.**

**Status:**       Not yet started                       On hold  
                      In progress                                       Complete

**Comments:**

*The ASL instructors have attended staff development workshops about male students. We've discussed and analyzed how to recruit male students. We've contacted Interpreting agencies to see if their statistics for employees matches the ratio of students we have. Our student*

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## Instructional Units

 In progress Complete**Comments:**

*In Fall, 2018, the ASL Club was reactivated. This club continued on campus until Fall, 2019. The ASGC requirements for clubs are strict with regulations for monthly meetings, officers in attendance, etc. It is for serious students interested in leadership roles.*

*The ASL Club did not continue due to students' schedules. Once officer roles were in place, student schedules prevented the club from meeting and adhering to the ASGC policies. The students discussed this and decided they wanted a more relaxed and social gathering. The students were not interested in "leadership" type roles to follow the ASGC policies. The club did not continue as an official club.*

*As for a "virtual" club, ASGC does not have a way to do this. Our students were not interested in doing this and prefer social gatherings. Therefore, we will continue with events such as Deaf Deaf World for the students.*

*In FALL 2020, during COVID semester, a student expressed interest to try and get the ASL Club up and running in a virtual format. Having to begin this process through email (as campus is closed) still has not been effective.*

*We collaborated with HandsUp and offer ASL students a virtual event through zoom.*

**NOTE: Your department may have more than three goals. Please copy & paste the prompts above as needed in order to document progress on all of your goals and recommendations.**

**2.3 What factors have supported or hindered progress towards the goals described in questions 2.1 and 2.2?**

*Staffing – there are only 2 full-time instructors to carry out the work. The adjuncts are not able to be involved beyond department meetings as they all work at other colleges and schedules are tight.*

*Training – while Grossmont offers a handful of professional development workshops on male students and diversity, the information has been general. What the ASL department may need is very specific strategies to recruit and retain these students. Where do we find that?*

*Administrative support and funding – The temporary space for the ASL lab will need College support in terms of funding and allocation of space. This may mean those with authority may have to step up and make hard decisions. It hasn't happened yet.*

**2.4 What implications might your unit's progress towards its goals have for your department's planning over the next 1-3 years?**

*Briefly (400 words or less) reflect on the planning implications of any factors noted above*

*Planning over the next 1 – 3 years seems to focus on the students, equity, low cost textbook, "ungrading" philosophy experiments, and how to impact the numbers. The College's focus seems to be on equity, as well. This should not distract from classroom and lab facilities for ASL since this is where engagement happens with ASL and the Deaf community. A gathering space is critical to uphold the values of the Deaf community. This means the ASL lab, classroom and instructor offices will be crucial in developing this.*

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## Instructional Units

*Another way planning may be influenced is through staff development for equity strategies - which will require training monies to send instructors or invite speakers here.*

**SECTION THREE: REFLECTION ON STUDENT LEARNING, ACHIEVEMENT, & EQUITY****3.1 What SLOs/PSLOs did your department assess during the prior academic year?**

*List below (or attach a list).*

*Every semester our department assesses one SLO from several classes. This has been our method since SLO assessment began. We have not miss one semester.*

*By the time, 6<sup>th</sup> year cycle was completed in Spring 2021. Every SLO for every class was assessed.*

*Our method is to every semester we choose 1 – 3 courses that are assessed. We pick one SLO from each to assess. By the completion of the 6-year plan every course and every SLO will have been assessed. The instructors work together to create assessments. Results from assessments are brought back to the whole department and discussed. We review teaching strategies and how to improve student learning.*

*Our department completed 6 years cycle SLOs. We created another 6 years cycle of SLOs. We connected course SLOs to PSLOs.*

*Also, we will look at the SLOs in all courses to make sure that we are content and to see if there should be any changes.*

**3.1.2 The results of your assessments need to be uploaded in TracDat/Nuventive Improve twice per year. Please indicate if you have completed the upload by the following dates.**

X February 15 (for fall data)

X September 15 (for spring data)

**3.2 A. What observations or patterns emerged from your department's analysis of its SLO and PSLO assessment results?**

*Briefly (400 words or less) reflect on any trends in your analysis of outcomes assessment results. Provide an overview of your findings and describe what action(s) your department will take, or is taking now, in response to these results.*

*Examples:*

*Trends in results themselves (recurring issues with a question or a prompt; misinterpretations of assignments; quizzes that seem easily passed on a regular basis; other recurring successes or failures with methods or instruments)*

*Observations about pedagogical effects on SLO results*

*Patterns in faculty responses or approaches to assessments that may result in department goals*

*Any patterns that require curriculum changes, unit changes, etc.*

*Comparisons noted between online and face-to-face sections*

*Comparisons noted between demographics of students*

*Trends in organizational structures or department structures that impact results*

*Etc.*

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## Instructional Units

*Jennifer Carmean is the SLO Coordinator for the department. She has the information in Word Documents. ASL courses have a 70-90% success rate for students meeting the outcomes.*

*The outcome percentages are consistent with overall data the College has given to us about the students enrolled in ASL courses.*

*There has only been one SLO that students did not meet the outcomes from ASL 221. During discussions, we believe it was because the SLO did not fit in that course and instructor feels need to teach that topic relate that SLO to help students to succeed pass 80% or above. It was agreed to re-assess the SLO. This demonstrates how our department faculty work together on SLO accomplishments.*

### B. Closing the Loop: What actions is your department taking in response to these results?

*Use this field to provide a brief (150 words or less) summary of your next steps, or attach additional documents as needed.*

*During discussions, we believe it was because the SLO did not fit in that course and instructor feels need to teach that topic relate that SLO to help students to succeed pass 80% or above. It was agreed to re-assess the SLO to recreate a new SLO that fits with the curriculum. This demonstrates how our department faculty work together on SLO accomplishments.*

*In looking back, our department's process for SLO seems to work well. We assessed SLO, we discussed results, and we moved on to the next set of SLO.*

### 3.3 A. What observations have emerged from your department's analysis of other disaggregated data (e.g., course success rates, course retention rates, program completion rates, semester to semester persistence rates, etc.) related to your department's mission?

*Briefly (400 words or less) reflect on any trends noted in your unit's analysis of its data, noting any potentially negative or disproportionate impacts for any groups of students. Data sources could include recent program review data, data from the Program Review Dashboard in the Reports server, data from the [RPIE dashboards](#), etc. Feel free to contact the CPIE Office for additional assistance.*

**Notes:**

- *Please specify what datasets or reports you considered and how the results were disaggregated for populations relevant to the mission of your department – for example, by race/ethnicity, gender, age, etc.; by program, service, etc. (attach a screenshot or Excel file if easier).*
- *If you offer instruction in both online and face-to-face modalities, please note any patterns or trends that emerge when you disaggregate results.*

*This information has been taken from our most recent Program Review – FA 2017:*

*The ASL department has a higher proportion of female and male students than the college. In reviewing past Program Review data prior to FA 2017, the ASL department's numbers for male and female students remains consistent.*

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## Instructional Units

*In FA 2017, we contacted 3 interpreting agencies and inquired about their ratio of employed interpreters (male, female, diversity, ethnicity, etc). We learned that our ASL student enrollment numbers reflect the same percentages that are in the business industry of interpreting.*

*The ASL department has a higher percentage of students in all the age groups the College uses for its data. For example, ASL has a slightly higher percentage of students 19-24 years old than the College. This is the same with 25-29-years old and on up.*

*Forty – sixty percent of ASL students are white. This is consistent with the College’s numbers. Ten percent are African American. Five percent are Asian. Interestingly, these numbers are very similar to the numbers reported by the agencies that employ interpreters.*

*Online courses were new to ASL at the time of the Program Review data distribution. Online course statistics had not been collected to review. The chair of the department looks at the census numbers and conspires with the other full-time instructor to compare and review.*

*In Fall 2021, new statistics were provided to each department. We have look over ours. We see some improvement with gender and diversity. Our department continue to discuss strategies for working these students.*

**B. Closing the Loop: What implications might the observations noted in question 3.4A have on your department’s planning over the next year? What actions might your department take in the next year?**

*Briefly (400 words or less) reflect on the planning implications of any factors noted in 3.3A.*

*The planning implications revolve around where to turn for recruiting and retaining male students and recruiting and retaining more diverse students in ASL courses.*

*We have analyzed our outlines. We have made changes. Some instructors have changed their materials and assignments to reflect students’ equity. For example, including new vocabulary such as new signs for LGBTQIA and BIPOC.*

*Because of diversity, some instructors are trying to new teaching technique by using low cost materials and electronic materials.*

**3.4 A. How/When has your department explored the ways that its policies and practices (e.g., scheduling, late adds, grading, office hours, etc.) might inadvertently serve as a barrier to student equity?**

No (If you checked No, indicate how/when will you explore this issue?)

Yes (Please describe below)

*Briefly (300 words or less) describe how your department engages in dialogue around the identification and elimination of barriers to student equity.*

*Every semester our department has its department meeting and ASL retreat. We discuss enrollment trends, grading policies, scheduling – anything that affects the students. For example, at the most*

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## Instructional Units

*recent meeting we discussed how we each give tests. We discussed the different methods we used. We discussed how many times we signed each sentence or fingerspelled each word on tests. We discussed our philosophy for why we each do what we do. One of the instructors will be trying the "ungrading" method to see how it works for ASL and then share with ASL department in Spring 2022.*

**B. Closing the Loop: What implications might the information noted in questions 3.4A have on your department's planning over the next year? What actions might your department take in the next year to address barriers to student equity?**

*Briefly (400 words or less) reflect on the planning implications of any factors noted in 3.4A.*

*The biggest implication is sharing information with adjunct faculty.*

*As I mentioned that, one of the instructors will be trying the "ungrading" method to see how it works for ASL and then share with ASL department in Spring 2022. Also some instructors will allow unlimited time and watch the videos unlimited for the quiz while some instructors will allow 2-3 times to watch the videos. Some instructors will allow to late assignments to support students to succeed in the courses.*

*We will revisit this in Spring 2022 during Dept meeting to see how it goes and how they feel about it.*

## SECTION FOUR: CURRICULUM REVIEW AND PLANNING

**4.1 Please provide the following information about your official course outlines (CORs).**

Total number of active CORs for the discipline(s) in your area 4 (120, 121, 220, 221)

Total number of CORs between one and three years old 2(130,131)

Total number of CORs between four and five years old \_\_\_\_\_

Total number of CORs over five years old\* 2- (140 & 250) we will update for Fall 2021

\*Note: CORs are updated in the 5th year for submission and reviewed in the 6th year.

**4.2 Upload your Curriculum Review/SLO Assessment Plan here (A template will be provided by the SLO Coordinator)**

## SECTION FIVE: OTHER PLANNING CONSIDERATIONS

**5.1 In the upcoming academic year, do you anticipate any other significant changes not already addressed in Sections 1-3 above?**

No

Yes (Please describe below)

*Briefly (300 words or less) explain any anticipated changes not previously addressed.*

*With COVID and mask regulations, we are uncertain about future on campus classes.*

For help with this form, please contact the CPIE Office at x1729. You can also help us improve this form by sending comments, feedback, or suggestions to [grossmont.cpie@gcccd.edu](mailto:grossmont.cpie@gcccd.edu). Thank you!!

## Instructional Units

*Hearing nothing about 200 complex we are not sure if we can complete program review recommendation for a dedicated ASL friendly classroom space.*

**5.2 Considering your responses in Sections 1-3, are there any overarching trends or implications that might affect your department's planning over the next 1-3 years?**

- No
- Yes (Please describe below)

*The following topics will need to be reviewed for future planning:*

- *Because COVID force community colleges to teach online, we will be investigating a fully online ASL degree.*
- *Money for staff development and other training needs for online courses and face-to-face courses (OTC Conference, ASLTA conferences/workshops).*
- *Money for training to support ASL students and diversity.*
- *Budget augmentation for instructional technology for online courses – voice thread, ispring, ispring cloud, GoReact, etc.*
- *Facilities for students to have line of sight in ASL courses.*
- *Recruitment of instructors – part time/full-time requests.*
- *Strategic scheduling to balance the students' requests with the instructor's schedules.*

**5.3 Considering your responses in Sections 1-3 and questions 4.1 - 4.3 above, does your department need to add or edit any of its goals?**

- No
- Yes (Please describe below)

**New Goal:**

**Links to the following Strategic Priorities or Institutional Plans:**

- Outreach
- Engagement
- Retention
- Institutional Capacity
- Student Equity Plan
- Other (please describe below)

**Comments:**

*Use this field to provide a brief (150 words or less) explanation of how this goal supports the Strategic Priorities selected above.*

**SECTION SIX: RESOURCE REQUESTS**

**6.1 Based on the information entered in Sections 1-4, what resources does your department need in order to make continued progress towards its goals and/or address planning implications?**

- Faculty Staffing
- Classified Staffing
- Facilities

For help with this form, please contact the CPIE Office at x1729. You can also help us improve this form by sending comments, feedback, or suggestions to [grossmont.cpie@gcccd.edu](mailto:grossmont.cpie@gcccd.edu). Thank you!!

Instructional Units

- Instructional Technology
- Professional Development
- Research and/or data analysis
- Other needs not covered by current budget (i.e., budget augmentation request)

**6.2 For each resource type selected in section 5.1, please complete a corresponding request form. Attach a copy of the completed request form to the end of this AUP form.**

Resource Type	Request Form	Requests Prioritized By
Faculty Staffing	<a href="#">Link</a>	Faculty Staffing Prioritization Committee
Classified Staffing	<a href="#">Link</a>	Classified Staffing Prioritization Committee
Facilities Project Request <sup>1</sup>	<a href="#">Link</a>	Facilities Committee
Instructional Technology	<a href="#">Link</a>	Technology Committee
Professional Development	<a href="#">Link</a>	Professional Development Committee
Research and/or Data Analysis	<a href="#">Link</a>	CPIE and/or PIEC

<sup>1</sup> *All Facilities Project Requests (FPR) must be preceded by a Feasibility Review. The Feasibility Review must be submitted by Deans/Supervisors to the Director of District/Campus Facilities/Operations/Maintenance, Loren Holmquist by June 1<sup>st</sup>. See Section One of the Facility Project Request (FPR) form for more information. A Facilities Project Request cannot be submitted with the Annual Unit Plan on October 1<sup>st</sup> without an approved Feasibility Review.*

**6.3 If your department has ideas for innovations or projects that don't fit neatly into the categories listed above, please describe below and consider completion of an innovation request form.**

**Comments:**

*Use this field to provide a brief (150 words or less) explanation of how this goal supports the Strategic Priorities selected above.*

**7.0 NOTES AND ARTIFACTS**

*Upload any notes (e.g., department meeting minutes) or artifacts that your department may wish to document and refer to during the completion of the comprehensive program review document.*

**Reviewed and Submitted by**

For help with this form, please contact the CPIE Office at x1729. You can also help us improve this form by sending comments, feedback, or suggestions to [grossmont.cpie@gcccd.edu](mailto:grossmont.cpie@gcccd.edu) . Thank you!!

Instructional Units

Department Chair/Coordinator Jamie Shatwell

Department Chair/Coordinator Signature *Jamie Shatwell*

Date 09/23/2021

Division Dean Joel Castellaw

Division Dean Signature e-sign Joel Castellaw

Date September 30, 2021

For help with this form, please contact the CPIE Office at x1729. You can also help us improve this form by sending comments, feedback, or suggestions to [grossmont.cpie@gccd.edu](mailto:grossmont.cpie@gccd.edu) . Thank you!!



## Annual Unit Planning Dean/Manager/Supervisor Checklist Due: October 1

Division Arts, Languages, and Communication

Dean/Manager Name Joel Castellaw

Name of Department/Unit/Program American Sign Language (ASL)

AUP initiated by (Name of chair/coordinator/manager of program) Jamie Shatwell

Date September 30, 2021

### **Directions:**

1. Fill out one form for each AUP in your division/unit and provide a copy of the form and AUP to the appropriate Vice-President of your division *for information only*.
2. **Submit this checklist (p. 1 and 2) with each AUP and accompanying resource requests from your area to the CPIE Office on or before October 1: [Grossmont.CPIE@gcccd.edu](mailto:Grossmont.CPIE@gcccd.edu)**

Description	Status
AUP is complete: All questions/prompts include a response. If the AUP is incomplete, please send back to the unit to complete before the October 1 submission deadline. If there is a significant reason that a section/prompt is incomplete, please use the comments section below to provide a rationale for submitting an incomplete AUP.	X
Section 3 on Outcomes Assessment includes thoughtful analysis and planned action(s) needed for continuous improvement (closing the loop).	X
Section 4 on Curriculum Review: The department/unit has a concrete plan for updating curriculum prior to six-year comprehensive program review. Note: this step is not applicable for Administrative Services Units.	X
Data has been used to support resource request(s) and analysis of data is accurate and fair.	X
Resource requests support department/unit's continuous improvement as a result of analysis of current course and/or program level learning outcomes.	X
Resource requests are accurate and support the college's mission, strategic goals, and/or college initiatives.	X
Optional: Work with your division councils to prioritize resource requests from your area. This step is intended to support the participatory governance process by providing much needed background information for decision-making. Attach prioritization list to this form.	<input type="checkbox"/>
Comments (optional):	
Print Name Joel Castellaw	
Signature and Date e-sign. Joel Castellaw, September 30, 2021	

### Review of Resource Requests

Directions: Before submitting resource requests, please be sure to screen the requests by indicating which of the following criteria applies to each request:

- A. Request supports department/unit's continuous improvement as a result of analysis of *current* course and/or program level SLO/SSO/ASO\* assessment results?
- B. Does the request include other institutional data? If so, has it been used effectively to support the rationale for this position (for staffing requests only)?
- C. Request supports college-wide strategic goals of outreach, engagement, retention, & institutional capacity?
- D. Request supports other college-wide initiatives and/or plans (e.g., Student Equity, Guided Pathways, etc.)?

Using the prompts below, please check all resource request(s) being submitted along with this unit's AUP and indicate which of the above criteria is evident in the request. Be sure to check all that apply. Note: One application per request is needed.

Facilities Project (FPR): An approved Feasibility Report must be attached with the request (see AUP planning timeline for more information). Number of FPRs attached       

Supports:     A     B     C     D

Full-time Faculty Staffing: Number of positions being requested   1  

Supports:     A     B     C     D

Current # of FT Faculty   2                        Current # of PT Faculty   8  

Classified Staffing: Number of positions being requested       

Supports:     A     B     C     D

Instructional Technology: Number of items being requested   1  

Supports:     A     B     C     D

Professional Development

Supports:     A     B     C     D

CPIE Research

Supports:     A     B     C     D

**THIS PAGE FOR ACADEMIC AFFAIRS/STUDENT SERVICES DEAN/MANAGER**

**FOLLOW-UP**

**Keep this page for your records.**

Name of Department/Unit/Program American Sign Language

**Section 2: Progress Toward Existing Goals**

Has the unit provided adequate information on progress toward meeting existing goals? **YES** NO

Notes:

**Section 3: Student Learning, Achievement, & Equity**

Has the unit provided adequate information on how they are using outcomes assessment results (course-level and/or program-level SLOs/SSOs) for continuous improvement? **YES** NO

Notes:

***If not, deans should contact the SLO coordinator and/or unit SLO liaison for assistance.***

**Section 4: Curriculum Review & Planning (if applicable to requesting unit)**

Consult with department chair/coordinator on plan of action for updating official course outlines. All official course outlines should be updated prior to the six-year comprehensive program review. Progress should be recorded on annual unit plans. September 15<sup>th</sup> is the curriculum deadline for COR revisions.

Notes: