2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025   **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: 2/23/2025

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 the **IPPR Program Review Documents 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
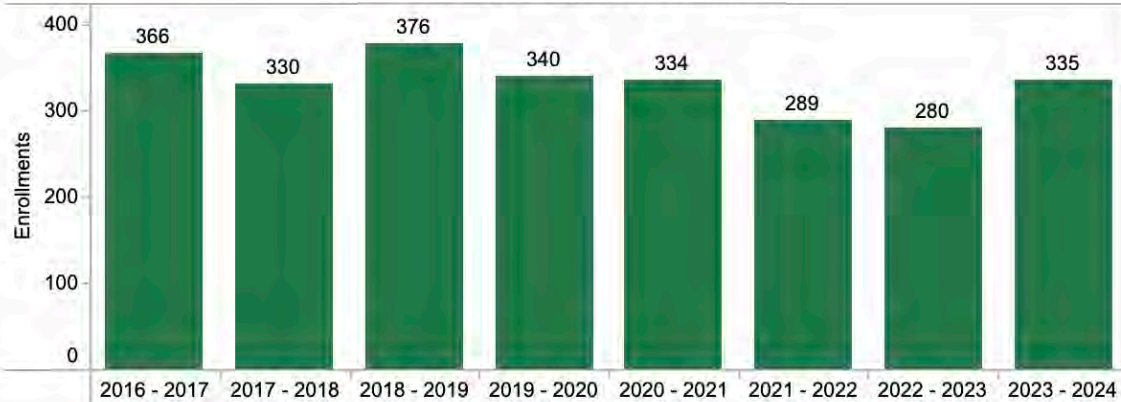
degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

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

2 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

SLOCCCD Program Review Data - Enrollment

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

Region: (All) ▼   **TERM** (All) ▼

American Sign Language Enrollments

Year	Enrollments
2016 - 2017	366
2017 - 2018	330
2018 - 2019	376
2019 - 2020	340
2020 - 2021	334
2021 - 2022	289
2022 - 2023	280
2023 - 2024	335

% Change - Overall College Enrollments

Year	% Change
2016 - 20..	
2017 - 20..	1.86%
2018 - 20..	2.51%
2019 - 20..	0.50%
2020 - 20..	-12.49%
2021 - 20..	-4.71%
2022 - 20..	3.23%
2023 - 20..	6.19%

% Change - American Sign Language

Year	% Change
2016 - 20..	
2017 - 20..	-9.84%
2018 - 20..	13.94%
2019 - 20..	-9.57%
2020 - 20..	-1.76%
2021 - 20..	-13.47%
2022 - 20..	-3.11%
2023 - 20..	19.64%
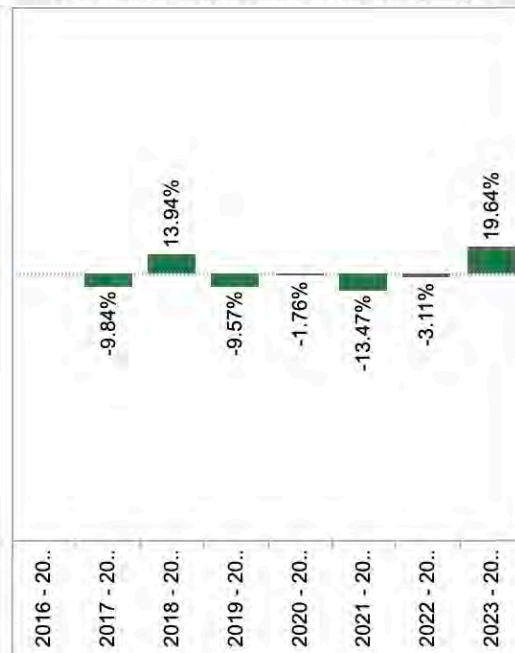
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Commentary: The ASL Department experienced a slight dip in enrollment in 2021-22 and 2022-23 due to the ongoing recovery from the COVID-19 pandemic and the loss of longtime adjuncts, which left the program under a single full-time faculty member. To stabilize enrollment, the
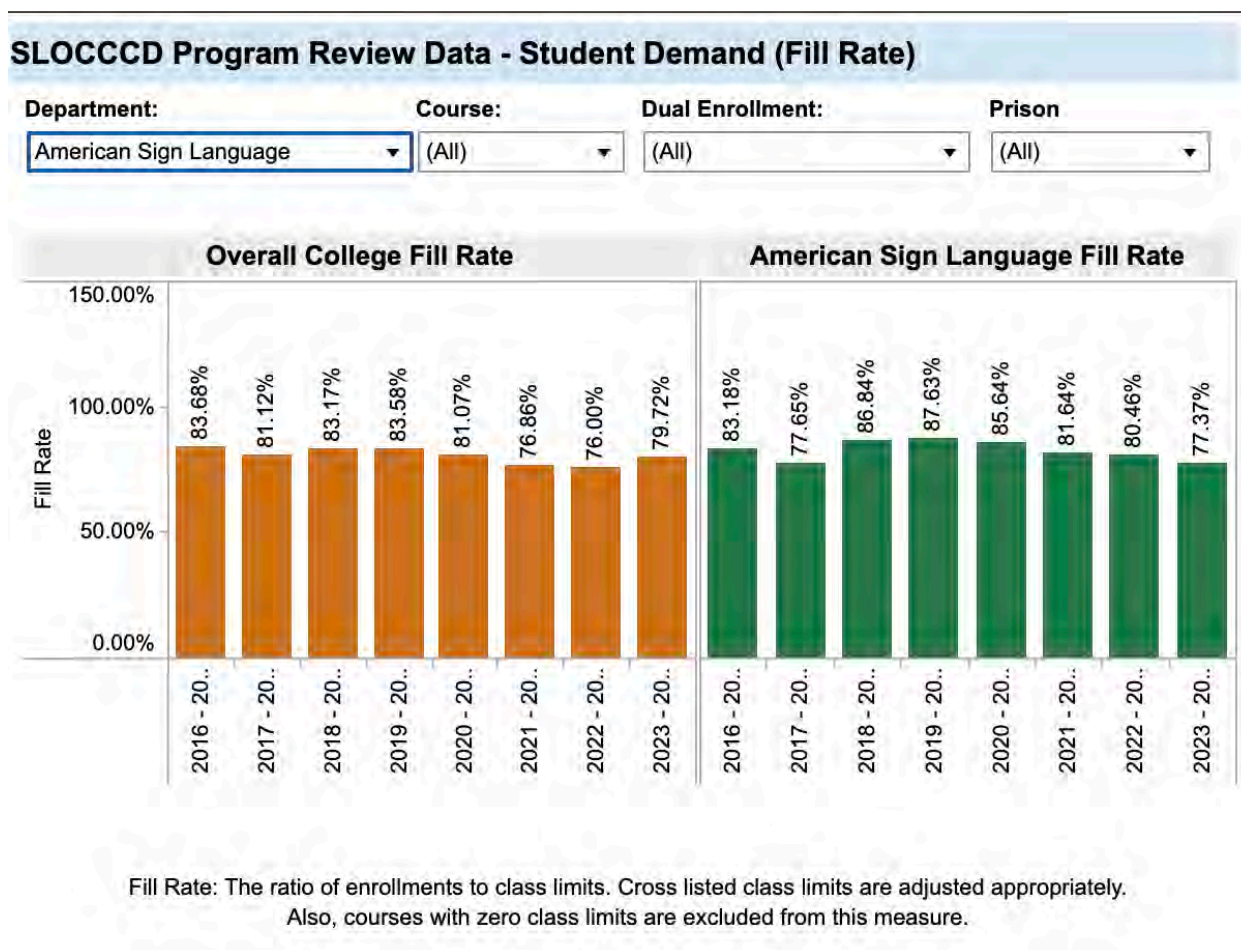
department hired an adjunct instructor to teach two asynchronous online courses. This was followed by the addition of two more adjuncts who rotate semesters, teaching both asynchronous and synchronous courses, contributing to a 19% enrollment increase in 2023-24.

The hiring of adjunct instructors from outside the local area for ASL 201 and 202, in both asynchronous and synchronous formats, has strengthened the department and is expected to support continued growth. Additionally, scheduling blocks for hybrid ASL courses have been adjusted to align with bus schedules and other campus block courses, providing greater accessibility for students.

Looking ahead, the ASL Department is interested in exploring dual-enrollment opportunities with local high school programs to expand access to ASL education.

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.

Commentary: ASL fill rates have remained steady since the 2017 academic year, averaging 85-87% over three consecutive years, including the pandemic period. The slight dip in 2023-24 fill rates is attributed to offering courses at NCC, where enrollment was initially impacted by a registration bot that falsely filled courses and required manual corrections.

Asynchronous beginning ASL courses continue to show strong fill rates and student retention. Additionally, improved and consistent scheduling blocks between semesters have helped reduce conflicts for students enrolled in other campus courses.

ASL courses have now returned to the NCC campus for evening offerings. As these courses have not been available at NCC since before COVID-19, it may take time for enrollment to reach full capacity.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.
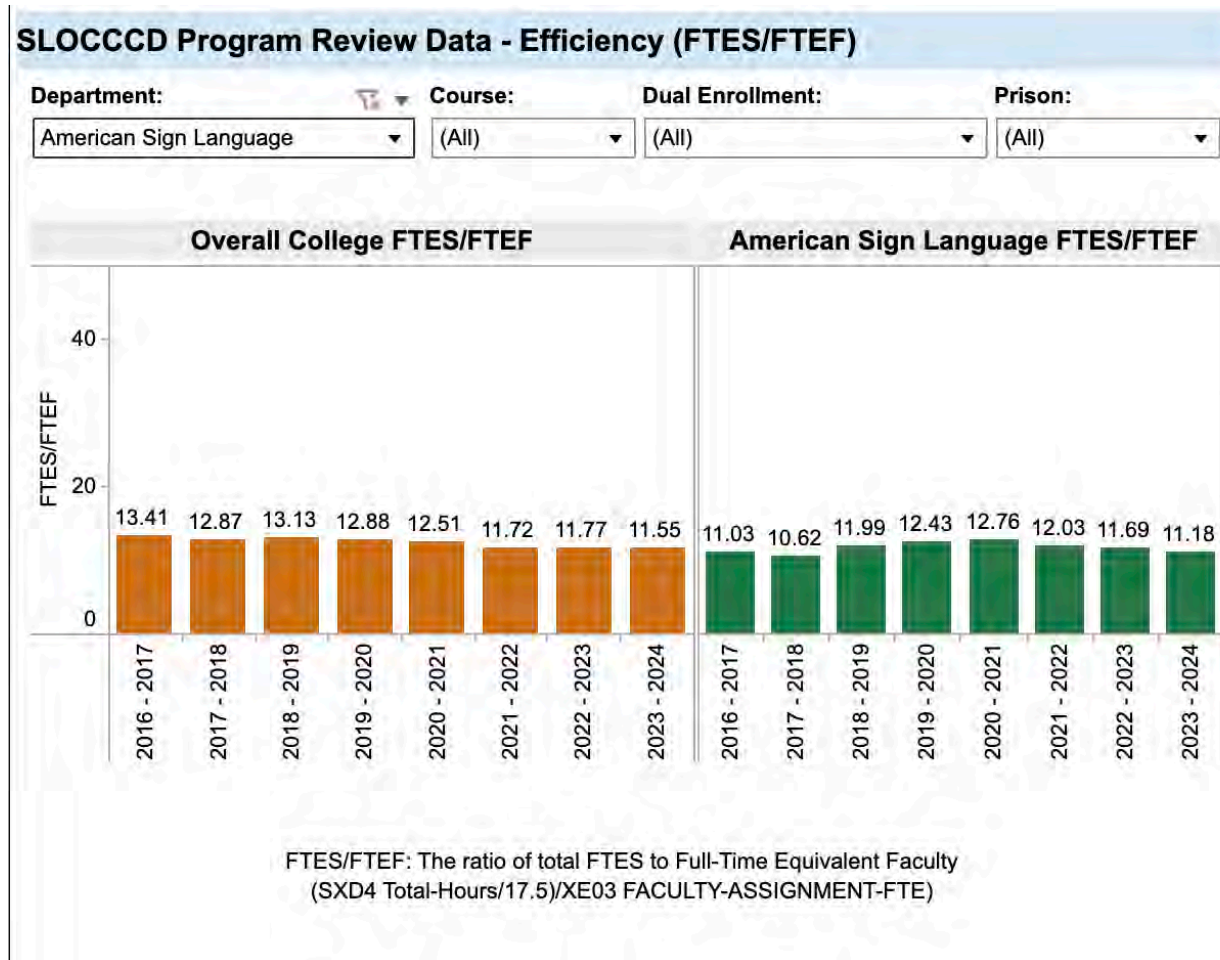
Commentary: Efficiency remains below the college's established FTES/FTEF standard of 15. However, the department was impacted by false student registration bots, requiring instructor-initiated drops. Unfortunately, these dropped seats could not be filled by actual students before the census deadline.

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
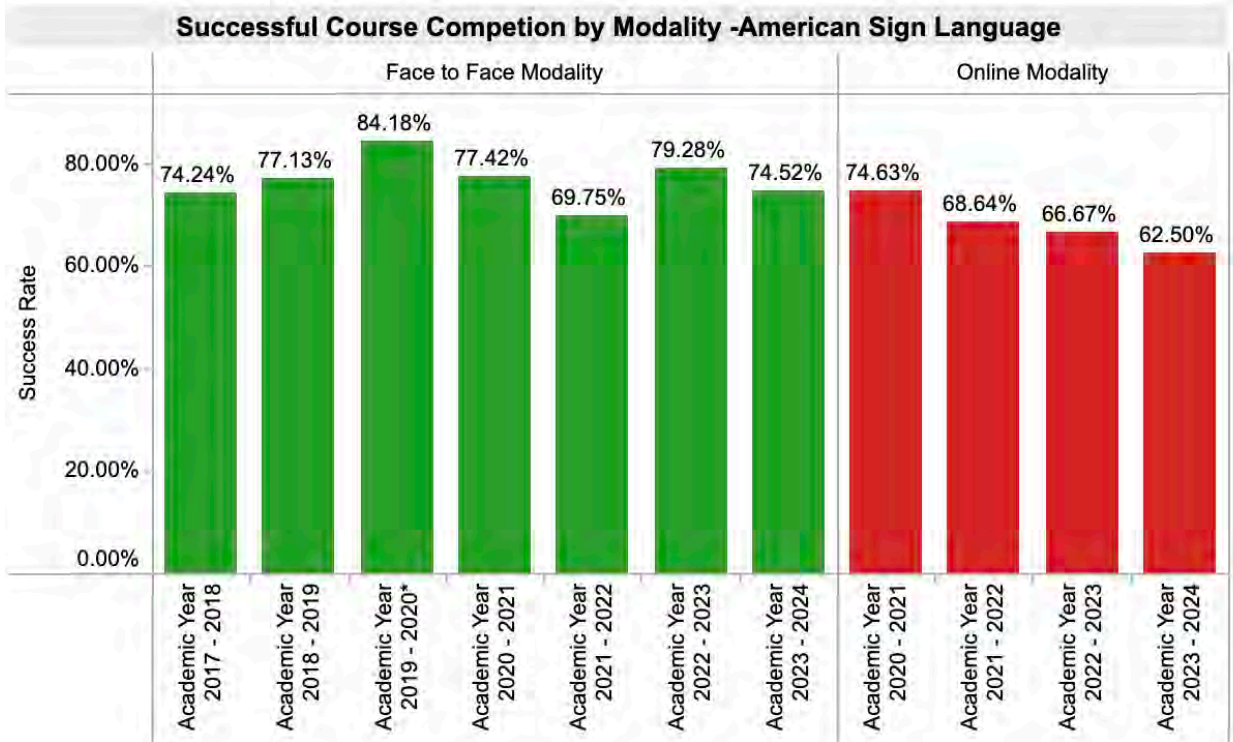
Select Department: American Sign Language

Course: (All)

Legend:
- ■ Face to Face Modality
- ■ Online Modality

Successful Course Competion by Modality -American Sign Language

Successful Course Competion 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	Academic Year 2023 - 2024
Face to Face Modality	Department S..	74.24%	77.13%	84.18%	77.42%	69.75%	79.28%	74.52%
	Total Depart..	330.0	376.0	340.0	63.0	120.0	113.0	157.0
Online Modality	Department S..				74.63%	68.64%	66.67%	62.50%
	Total Depart..				271.0	169.0	167.0	178.0

Commentary:

Completion rates for face-to-face ASL courses have remained stable over the past five years. However, online course completion has declined, possibly due to the rigor of online language learning or other factors beyond instructors' control. To address this, the department will discuss strategies to improve retention and support student success.

A key focus remains on equitable practices and proactive student engagement. Instructors reach out to students at risk of dropping out or failing, and a full-time faculty member has implemented an early alert system. This system identifies students with a grade of C or below, prompting instructor outreach to keep them engaged. The initiative has been effective, with many students returning to class and successfully completing coursework.

Moving forward, ASL courses will continue to be offered in asynchronous, synchronous, and face-to-face formats as campus operations fully resume following pandemic protocols.

    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 ▼

COURSE
(All) ▼

TERM
(All) ▼

Measure Names
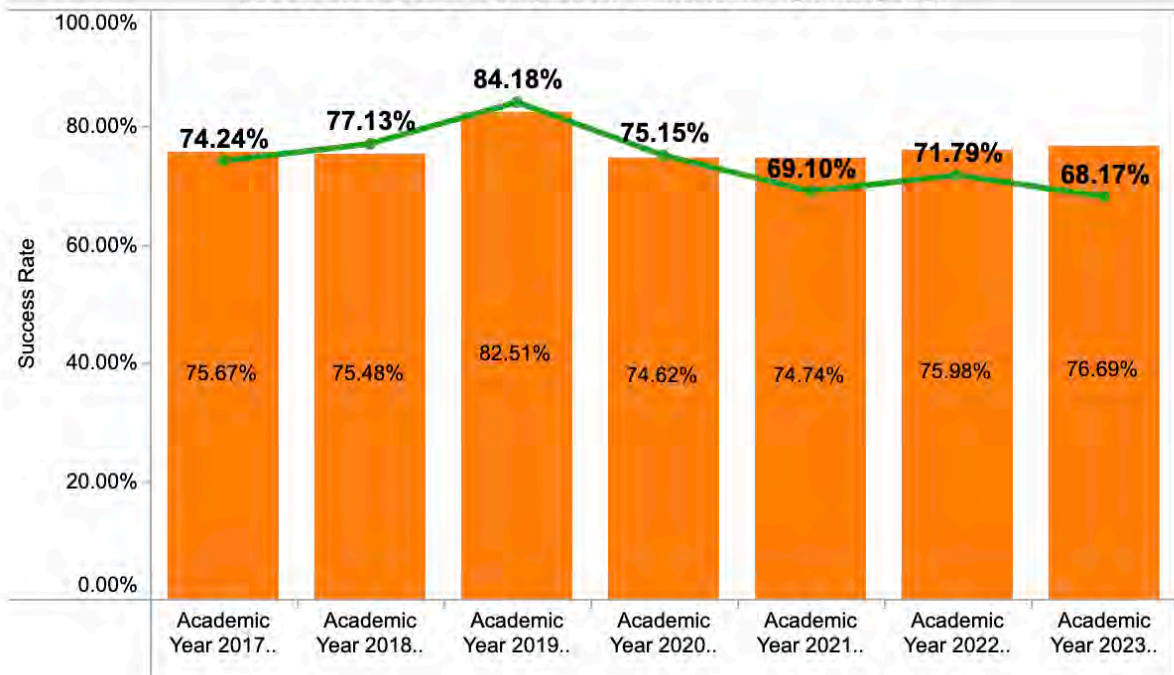🟩 Department Success Rate
🟧 Overall College Success ...

Successful Course Completion - American Sign Language

American Sign Language Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Department Success..	74.24%	77.13%	84.18%	75.15%	69.10%	71.79%	68.17%
Total Enrollments	330	376	340	334	289	280	335

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

Commentary: The asynchronous ASL 201 course can be particularly challenging for students who are not fully prepared for independent language learning, as it requires self-directed study with limited peer and instructor interactions. However, the instructor has incorporated opportunities for independent student-to-student engagement, which some students utilized to

their advantage. Those who participated in these interactions performed better than those who did not.

To address these challenges, the ASL Department is exploring additional opportunities to support asynchronous learners, such as online ASL club meetings, Deaf events, and ASL workshops that students can attend remotely.

We anticipate course completion rates to stabilize as more online courses are added and fill rates increase in the coming semesters. The recent dips in completion rates are largely attributed to the program's transition from being run by a single instructor back to a fully staffed department.
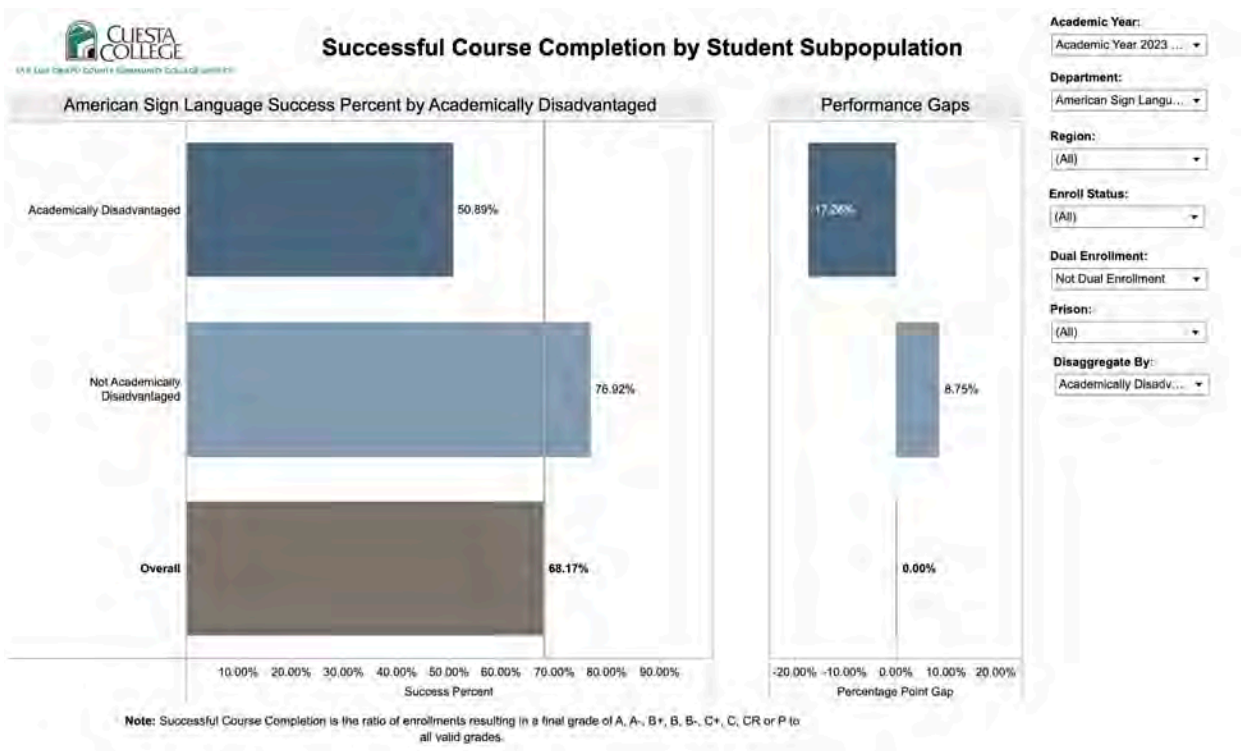
G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

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?

Commentary: Data on course completion reveals a 17% gap between academically disadvantaged students and their non-disadvantaged peers, with the latter showing a nearly 9% higher completion rate. To address this disparity, the ASL Department is actively working to reduce barriers by eliminating or lowering course material costs, providing free tutoring, and offering Chromebook access in the classroom.

Moving forward, we will continue exploring additional strategies to close this gap through collaboration with Student Support groups and other campus resources.

10 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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Successful Course Completion by Student Subpopulation

American Sign Language Success Percent by Academically Disadvantaged

Academically Disadvantaged	50.89%
Not Academically Disadvantaged	76.92%
Overall	68.17%

Performance Gaps

17.26%

8.75%

0.00%

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.

Academic Year: Academic Year 2023 ...

Department: American Sign Langu...

Region: (All)

Enroll Status: (All)

Dual Enrollment: Not Dual Enrollment

Prison: (All)

Disaggregate By: Academically Disadv...

PROGRAMS AND CURRICULUM REVIEW PROGRESS

SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

   N/A

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study **OR** Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)

11 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
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3. 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 2024 academic year. Complete the table below for those items only.

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

SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #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 box of 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)

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

12 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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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.*

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
   - o Face to Face courses have shifted to a hybrid format reducing contact hours in the classroom with more components online. This has helped scheduling needs of students by reducing class-room times by half hour per session.

   o The ASL Department is continuing to explore curriculum options now that most publishers are creating online components and leading away from published textbooks and materials.

C. Levels, delivery or types of services
D. Facilities changes

> **COLLAB** is our division's initiative to transform the current language lab (6103A&B) into a dynamic space designed specifically for ASL students. This reimagined space will foster meaningful connections among students, facilitate ASL practice, and support collaboration for ASL courses.
>
> The vision for COLLAB includes areas for group discussions, interactive language practice, and a recording corner where students can create video assignments required for ASL coursework. Additionally, the space will provide computers for student work, ensuring access to technology needed for digital assignments.
>
> COLLAB will also serve as a welcoming and supportive environment for historically underserved students, including Deaf and hard-of-hearing students, Hispanic/Latino/a/x, Black/African American, first-generation, and foster youth students. It will provide a place to connect with peers, complete coursework—whether online, hybrid, or in-person—and access the technology essential for success.
>
> Research shows that students who engage with peers from similar backgrounds are more likely to persist and succeed in their studies. By offering this dedicated space, COLLAB will help bridge the digital divide and provide equitable access to resources for ASL students, particularly those who may face financial or technological barriers.

E. Staffing projections
   o All staffing needs are currently met with the hiring of adjuncts to teach online courses.
F. Other

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		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ 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.