

## 2022 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2021 - 2022

PROGRAM: AMERICAN SIGN LANGUAGE

CLUSTER: HUMANITIES

LAST YEAR CPPR COMPLETED: 2018

NEXT SCHEDULED CPPR: 2023

CURRENT DATE: 2/9/2022

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's [resource plan](#)
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

**Note:** Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following degrees and/or certificates:

N/A

### GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

NONE

### PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes  If yes, please complete the Program Sustainability Plan Progress Report below.

No  If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

## **DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS**

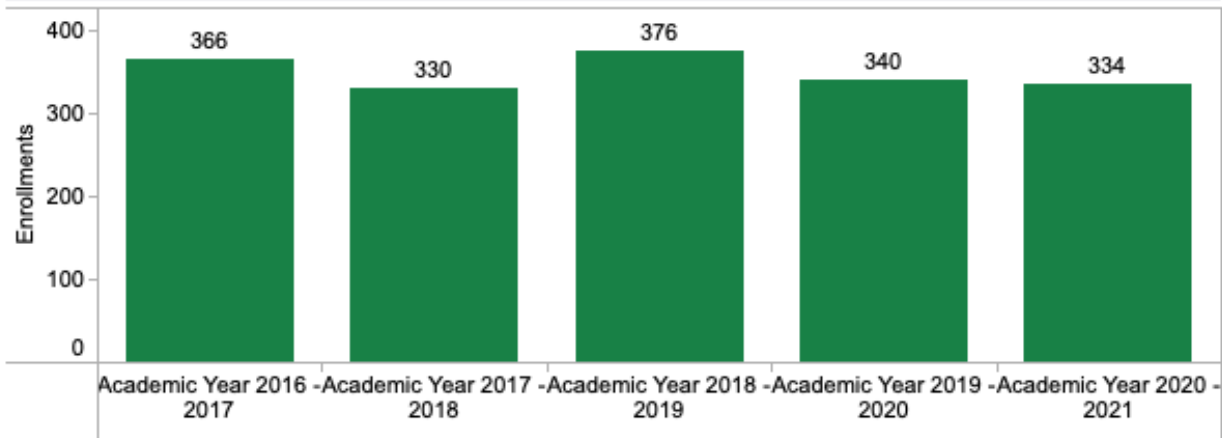
Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

Insert the data chart and explain observed differences between the program and the college.

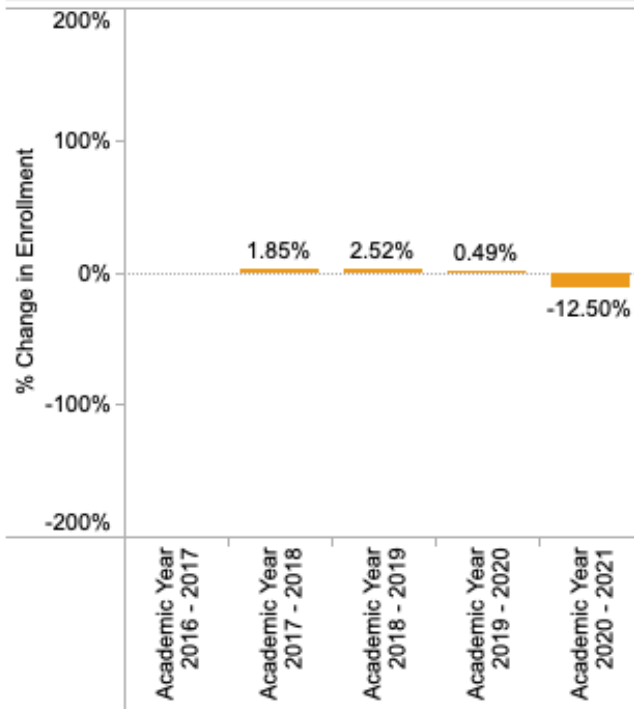
## SLOCCCD Program Review Data - Enrollment

Department: 🔍 American Sign Language ▾
    
 Course: (All) ▾
    
 Dual Enrollment: (All) ▾
    
 Prison: (All) ▾

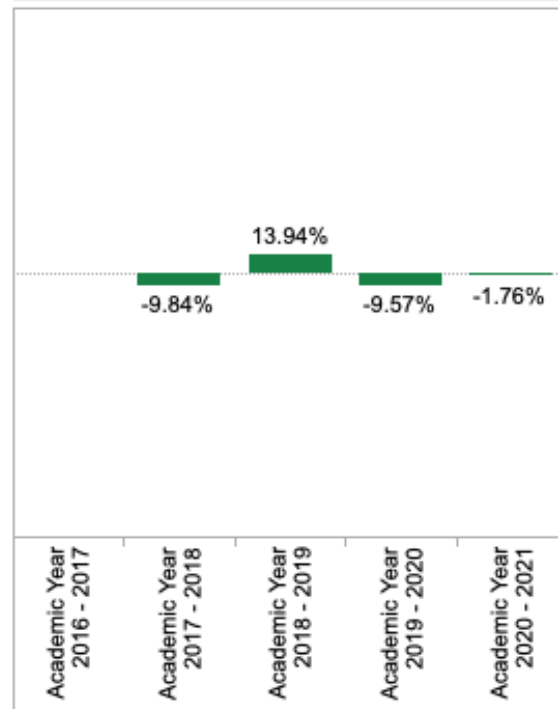
### American Sign Language Enrollments



### % Change - Overall College Enrollments



### % Change - American Sign Language

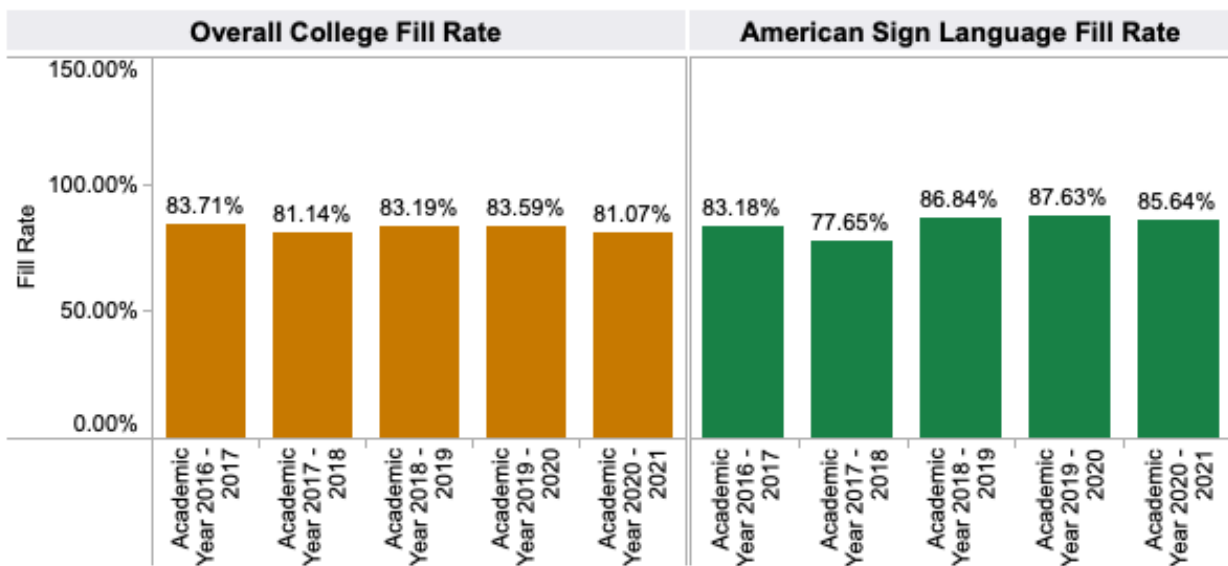


Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

**Commentary:** Enrollment remained steady even through the Pandemic of 2019 when shifted to asynchronous and synchronous formats respectively. The hiring of an adjunct instructor for full asynchronous ASL 201 courses has benefitted the department and looks to grow asynchronous courses with the addition of 202 offerings. The scheduling blocks for ASL courses for synchronous and face-to-face offerings has stabilized although one course offering was cancelled for Fall 2021/Spring 2021 in an effort to retain a tight enrollment for these modalities. Full course (4) face-to-face offerings are projected for Fall 2022. The Dual Enrollment program for ASL was put on hold during the pandemic (Atascadero High School and New Tech High School) as adjunct hiring during the pandemic proved challenging. As various restrictions subside due to the pandemic, these programs will become fully functional again.

### SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:  Course:  Dual Enrollment:  Prison:

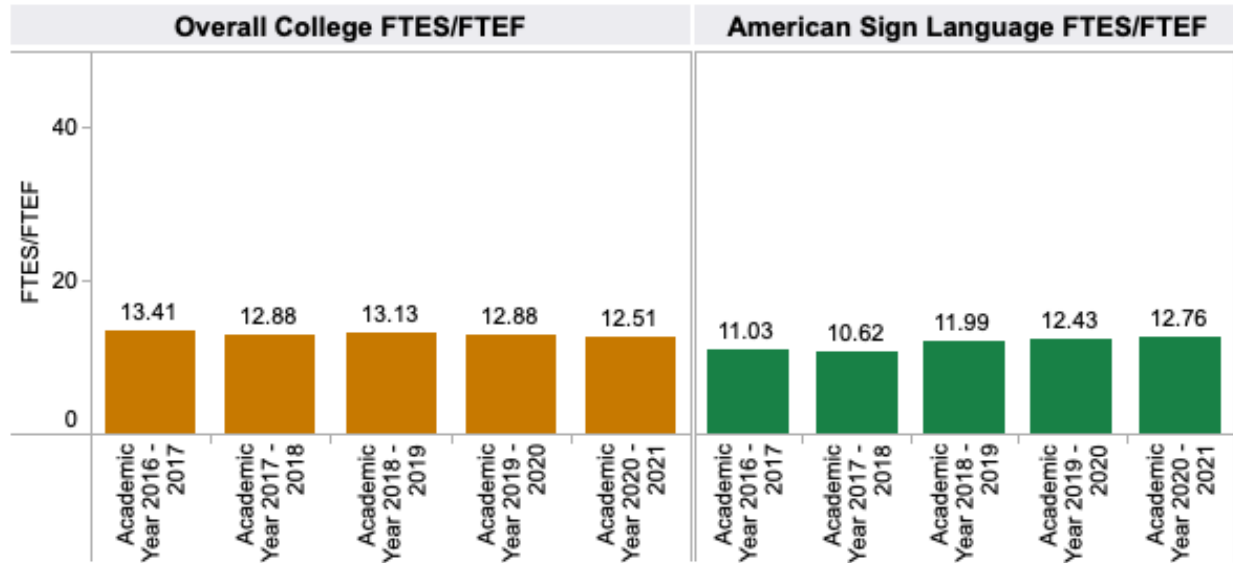


Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

**Commentary:** The fill rates for ASL have remained steady since Academic Year 2017 hovering in the 85-87% fill rate over 3 consecutive academic years, including pandemic years. Asynchronous beginning course offerings have proven to demonstrate strong fill rates and retention of students. Improved and steady scheduling blocks between semesters has reduced scheduling conflicts for students in other areas of campus. A goal is to start scheduling for Dual Enrollment and night course offerings at NCC.

## SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: American Sign Language
 Course: (All)
 Dual Enrollment: (All)
 Prison: (All)



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty  
 (SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

**Commentary:** Efficiency continues to be below the established college FTES/FTEF standard of 15. However, the department achieved .75% better efficiency than the rest of the college. This uptick in efficiency for the ASL department occurred during the pandemic shift even when the college as a whole dropped at the same time. More course offerings with NCC and Dual Enrollment will only bring this number higher for the ASL department.

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:

American Sign Language



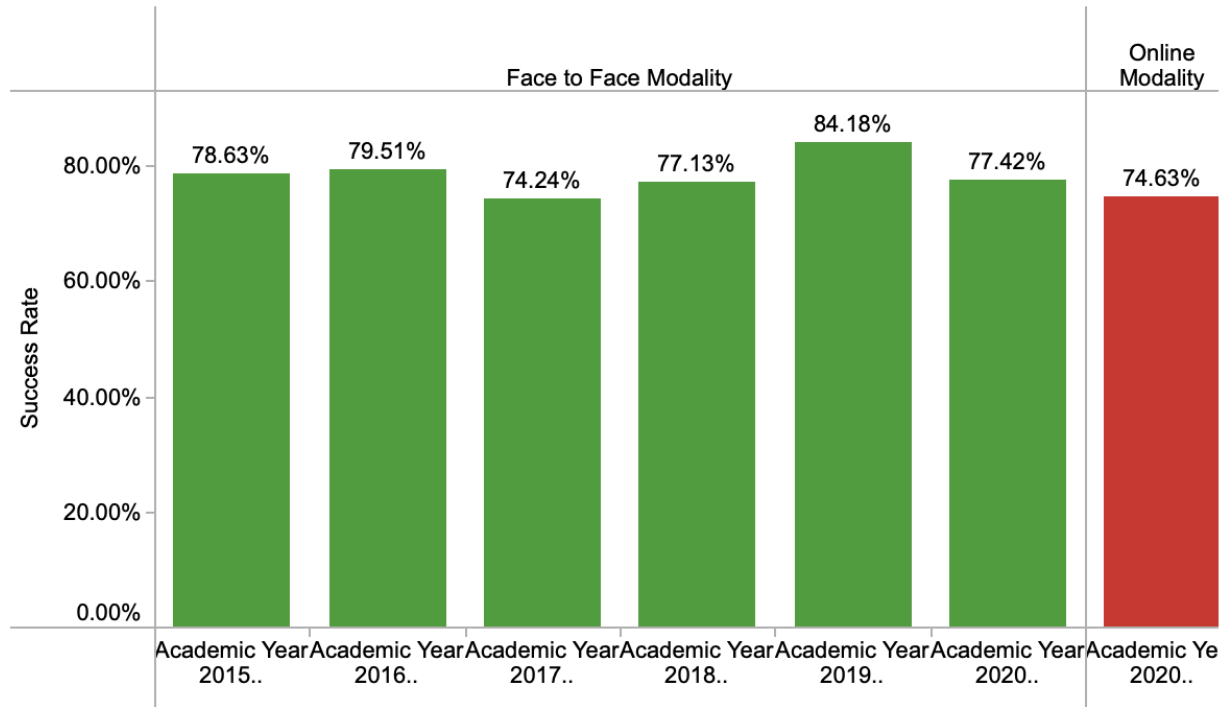
Course:

(All)

Legend:

- Face to Face Modality
- Online Modality

### Successful Course Completion by Modality -American Sign Language



### Successful Course Completion by Modality Table - American Sign Language

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	78.63%	79.51%	74.24%	77.13%	84.18%	77.42%
	Total Department Enrollm..	379.0	366.0	330.0	376.0	340.0	63.0
Online Modality	Department Success Rate						74.63%
	Total Department Enrollm..						271.0

### Commentary:

See course completion rate comments below.

Completion rates have increased since last academic year by 7% and remains stable over the last 5 years. Efforts are continuously being made to focus on equitable practices and maintaining retention in classes for students falling behind through instructor contacts prior to drop out

and/or failing grades. Full-time faculty member has implemented an early alert system in which students that are showing C or Below grades are contacted by instructors to keep them engaged in completing the coursework and courses successfully. This implementation of early alert notifications has proven to be successful with students returning to class and completing course requirements. All modalities (Asynchronous, Synchronous and Face-to-Face) will be offered once a return to campus is implemented following pandemic protocols.

[Degrees and Certificates Awarded \(Insert Data Chart\)](#)

N/A

Insert the data chart and explain observed differences between the program and the college.

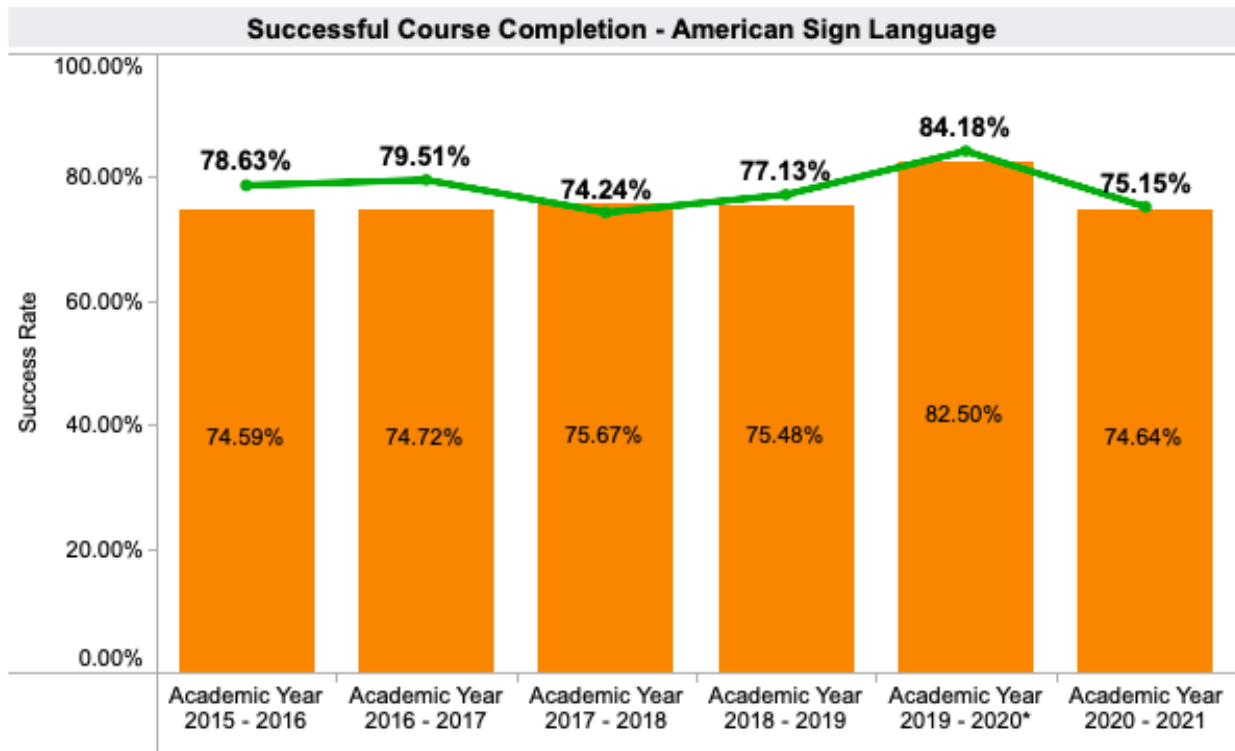
[General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

## SLOCCCD Program Review Data: Successful Course Completion

**Select Department:** American Sign Language ✕ **TERM:** (All) ▼

**Measure Names**  
■ Department Success Rate  
■ Overall College Success...

**COURSE:** (All) ▼



**American Sign Language Success Rate Table**

	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success..	78.63%	79.51%	74.24%	77.13%	84.18%	75.15%
Total Enrollments	379	366	330	376	340	334

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

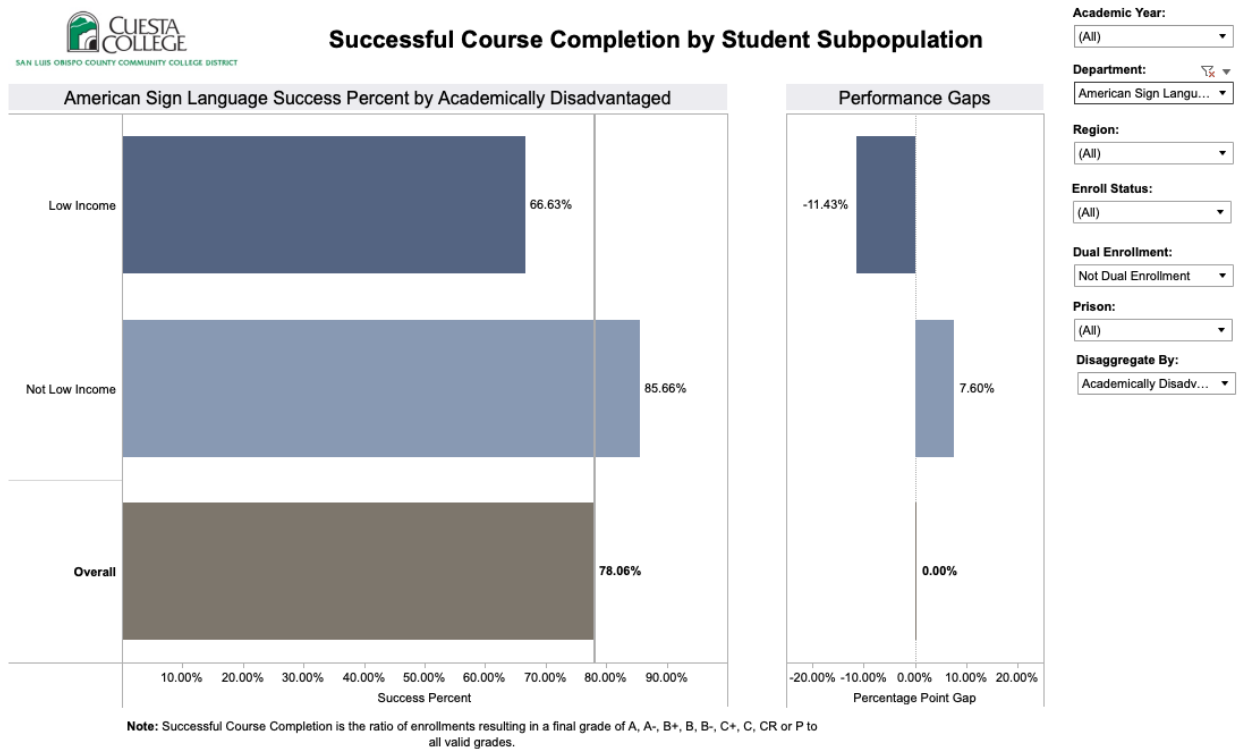
**Commentary:** The completion rate for academic year 2020-2021 took a 9% dive and can be attributed primarily on the sudden college shift to synchronous teachings for all courses. Several students were unprepared for shift in modality, personal family issues with COVID-19, inability



to continue studies due to living situations, etc. Many students did not drop themselves from the roster closer to the end of the semester and/or took the EW grade in Spring 2020.

The asynchronous ASL 201 offerings can be a little more rigorous for students who are not fully prepared to learn a language in this type of modality as they are fully independent in their learning of the language without peer-to-peer interactions. However, the instructor for the asynchronous offerings has made every effort to incorporate outside independent student to student interactions, which some students took advantage of but others did not. Those that did take advantage of these outside opportunities fared better than those that did not. The ASL department is exploring more opportunities to address these challenges in learning ASL for the students of the of the asynchronous modality with ideas like online ASL club meetings, Deaf events, ASL workshops, etc. that students can attend remotely.

Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.



### OTHER RELEVANT PROGRAM DATA (OPTIONAL)

**Commentary:** The ASL Department has started collecting textbook donations from students at the end of the semester in an effort to build a sustainable library. This is in an effort to become a low-cost/no-cost program to students through loaning of textbooks directly from the ASL program. The outrageous costs of the textbooks from the publisher can be costs prohibitive to

low-income students and their successful completion of the courses. The program is closing the financial gap for many of these students through this effort.

## PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

### CHECKLIST:

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

### NARRATIVE:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

## PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

### A. New or modified plans for achieving program-learning outcomes

- Implementation of the OWL camera system in the dedicated ASL classroom will allow students to meet their scheduling needs through a Hy-flex system. Students will be able to view class lectures in real-time as well as recorded for review of materials in efforts to strengthen outcome objectives.

### B. Anticipated changes in curriculum, scheduling or delivery modality

- Scheduling changes are being implemented to spread out course offerings in better alignment with student needs along with ensuring that students have access to foreign language credit offerings not in conflict with required general education core courses (English, Math and Science) offering times/days. Asynchronous 201 course offerings

increased in the Fall 2021 from 1 course to 2 courses. Anticipation of 202 course offerings in asynchronous modality are likely for Fall 2023.

- Pre-approval was achieved through the office of instruction to plan and implement at Deaf Culture/Deaf History class (3 units) to be added to the ASL language curriculum for students wishing to pursue areas of Deaf Studies/Deaf Culture through transfers. This course will be offered fully asynchronous once fully approved through the curriculum committee.

### **C. Levels, delivery or types of services**

- A common requests from students in ASL over the past few academic years has been the need for a Level 3 ASL course offering in which students can advance their learning into conversational/fingerspelling type advancement with a more interactive environment with each other and the instructor(s). This course is projected to be smaller in number in terms of students enrolled but would benefit those wanting to pursue careers and/or further education in ASL/Deaf accessibility needs through transfers. It is well known that San Luis Obispo County has no official offerings for sign language interpreter training programs and many students are transferring out to neighboring colleges/universities to pursue these careers and generally stay in the area of their education, thus hurting the Deaf community and their accessibility needs in San Luis Obispo County as more interpreters retire. The costs to hire from outside the county can and is cost prohibitive for many businesses, employers, etc. Cuesta College should seize on this opportunity to fill a market need by offering and expanding its course levels/topics.

These course offerings could be implemented rapidly as a new curriculum can support multiple levels of instruction beyond what is currently offered through the Signing Naturally Curriculum (See Comment B above).

### **D. Staffing projections**

- Staffing has stabilized with the hiring of an adjunct instructor to teach ASL 201 courses asynchronously. This has greatly improved student retention and FTES along with ensuring students have access to a foreign language credit they need for graduation/transfer without being forced to attend ASL face-to-face and/or synchronously.
- An adjunct pool will need to be opened in order to staff the dual enrollment locations at New Tech High School and Atascadero High

school respectively once the pandemic limitations are lifted. Another area of staffing needs is the NCC campus as the dedicated adjunct for this location retired prior to COVID-19 leaving no ASL course offerings for our NCC students.

## PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.