

## 2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2023-2024 PROGRAM(S): AMERICAN SIGN LANGUAGE  
CLUSTER: HUMANITIES AREA OF STUDY: Creative Arts, Humanities, & Communication  
LAST YEAR CPPR COMPLETED: 2022-2023 NEXT SCHEDULED CPPR: 2027-2028 CURRENT DATE: 2/29/2024

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](#), which can be downloaded from this [SharePoint folder](#). Please review the [Resource Allocation Rubric](#) when preparing the 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 programs of study (degrees and/or certificates):

N/A

### General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps. [Click here to enter text.](#)

### 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.

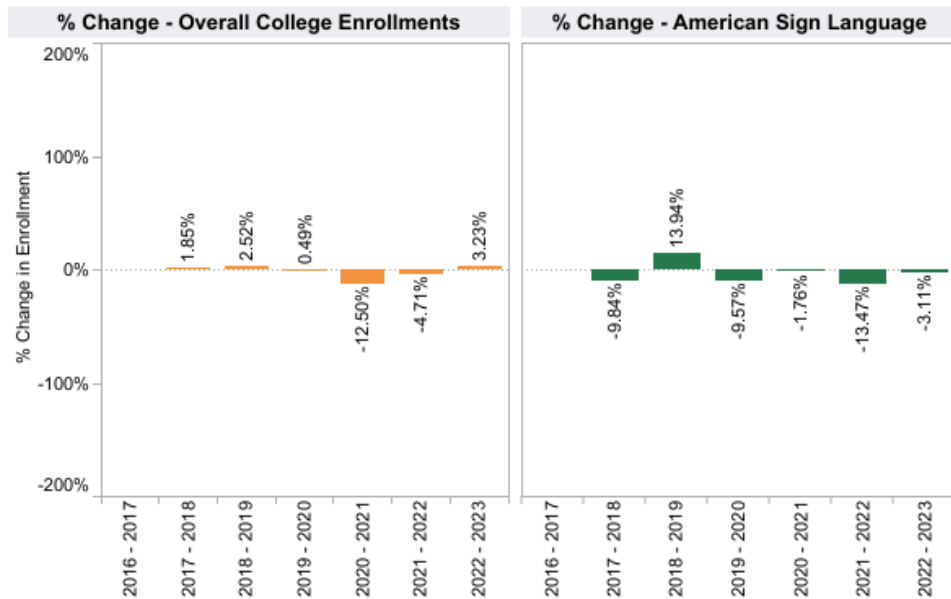
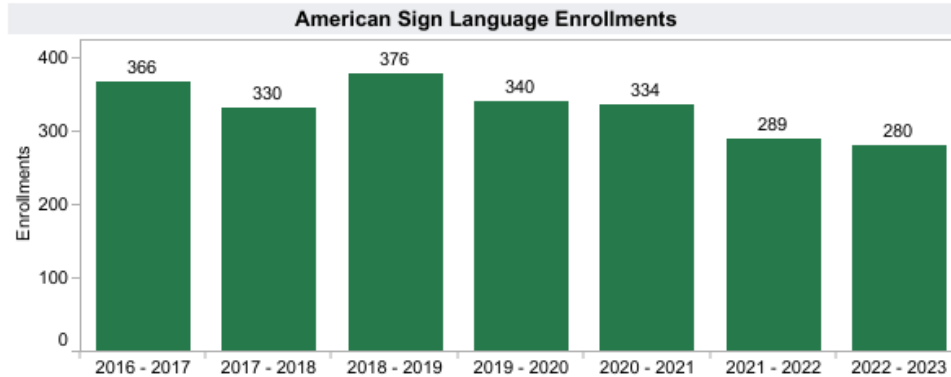
A. **General Enrollment (Insert Aggregated Data Chart)**

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

Region: All      TERM: All

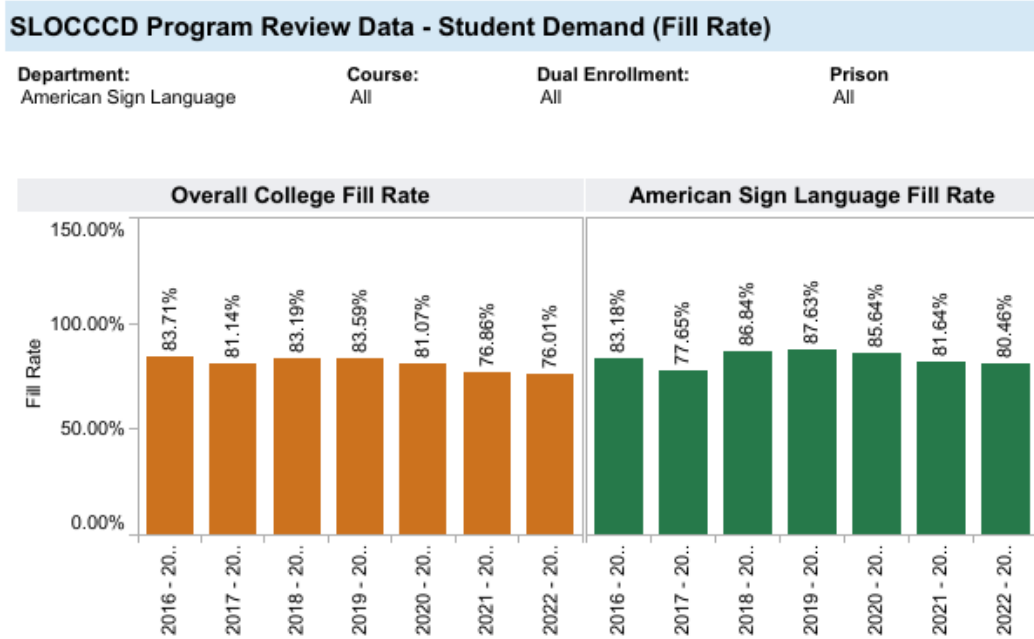


Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

The ASL program emerged from the pandemic better than the overall college, with stable enrollment numbers due to the hiring of a quality online instructor. Offering ASL in this modality helps to stabilize our enrollment numbers as these courses are typically full. The enrollment numbers should increase with the NCC course offerings again along with a potential hiring of an additional adjunct to continue online course offerings. Between two instructors, we are maintaining an average of 280. With the switch in modality from face-to-face to hybrid and an additional online instructor, the enrollments should rise to 300+ levels when we had more instructors.

B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**

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



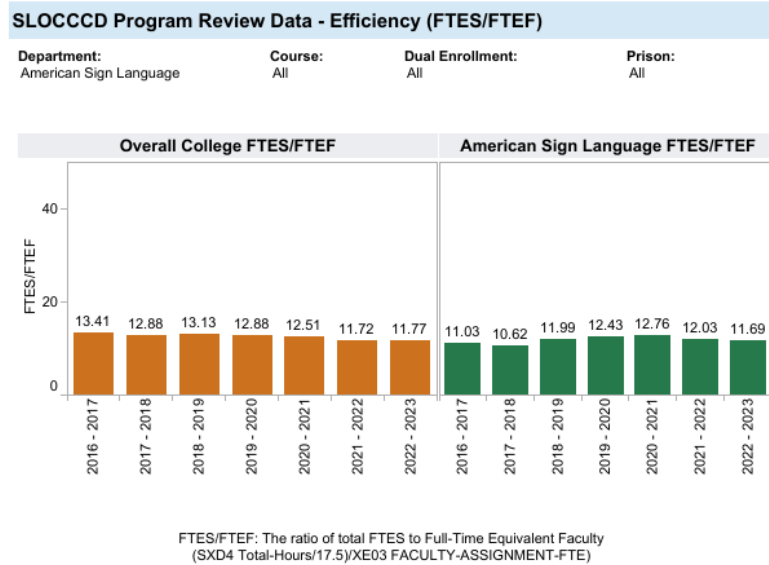
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

The ASL program fill rates have been consistently stronger than the college overall year over year since 2016. This strength can be attributed to the addition of DE as a modality in the department for the last few years. With the addition of more DE courses, fill rates

should remain consistently higher than the college. Also, with the switch from full face-to-face courses to Hybrid modality, fill rates should also increase. 2022-2023 college fill rate was 76.01% whereas the ASL Department for 2022-2023 was 80.46%.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

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



Efficiency has been stable since the last CPPR in 2023 as scheduling and course offerings have included NCC after a few years hiatus from instruction. The efficiency rate has been consistent with the overall college FTES rates with the exception of 2022-2023, when it dipped slightly between the college, 11.69 vs. 11.77.

D. **Student Success—Course Completion by Modality (Insert Data Chart)**

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

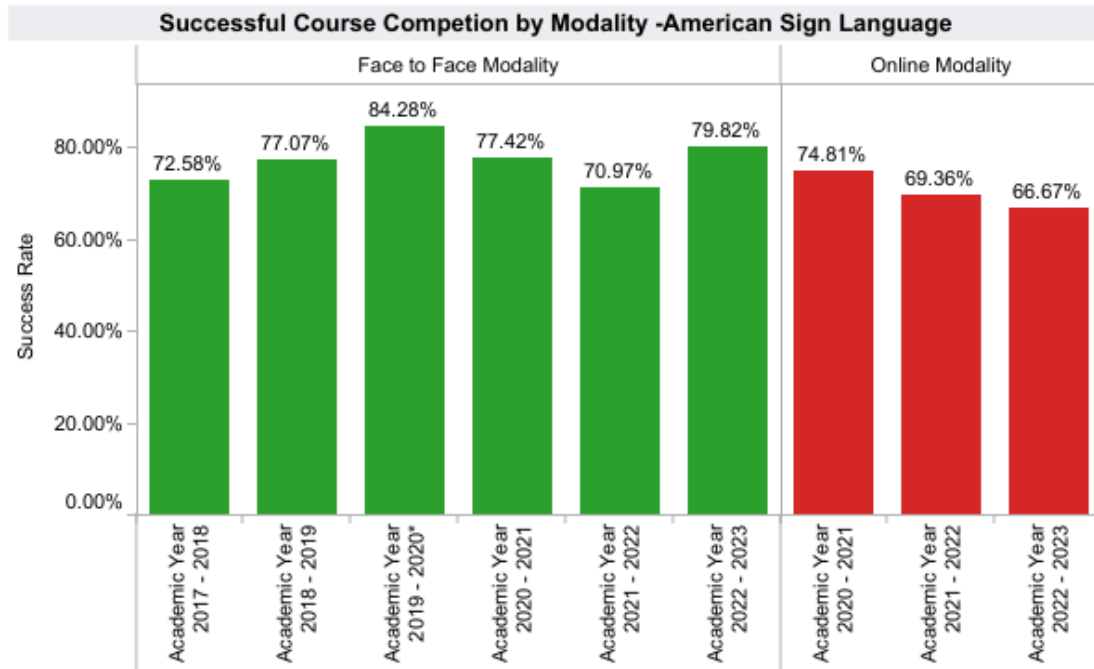
college.

### 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 Table - American Sign Language**

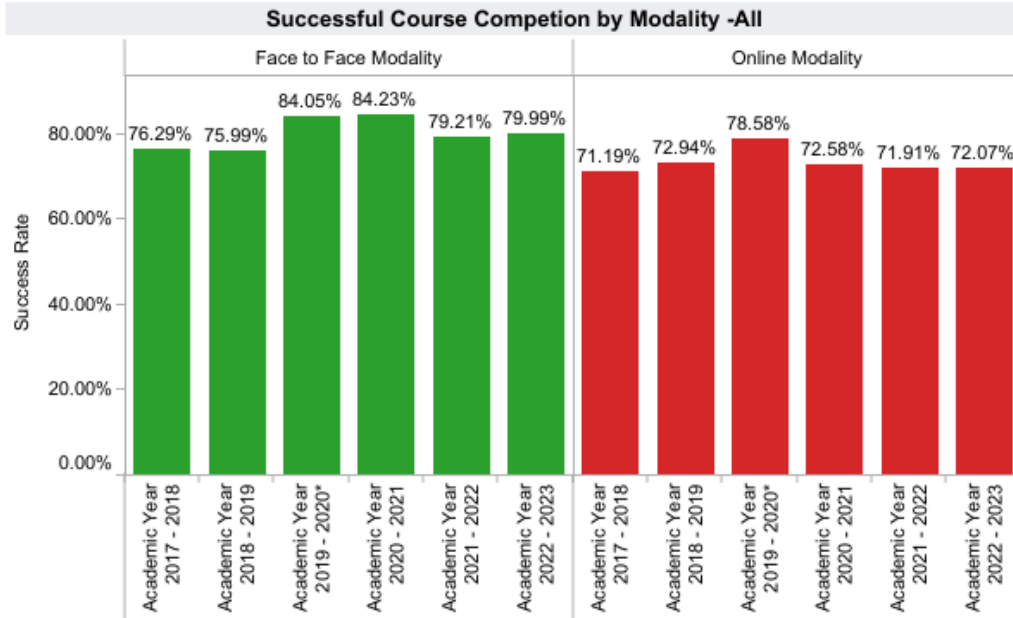
|                       |                            | Academic Year 2017 - 2018 | Academic Year 2018 - 2019 | Academic Year 2019 - 2020* | Academic Year 2020 - 2021 | Academic Year 2021 - 2022 | Academic Year 2022 - 2023 |
|-----------------------|----------------------------|---------------------------|---------------------------|----------------------------|---------------------------|---------------------------|---------------------------|
| Face to Face Modality | Department Success Rate    | 72.58%                    | 77.07%                    | 84.28%                     | 77.42%                    | 70.97%                    | 79.82%                    |
|                       | Total Department Enrollm.. | 372.0                     | 423.0                     | 342.0                      | 63.0                      | 125.0                     | 116.0                     |
| Online Modality       | Department Success Rate    |                           |                           |                            | 74.81%                    | 69.36%                    | 66.67%                    |
|                       | Total Department Enrollm.. |                           |                           |                            | 273.0                     | 173.0                     | 167.0                     |

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
All

Course:  
All

Legend:  
■ Face to Face Modality  
■ Online Modality



**Successful Course Completion by Modality Table - All**

|                       |                            | Academic Year 2017 - 2018 | Academic Year 2018 - 2019 | Academic Year 2019 - 2020* | Academic Year 2020 - 2021 | Academic Year 2021 - 2022 | Academic Year 2022 - 2023 |
|-----------------------|----------------------------|---------------------------|---------------------------|----------------------------|---------------------------|---------------------------|---------------------------|
| Face to Face Modality | Department Success Rate    | 76.29%                    | 75.99%                    | 84.05%                     | 84.23%                    | 79.21%                    | 79.99%                    |
|                       | Total Department Enrollm.. | 56,413                    | 54,302                    | 52,243                     | 11,771                    | 22,398                    | 30,997                    |
| Online Modality       | Department Success Rate    | 71.19%                    | 72.94%                    | 78.58%                     | 72.58%                    | 71.91%                    | 72.07%                    |
|                       | Total Department Enrollm.. | 12,968                    | 15,145                    | 17,009                     | 48,908                    | 35,172                    | 28,510                    |

Face to Face modality course completion rates have generally matched with the college. Online modality is hovering at 66%, whereas the college is hovering at 72%. The lower number for ASL may be due to both the rigor and visual nature of the course being offered fully asynchronous online.

### E. Degrees and Certificates Awarded (Insert Data Chart)

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

N/A

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

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



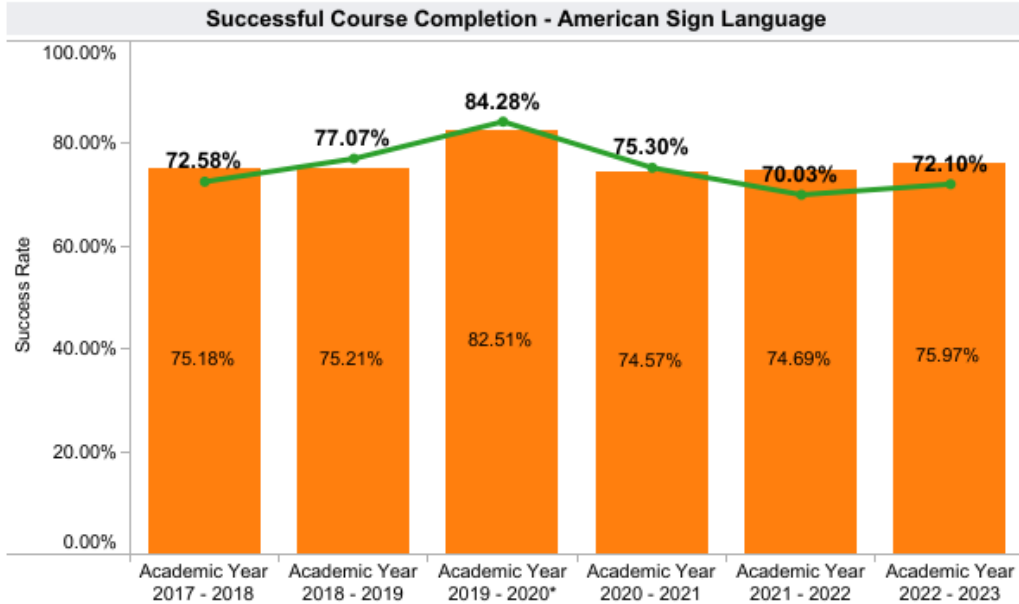
## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
American Sign Language

TERM  
All

Measure Names  
■ Department Success Rate  
■ Overall College Success Rate

COURSE  
All



|                      | Academic Year 2017 - 2018 | Academic Year 2018 - 2019 | Academic Year 2019 - 2020* | Academic Year 2020 - 2021 | Academic Year 2021 - 2022 | Academic Year 2022 - 2023 |
|----------------------|---------------------------|---------------------------|----------------------------|---------------------------|---------------------------|---------------------------|
| Department Success.. | 72.58%                    | 77.07%                    | 84.28%                     | 75.30%                    | 70.03%                    | 72.10%                    |
| Total Enrollments    | 372                       | 423                       | 342                        | 336                       | 298                       | 283                       |

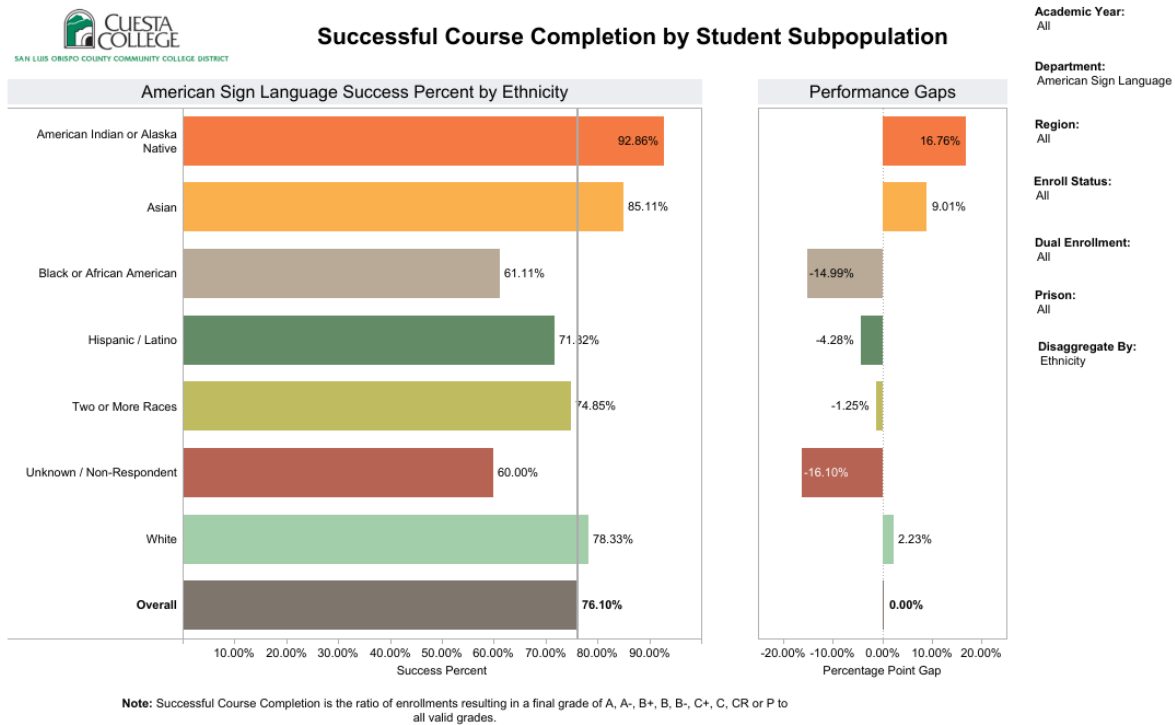
Success: The Percentage of student enrollments resulting in a final grade of "C" or better

The ASL department did not meet the institutional Set Standard for the academic year 2022-2023. However, the course completion rate has increased 2% over last year and is on track to meet or exceed the standard for this academic year. The ASL department has been above the standard year after year until COVID-19 impacted instruction for the college. The ASL Department is recovering fairly well and expect to be in the positives in all categories within a year or two. 2022-2023 College success rates were 75.97% whereas ASL was 72.10%. Part of this could be the pull-down from online modality pass rates.

G. 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.

The following are some questions you might want to consider:

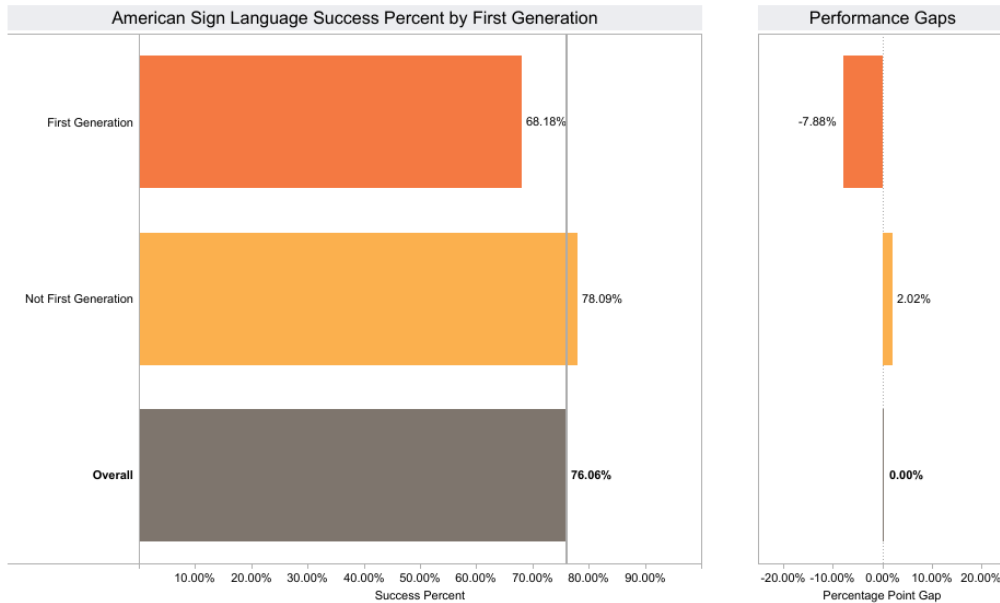
- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?



The gaps for ethnicity between last year's data and this year's data for course completion are closing. Full-time faculty member is taking graduate courses in Equity and Inclusion.

### Successful Course Completion by Student Subpopulation

Academic Year: All  
 Department: American Sign Language  
 Region: All  
 Enrollment Status: All  
 Dual Enrollment: All  
 Prison: All  
 Disaggregate By: First Generation

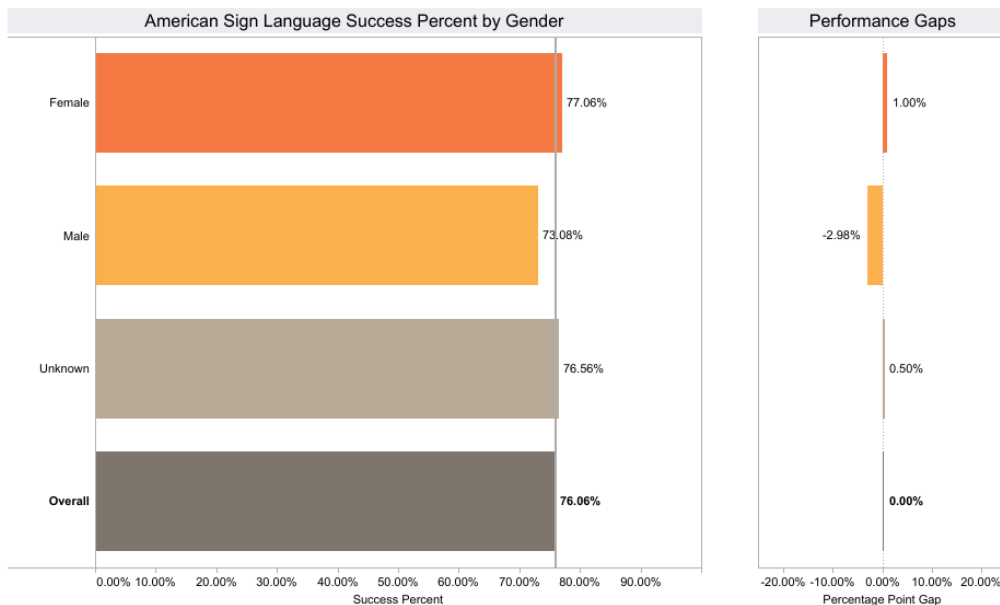


Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

First generation course completion gaps for previous year and current year have been closing.

### Successful Course Completion by Student Subpopulation

Academic Year: All  
 Department: American Sign Language  
 Region: All  
 Enrollment Status: All  
 Dual Enrollment: All  
 Prison: All  
 Disaggregate By: Gender



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Comparing the course completion gaps between genders this year and last, the gap has closed significantly. Please note, a high percentage of students taking ASL are female with male enrollment being 1 to 2 a semester.

### Programs and Curriculum Review PROGRESS

A. For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the \_\_\_\_ year in the 5-year calendar of the Curriculum Review Worksheet.

**N/A**

From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the \_\_\_\_ year. Complete the table below for those items only.

| Program of Study <b>OR</b><br>Prefix and Course # | Major/Minor Modification<br>(select one) | Date completed (semester<br>and year) |
|---|--|---------------------------------------|
|   |  |                                       |

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the \_\_\_\_ year. Complete the table below for those items only.

| Program of<br>Study OR Prefix<br>and Course # | Past Due Date<br>for Modification | Briefly state why<br>modification was not<br>completed on schedule | Re-scheduled date<br>for modification<br>(must be within 1<br>year) |
|---|-----------------------------------|--|---|
|   |                                   |  |   |

B. For the following questions, please refer to Part A, #3 of the previous year’s APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren’t already referenced in the previous year’s APPW).

List those programs of study and courses that are listed in previous APPW that were listed

under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first row of the table.

| Program of Study OR Prefix and Course # | Past Due Date for Modification | Re-scheduled date for modification | Completed (yes or no) |
|---|--------------------------------|------------------------------------|-----------------------|
|   |                                |                                    |                       |

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the \_\_\_\_ year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

| Program of Study OR Prefix and Course # | Past Re-scheduled Due Date for Modification | Briefly state why modification was not completed as rescheduled | Second re-scheduled date for modification (must be within 6 months) |
|---|---|---|---|
|   |   |   |   |

### 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

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

A. New or modified plans for achieving program-learning outcomes and addressing equity gaps

- a. Spring 2024 scheduling has shifted from a fully face-to-face modality to a hybrid modality which reduces in class-time for students.

B. Anticipated changes in curriculum, scheduling or delivery modality

- a. See above. There has been a shift in face-to-face to Hybrid modality offering students more flexibility. This change was also made to help students with scheduling overlaps and block scheduling with other courses.

C. Levels, delivery or types of services

- a. There have been brief discussions about expanding course offerings to ASL 203 and Deaf Culture/History. These plans are currently on hold in order to address FTES through the change in Hybrid offerings and scheduling changes.

D. Facilities changes

- a. The ASL Department has requested a swap out of solid immovable desks to desks with wheels in order to simplify group work and mobility. These have been requested in the cluster resource plan.

- b. Current classroom facilities are adequate for our faculty and student needs. Chromebooks provided through a Foundation Grant are being used by students in the classroom.

- c. COLLAB: here is shared wording for the description of what it is:

COLLAB

(CO = communication. L = languages. LAB = same word. COLLAB = Collaborative)

COLLAB is our division's proposed repurposing of the current language lab (6103) into a new space for our LangComm students, particularly languages and communication students since journalism students have their own lab. The preliminary vision for the space involves a design that allows for connections among students, language dialog practice, and communication and language course group collaboration; it will also provide some computers for student work and a recording corner for students to record themselves dialoging in their learning language, speaking or signing solo, or for other creative languages and communications projects.

E. Staffing projections

- a. A part-time hiring pool for an online adjunct instructor was opened in Spring 2024. We currently have 1-full time faculty teaching 4 courses (1 overloaded) and 1 adjunct DE instruction teaching with capped loads. The addition of an adjunct online instructor will help to even out the scheduling and offer students opportunities for more online options.

F. Other

- a. Scheduling needs are being addressed through collaboration with area high schools for re-instatement of dual enrichment courses. We have re-established both level of courses at the North County Campus since Fall 2023. ASL 201 enrollment was severely impacted from fraud accounts in Spring 2024, which left only 8 valid students out of 28 enrolled (20 bot accounts). Therefore, ASL 202 offering at NCC for Fall 2024 is not offered.

### 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<br><input type="checkbox"/> Resources Allocated<br><input type="checkbox"/> Implemented | Select one                           |
| Student Demand (Fill Rate)          |                                       | <input type="checkbox"/> Identified<br><input type="checkbox"/> Resources Allocated<br><input type="checkbox"/> Implemented | Select one                           |
| Efficiency (FTES/FTEF)              |                                       | <input type="checkbox"/> Identified<br><input type="checkbox"/> Resources Allocated<br><input type="checkbox"/> Implemented | Select one                           |
| Student Success – Course Completion |                                       | <input type="checkbox"/> Identified<br><input type="checkbox"/> Resources Allocated<br><input type="checkbox"/> Implemented | Select one                           |
| Student Success – Course Modality   |                                       | <input type="checkbox"/> Identified<br><input type="checkbox"/> Resources Allocated<br><input type="checkbox"/> Implemented | Select one                           |
| Degrees and Certificates Awarded    |                                       | <input type="checkbox"/> Identified<br><input type="checkbox"/> Resources Allocated<br><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.