

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2018 - 2019
CLUSTER: HUMANITIES
NEXT SCHEDULED CPPR: 2021

PROGRAM: AMERICAN SIGN LANGUAGE
LAST YEAR CPPR COMPLETED: 2018
CURRENT DATE: 2/25/2019

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.

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

[General Enrollment \(Insert Aggregated Data Chart\)](#)

SLOCCCD Program Review Data - Enrollment

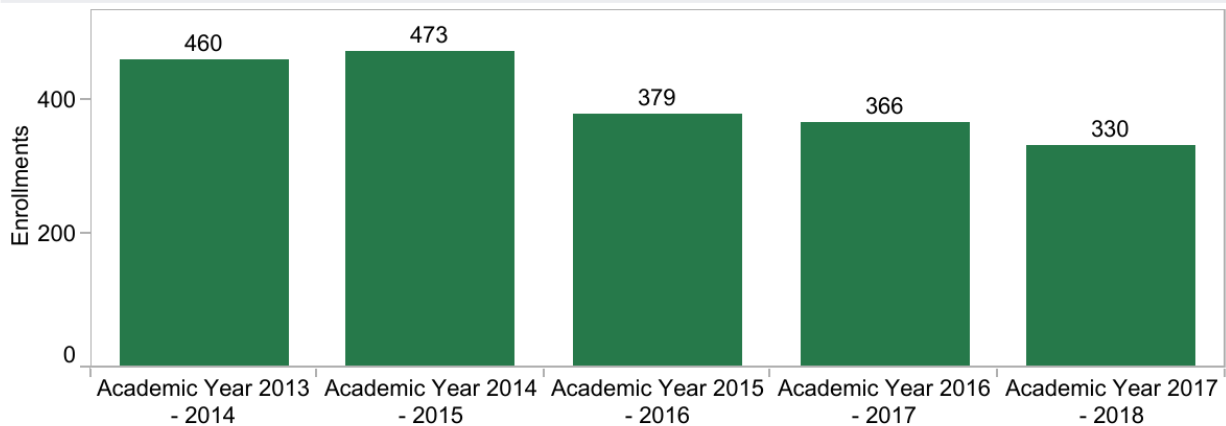
Department:
American Sign Language

Course:
All

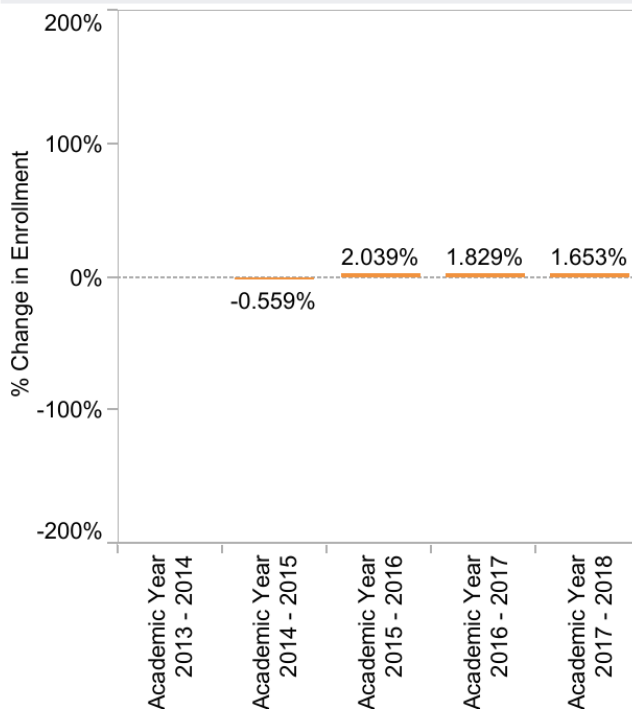
Dual Enrollment:
All

Prison:
All

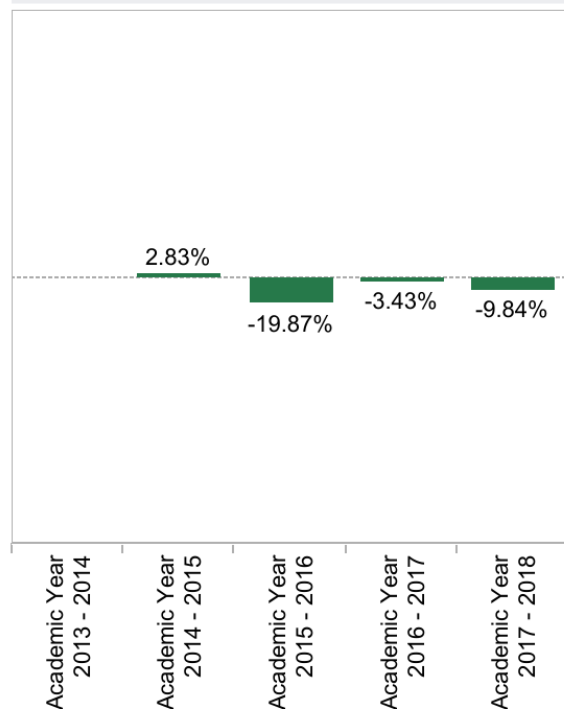
American Sign Language Enrollments



% 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.

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

Commentary: Enrollments are beginning to stabilize overall since the shift to 5-unit courses. Enrollments should continue to stabilize with the continued scheduling of 3 instructors (1 Full-time and 2 Adjuncts) and scheduling of courses throughout the week. Morning courses do not seem to benefit enrollment numbers. A shift to more afternoon/evening offerings may benefit the enrollment numbers.

[General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

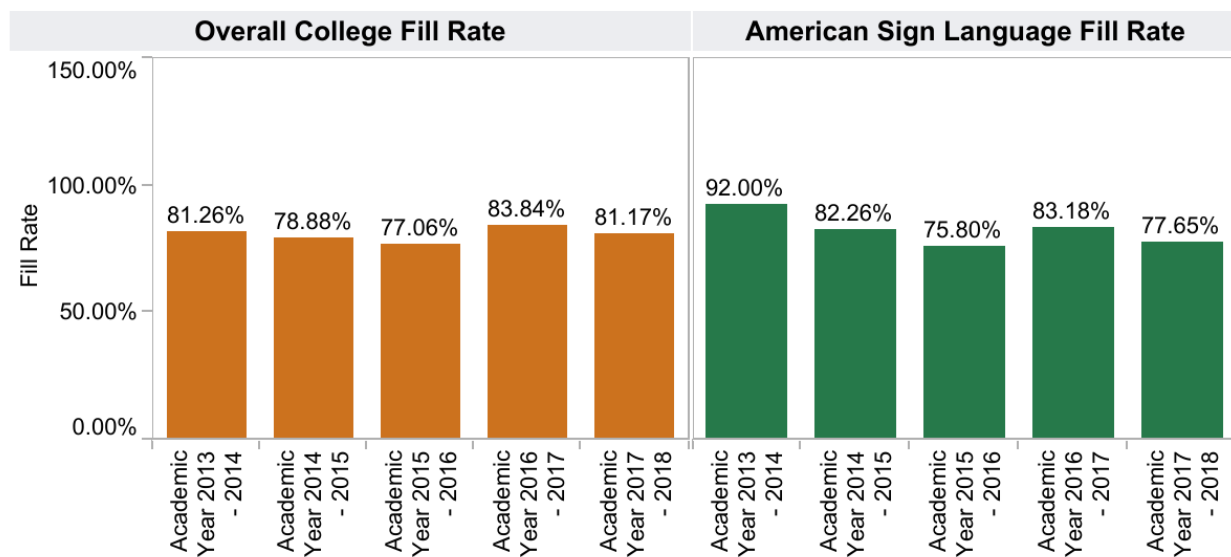
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
American Sign Language

Course:
All

Dual Enrollment:
All

Prison
All



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.

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

Commentary: The decline in enrollment mirrors those of the college as well as other face to face language courses. A demand may (will) increase with the addition of hybrid/DE ASL courses in the future. Students are also demanding a level-3 course. See comments for above Enrollment Chart.

[General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

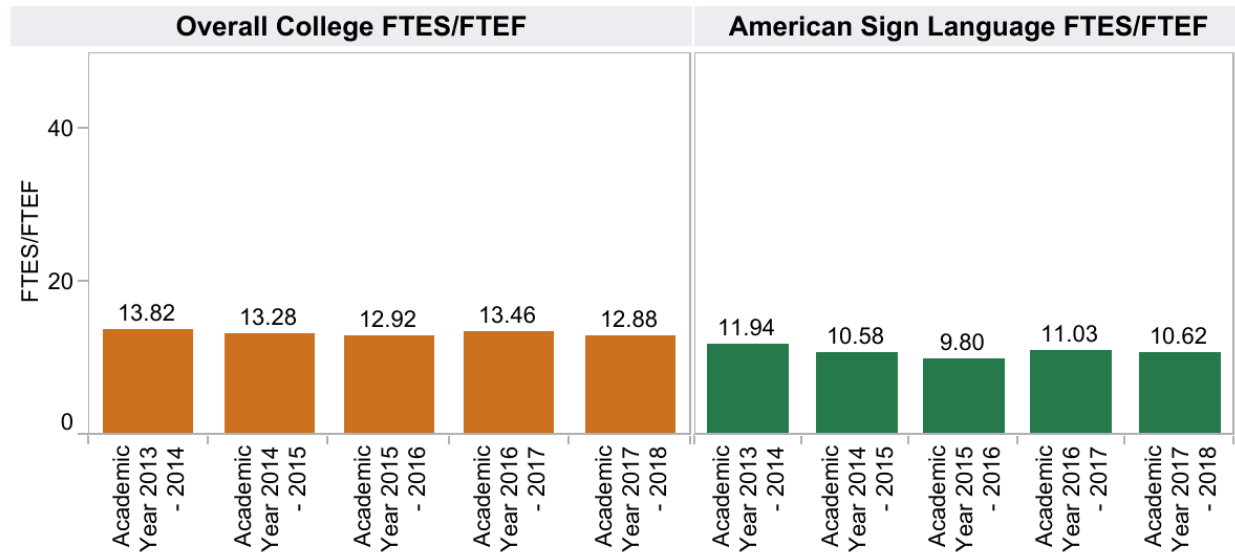
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

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 FTES/FTEF standard of 15 and is lower than the rest of the college. However, the hiring of the full-time faculty member should help FTES increase with more outreach and stability of the program.

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

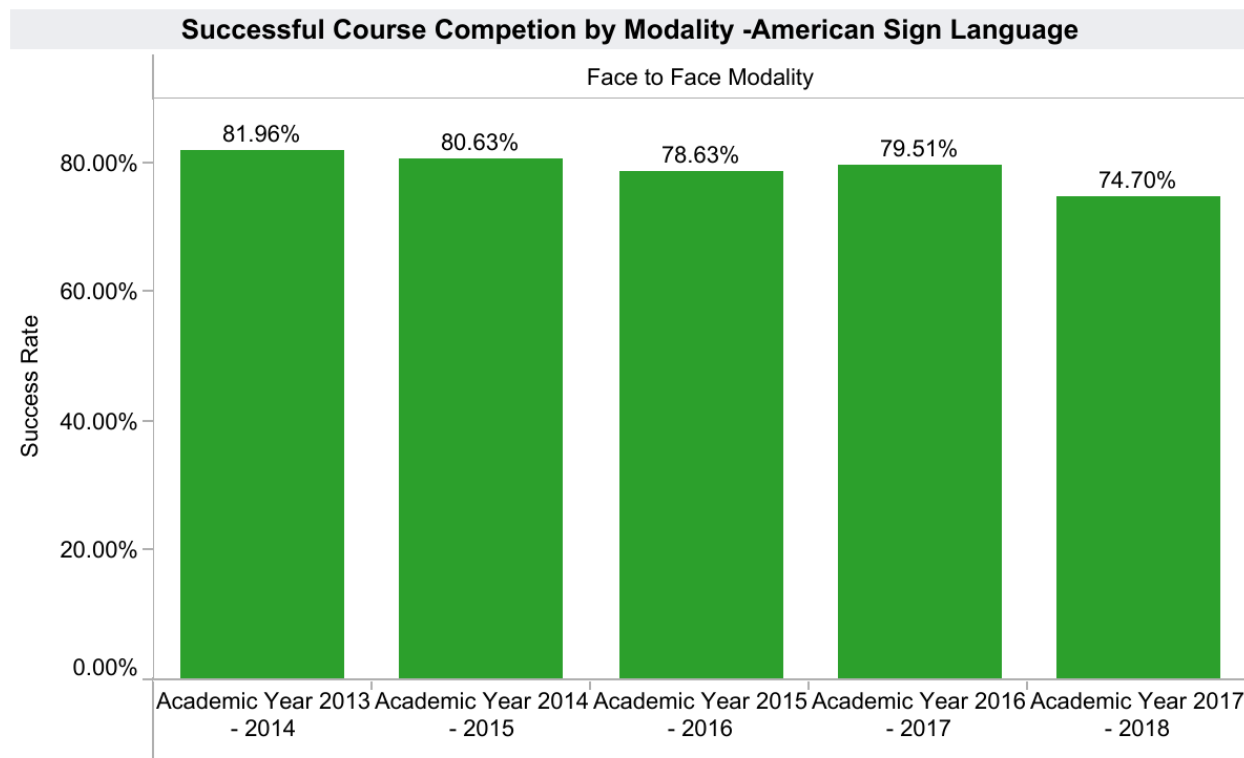
[Student Success—Course Modality \(Insert Data Chart\)](#)

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
American Sign Language

Course:
All

Legend:
■ Face to Face Modality



Successful Course Completion by Modality Table - American Sign Language						
		Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Face to Face Modality	Department Success Rate	81.96%	80.63%	78.63%	79.51%	74.70%
	Total Department Enrollments	460.0	475.0	379.0	366.0	330.0

Commentary: Completion rates have been stable over the last 5 years with a slight dip last academic year. An addition of hybrid/DE modality may see these numbers stabilize again. See comments for below chart.

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

N/A

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

General Student Success – Course Completion (Insert Aggregated Data Chart)

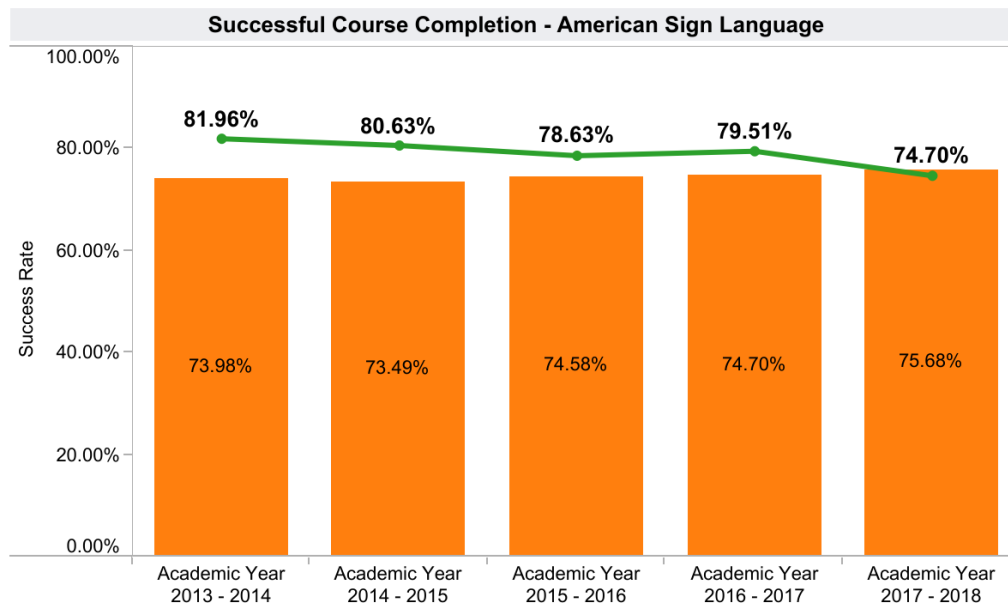
Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
American Sign Language

COURSE
All

Measure Names
■ Department Success Rate
■ Overall College Success Rate



American Sign Language Success Rate Table

	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success..	81.96%	80.63%	78.63%	79.51%	74.70%
Total Enrollments	460	475	379	366	330

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

Commentary: Completion rates have been stable with the exception of the 2017-2018 Academic year. Several students from the ASL 201 course at AGHS did not complete the coursework required along with their final exams and thus failed the course as registered students. Students with other instructors in ASL may have experienced the same thing.

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

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.*

NONE

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

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.
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- F. Other

Commentary:

B. Options for Hybrid/DE instruction delivery are being explored. Full-time instructor will be completing DE certification during Summer 2019 through Cuesta College. Once certification is obtained, possible curriculum adjustments will be needed for both face-to-face as well as DE instruction. Several publishers (new and old) are now moving more of their materials to the digital format which helps create a smooth transition between the two modalities.

C. Students have petitioned for a level 3 (ASL 203) course for several years. This option is being explored for future implementation. The ASL program continues to lose students and FTES to other colleges that offer more advanced courses in ASL. Retaining these students is a primary goal for the ASL program as there is a desperate need for ASL interpreters and Deaf career workers in San Luis Obispo County. A high percentage of students that transfer outside of the county to programs with more advanced ASL studies tend to remain in the area they transfer to which creates a high demand/low supply of qualified ASL trained employees in this area (SLO).

D. A request has been made in the resource plan to supply the ASL program with a Chromebook cabinet along with Chromebooks (26) for students to use. This will benefit Student Learning Outcomes in that students will have access to recording devices, peer reviews of recorded assignments, timely instructor feedback, etc. The benefits of having access to these Chromebooks would raise the bar in overall instruction and student-centered learning principles.

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

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.