Note: Please take a moment to review the letter you received from the Office of the Provost. That letter describes your faculty assignment in detail. As you complete this document, please refer to the specific tasks that you were asked to complete.

**Section 1: Report of Accomplishments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Accomplishments</th>
<th>List and briefly describe the most significant impact of your accomplishments.</th>
<th>List and briefly describe any barriers you encountered.</th>
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</table>
| Lead adjunct faculty in ASL – recruit, orient, mentor, and schedule them. | Assigned coverage for all classes & then arranged coverage for Katie Prins’ classes.  
Handled inquiries from several hearing and deaf teachers, and interpreters regarding teaching at GRCC.  
Answered questions from students regarding ITP’s, and from teachers looking for ASL courses to complete state certification requirements. | All course sections were covered avoiding course cancellations.  
Each semester more students indicate they are interested in becoming interpreters, or they would like to have a minor in Interpreting.  
Several students have indicated they are enrolling in Baker College, which accepts all of our SL related courses, to enter their ITP(Interpreter Training Program)  
Several teachers from the GR area are taking our SL classes to complete their ASL teaching certificate/credentials. | The only barrier I encountered was that several students indicated they were interested in transferring to the ITP at LCC but LCC does not accept our ASL course work. GRCC students would either have to try and test out at LCC to get into the ITP, or retake all of the Sign Language courses at LCC. |
Section 2 – Reflect on your EOL/Release work this semester and respond to the three items below.

| Please list and describe no more than three activities or accomplishments that went particularly well. | This past Fall we had no ASL tutors available. I recruited a deaf student to become a tutor for ASL 1 & 2 during Winter semester. The student will be providing tutoring services this semester. I've also encouraged several hearing students to become tutors but they have not signed up for this semester.

Katie Prins resigned at the end of the Fall semester to accept a position in Boston. Covering her "Introduction to Deaf Culture" class with a qualified deaf instructor, already on our adjunct staff, was a smooth transition.

Students in ASL courses are required to have 12 interaction/observation hours related to deafness. Getting information about deaf events, and interpreted events in the West Michigan area out to students via Blackboard, email, and flyers on campus resulted in increased opportunities, and student attendance at these events. |

| Please list and describe how your particular efforts could have been better supported. | We need more tutors, both hearing and deaf, for the ASL and Fingerspelling students. I will be contacting the Tutoring Center to have a staff member from the Center come and briefly describe what's required to become a tutor. |

| Please use this space to document any other concerns, suggestions, or comments. | I am concerned about the lack of tutors for all levels of ASL classes. One of the major deaf socials in the area is held in Grandville on Tuesday evenings. I suggest that we schedule our ASL class that is currently held on Tuesday evenings to a different night of the week so students have the opportunity to attend the deaf social. |