INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2023

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Arts, Humantities, Social Sciences   **Area of Study:** Creative Arts, Humanities, & Communication   **Program:** American Sign Language   **Current Academic Year:** 2022-2023

Last Academic Year CPPR Completed: 2018   **Current Date:** 02/01/2023

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I.   Describe how this program review was conducted, including how all program members were involved in the planning process.

Lead ASL faculty member, Erich A. Tucker, wrote this program review.

II.   **GENERAL PROGRAM INFORMATION**

Program Mission:

The Modern Language Program prepares transfer students for a major or minor in the target language for for continuing language study at four-year institutions by giving them functional communication skills and cultural knowledge, which can also be used in the workplace or when travelling, studying, working, or living in areas where the target language is used.

The general goal of the American Sign Language Department is to:

Prepare students effectively in all stated student-learning outcomes (fingerspelling, culture, and communicaton)

Successfully prepare students wishing to transfer to a UC/CSU campus or to a private college or university.

Our academic discipline is an enthusiastic participant in the philosophy of serving traditional college students and offering classes to San Luis Obispo's community at large. We offer outstanding instruction in basic and intermediate American Sign Language throughout the day, affording anyone interested in learning ASL the opportunity to do so.

ASL instructors provide a comfortable classroom environment in both traditional face-to-face and online modalities with excellent instruction to students ranging in ages from 12-78. These students also come from various socio-economic and ethno-cultural backgrouns. In addition to serving the community's students, we have a high transfer rate of students attention CUS and UC systems for study in interpreting, Deaf Studies, Speech Pathology, Teachers of the Deaf/Hard-of-Hearing or other degrees for career fields in working with the Deaf community members.

Our main focus has always been ensuring students have a smooth transition from one level of instruction to the next. Our students are well prepared when out in the community and encountering Deaf members as well as fully prepared for transfers to programs requiring some degree of ASL knowledge. This preparation in our program consists of areas in: expressive, receptive, concept and context building, facial expressions, body language usage, and acknowledgment of Deaf cultural norms.

Please highlight any changes and improvements since the last Comprehensive Program Review. Be sure to specifically indicate those changes that have been made in the program in order to address equity gaps.

List all current full-time and part-time faculty in the program.

Full-Time Tenured Faculty:

Erich A. Tucker: BA Interdisciplinary Studies; MA Teaching American Sign Language

Adjunct Instructors:

Michelle Walsh: AA ASL Intrepreting; BA Psychology & Communications; MA Deaf Education

III. **PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES**

A. Identify how your program addresses or helps to achieve the District's Mission Statement.

   a. American Sign Language courses help achieve the District's Mission Statement by preparing students to become engaged citizens in the world today by exposing students to the language and culture used by Deaf people around the globe. This exposure allows them to use the apply the skills learned in the classroom to real-world situations in the workplace, career field, home, and every day life.

a. American Sign Language courses also helps achieve the District's Mission Statement by supporting and enhancing student lives by promoting their cultural, intellectual, personal, and professional growth through acquiring a second language (ASL). Students that achieve ASL proficiency tend to pursue careers in education (teachers), medicine (audiology, speech-language pathology), or social services that assist deaf people.

B. Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

a. Our discipline strives to give students a pathway and exposure to succeed in career fields that may require using Sign Language in their everyday workplace. We also strive to provide students with the highest quality education in learning a language other than their native language through quality student-centered approaches. The ASL discipline fully supports the District's ideals as stated in all goals and objectives.

C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

American Sign Language courses help students achieve the following IPOs:

1) Personal, Academic, and Professional Development

a. The ASL program helps students achieve this outcome by "recognizing, assessing, and demonstrating the skills and behaviors that promote academic and professional development" when they transfer to institutions that allow them to pursue their career goals. For example, students wishing to enroll in interpreter training programs must demonstrate ASL skills before admission to the program. The ASL program further assists students to "demonstrate the professional skills necessary for successful employment" by giving students the tools to communicate using ASL effectively.

2) Critical Thinking and Communication

a. The ASL program helps students achieve this outcome by "communicate and interpret complex information in a clear, ethical and logical manner" through the use of a language other than their own. Students continue to process the complex linguistic features of ASL in order convey complex information to each other and members of the Deaf community.

3) Social, Historical, and Global Knowledge and Engagement

a. Students within the ASL program "demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures"

through studying the culture and customers of the Deaf community and how it differenciates from their own culture and customs.

4) Artistic and Cultural Knowledge and Engagement

a. Students in the ASL program demonstrate knowledge of diverse groups and cultures through studying signed languages, Deaf societies, and the history of the Deaf communities in the United States and Europe. Students are also exposed to inspirational art of Deaf artists throughout the world and how they expess grievances/oppression through artwork.

IV. **PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS (Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).**

The data components are hyperlinked below.

A. [General Enrollment (Insert Aggregated Data Chart)](#)

4 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 C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
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SLOCCCD Program Review Data - Enrollment

Department: American Sign Language **Course:** All **Dual Enrollment:** All **Prison:** All

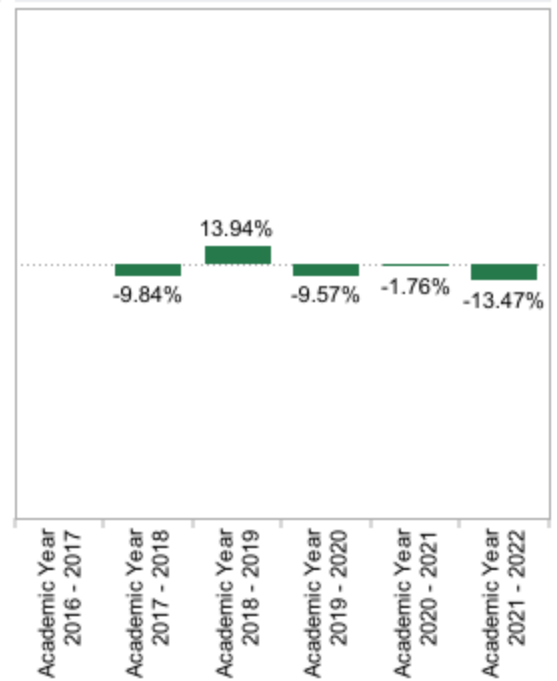**Region:** All

American Sign Language Enrollments

Academic Year	Enrollments
2016 - 2017	366
2017 - 2018	330
2018 - 2019	376
2019 - 2020	340
2020 - 2021	334
2021 - 2022	289
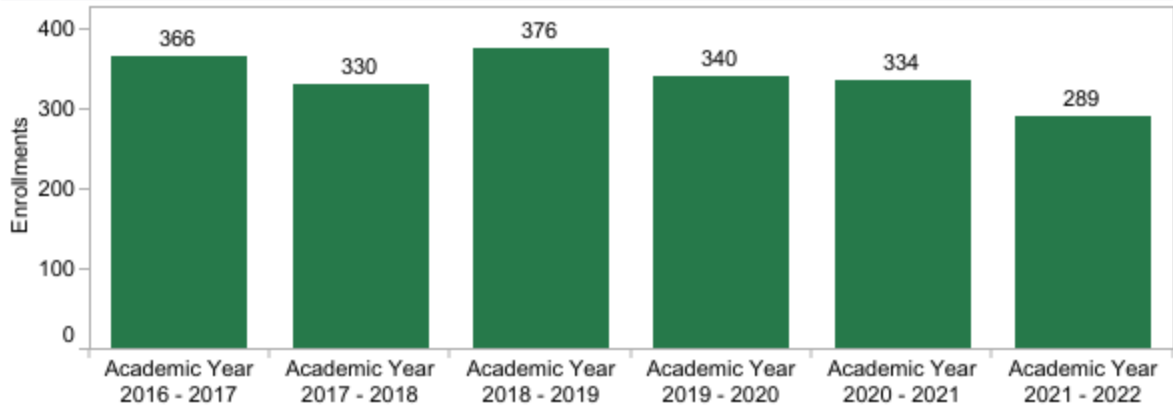
% Change - Overall College Enrollments

Academic Year	% Change
2016 - 2017	
2017 - 2018	1.85%
2018 - 2019	2.52%
2019 - 2020	0.49%
2020 - 2021	-12.50%
2021 - 2022	-4.71%

% Change - American Sign Language

Academic Year	% Change
2016 - 2017	
2017 - 2018	-9.84%
2018 - 2019	13.94%
2019 - 2020	-9.57%
2020 - 2021	-1.76%
2021 - 2022	-13.47%

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:

Several factors have influenced the declining enrollments since the last CPPR in 2018. One factor was the simultaneous retirements of two long-time ASL adjunct

instructors, which did not allow ample time to fill through replacement hiring. These retirements occurred just before the COVID-19 pandemic shutdowns, which required all instructional courses to be migrated to distance education modalities. These adjunct instructors were not interested in migrating their preferred teaching modality (face-to-face) to the online modality and thus decided to retire instead.

One of the previously mentioned adjunct instructors was primarily responsible for our North County campus ASL course offerings, which provided substantial enrollment numbers for the program. With that retirement, we have been unable to give any ASL courses at the NCC campus since. The ASL department will fill the lack of an instructor and course offerings at NCC by hiring a new adjunct instructor to fill this need.
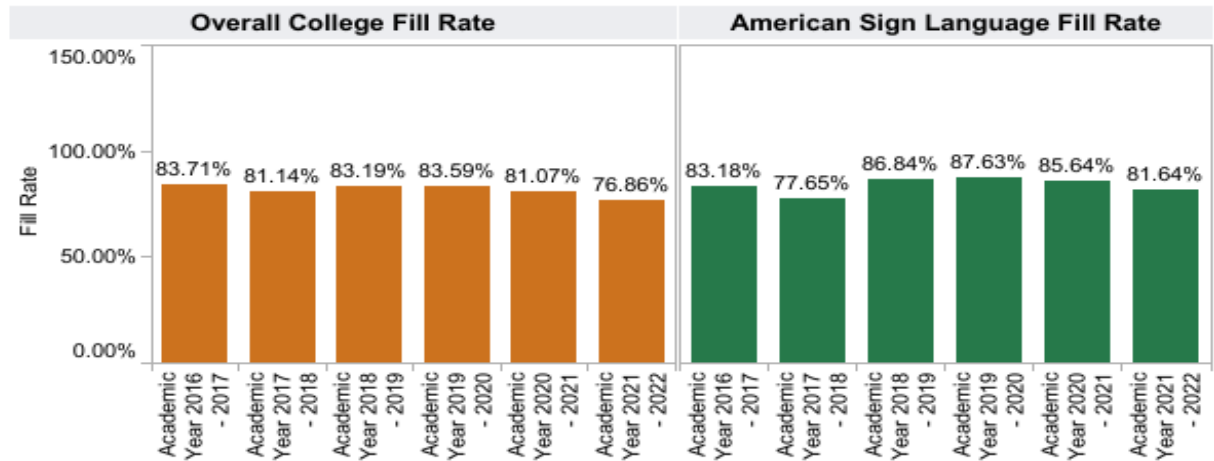
The ASL program migrated through the pandemic better than the college overall, with stable enrollment due in part to hiring a high-quality distance education adjunct instructor to provide students with courses in ASL 201 asynchronously as an option not previously offered. This hiring helped stabilize our enrollment numbers significantly, and courses in this modality maintain strong course caps.

Lastly, the 2021-2022 enrollment numbers for ASL dropped by 13.5% from the previous year due to the return to normal operations from the pandemic to face-to-face offerings. Also, the full-time tenured faculty member chose to take on an additional district role for a one-year term other than teaching an overload course, which caused one less class to be offered in the schedule for 2021-2022.

B. [General Student Demand (Fill Rate) (Insert Aggregated Data Chart)](#) Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

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

Overall College Fill Rate

Academic Year	Fill Rate
Academic Year 2016 - 2017	83.71%
Academic Year 2017 - 2018	81.14%
Academic Year 2018 - 2019	83.19%
Academic Year 2019 - 2020	83.59%
Academic Year 2020 - 2021	81.07%
Academic Year 2021 - 2022	76.86%

American Sign Language Fill Rate

Academic Year	Fill Rate
Academic Year 2016 - 2017	83.18%
Academic Year 2017 - 2018	77.65%
Academic Year 2018 - 2019	86.84%
Academic Year 2019 - 2020	87.63%
Academic Year 2020 - 2021	85.64%
Academic Year 2021 - 2022	81.64%

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.
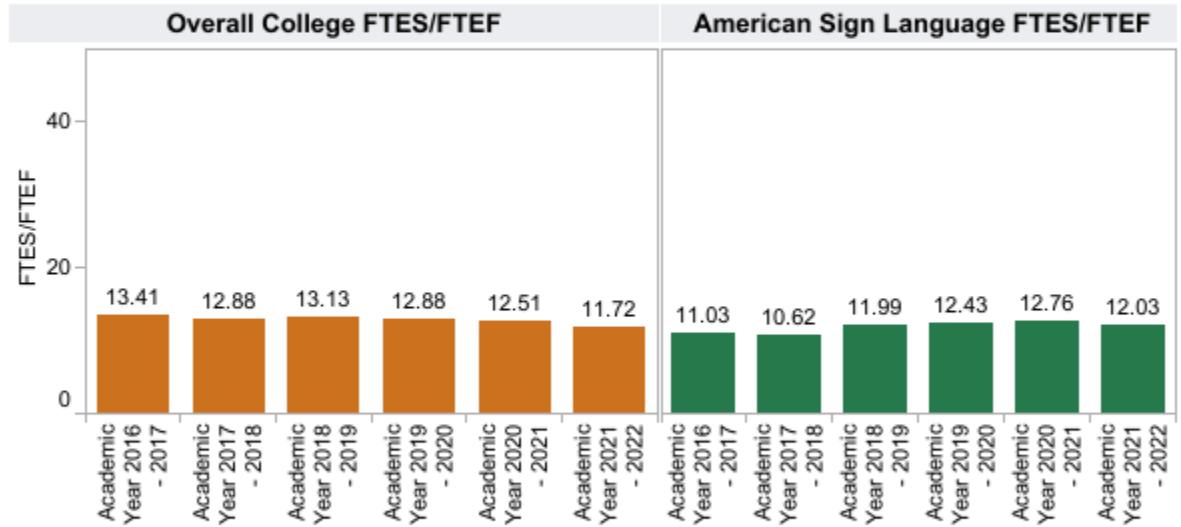
Commentary:

The ASL program fill rates have been consistently stronger than the college overall year over year since 2018 by as much as 4.5%. This strength can be attributed to the addition of DE as a modality in the ASL department not previously offered. This addition helps to stabilize the fluctuation in students returning to face-to-face courses.

C. [General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)](#) Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

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

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

Commentary:

Efficiency has been stable since the last CPPR in 2018 as scheduling and course offerings have stabilized with the hiring of a Full-Time Tenured faculty member along with the addition of DE courses. The efficiency rate is consistent with the overall college FTES rates.
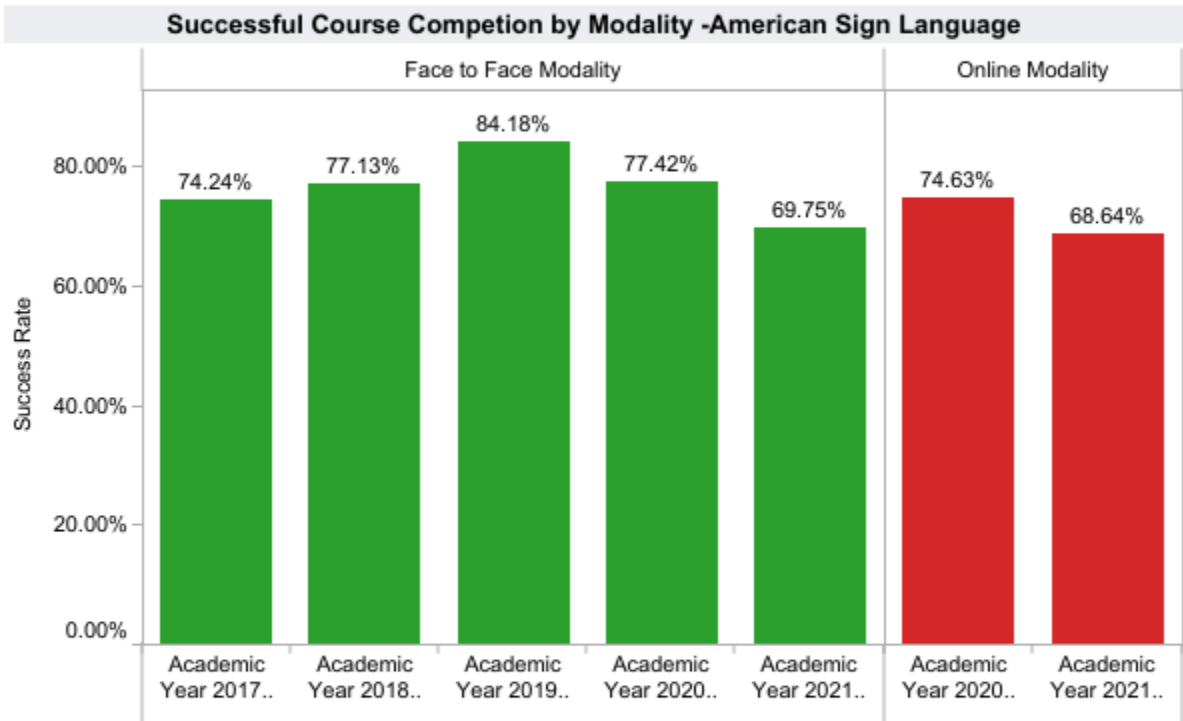
D. [Student Success—Course Completion by Modality (Insert Data Chart)](#) Insert the data chart and explain observed differences between the program and the college.

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

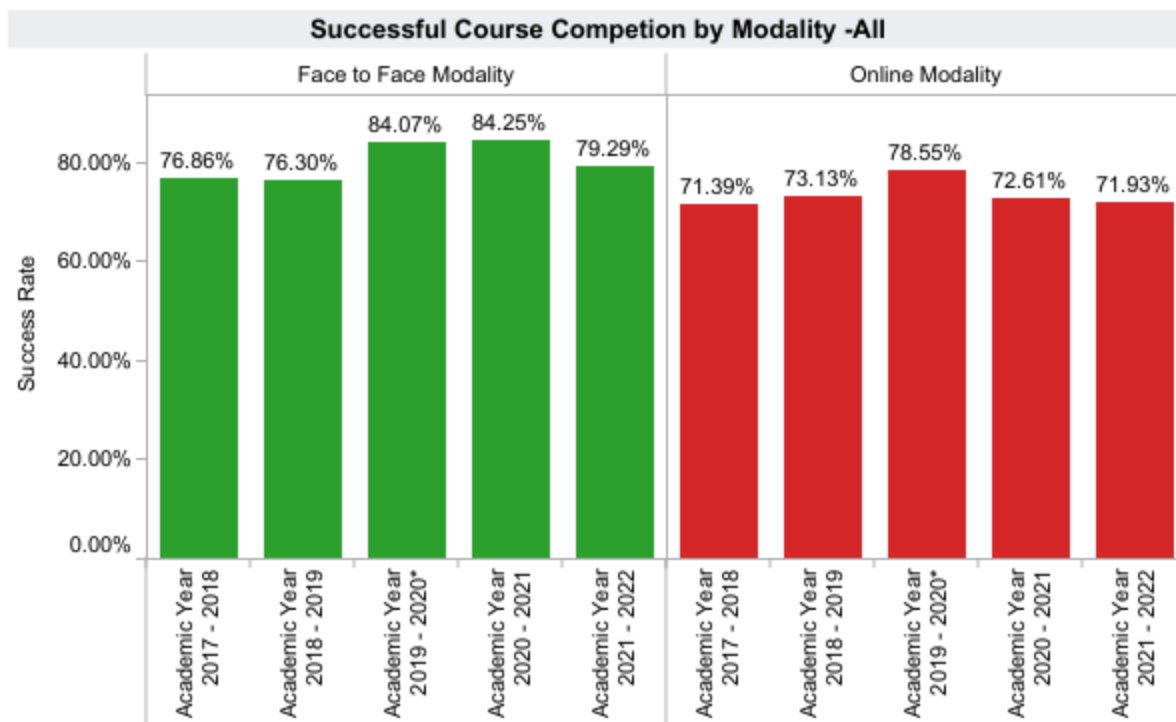|		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	74.24%	77.13%	84.18%	77.42%	69.75%
	Total Department Enrollments	330.0	376.0	340.0	63.0	120.0
Online Modality	Department Success Rate				74.63%	68.64%
	Total Department Enrollments				271.0	169.0

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SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

Course:
All

Legend:
🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality -All

Successful Course Competion by Modality Table - All

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	76.86%	76.30%	84.07%	84.25%	79.29%
	Total Department Enrollments	53,586	52,830	51,887	11,701	22,173
Online Modality	Department Success Rate	71.39%	73.13%	78.55%	72.61%	71.93%
	Total Department Enrollments	12,311	14,888	16,965	48,504	34,884

Commentary:

The online modality successful course completion for the ASL department is comparable to the overall college completion rates. Since the modality has only been offered for 2 academic terms through the pandemic, the data is inconsistent in showing any viable trends to make a full comment on.

The face-to-face modality successful course completion took a significant hit by 10% due to several students not completing final projects or attending their scheduled final exams. As a result, several students completed the course with failing grades which

dropped the overall course completion data for academic year 2021-2022. This could be due in part to pandemic related issues toward the end of the semester. Several students did not file for EW grades and thus were given non-passing grades.

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 Institutional Set Standard. If your program did not meet the Institutional Set Standard, please describe how you implement activities to meet the Institutional Set Standard.
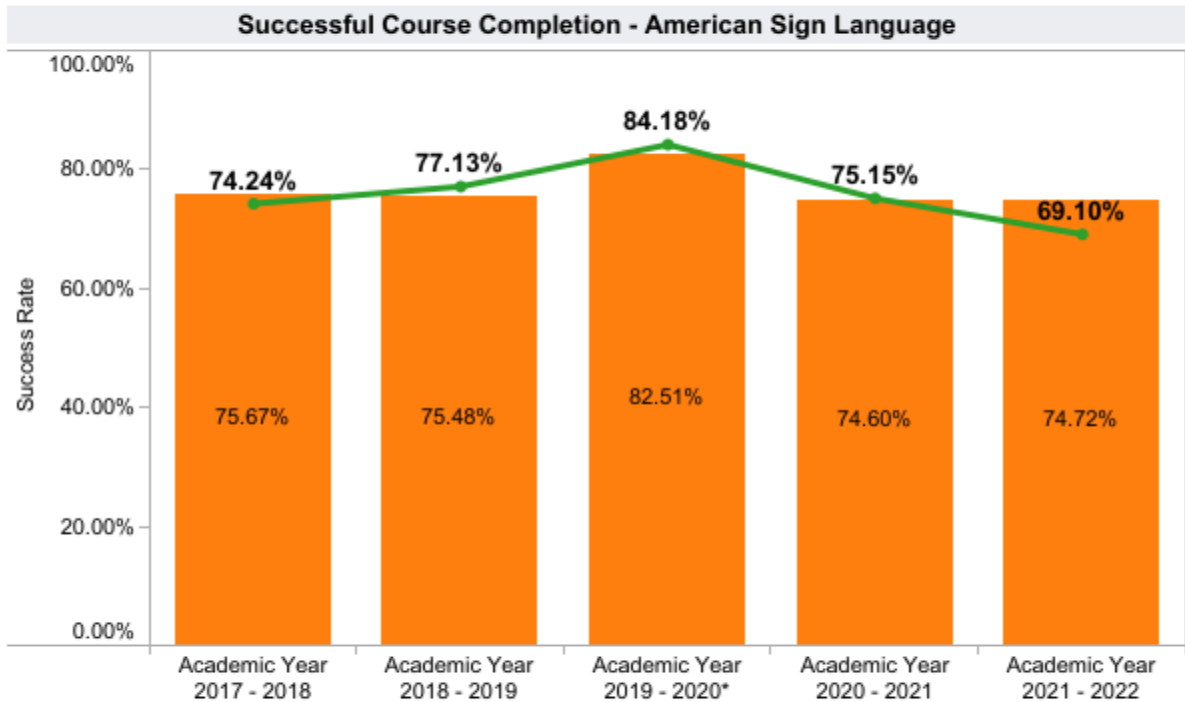
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
American Sign Language

COURSE
All

TERM
All

Measure Names
■ Department Success Rate
■ Overall College Success Rate

Successful Course Completion - American Sign Language

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success (green line)	74.24%	77.13%	84.18%	75.15%	69.10%
Overall College (orange bars)	75.67%	75.48%	82.51%	74.60%	74.72%

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
Department Success..	74.24%	77.13%	84.18%	75.15%	69.10%
Total Enrollments	330	376	340	334	289

Commentary:

The ASL department did not meet the institutional Set Standard for academic year 2021-2022 in part due to the implementation of the DE modality offerings which is fairly new. This addition also occurred during the COVID-19 pandemic which saw a lot of students not completing their coursework all throughout the semester. As the college returns to a post-pandemic sense of normalcy, the course completion rate should steadily increase over time. However, please note that prior to academic year 2021-2022, the department has been over the institutional standed year over year.

What resources might you need to meet and exceed the Institutional Set Standard?

Commentary:

Additional adjunct staffing and course offerings through North County Campus and Dual Enrichment will increase our course completion rates. No additional resources are needed at this time since academic year 2021-2022 is considered an outlier in the data.

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 strategies have you implemented to address equity gaps in the classroom?
- What type of professional development opportunities are your program faculty participating in to address equity in the classroom?
- What resources might you need to minimize equity gaps?
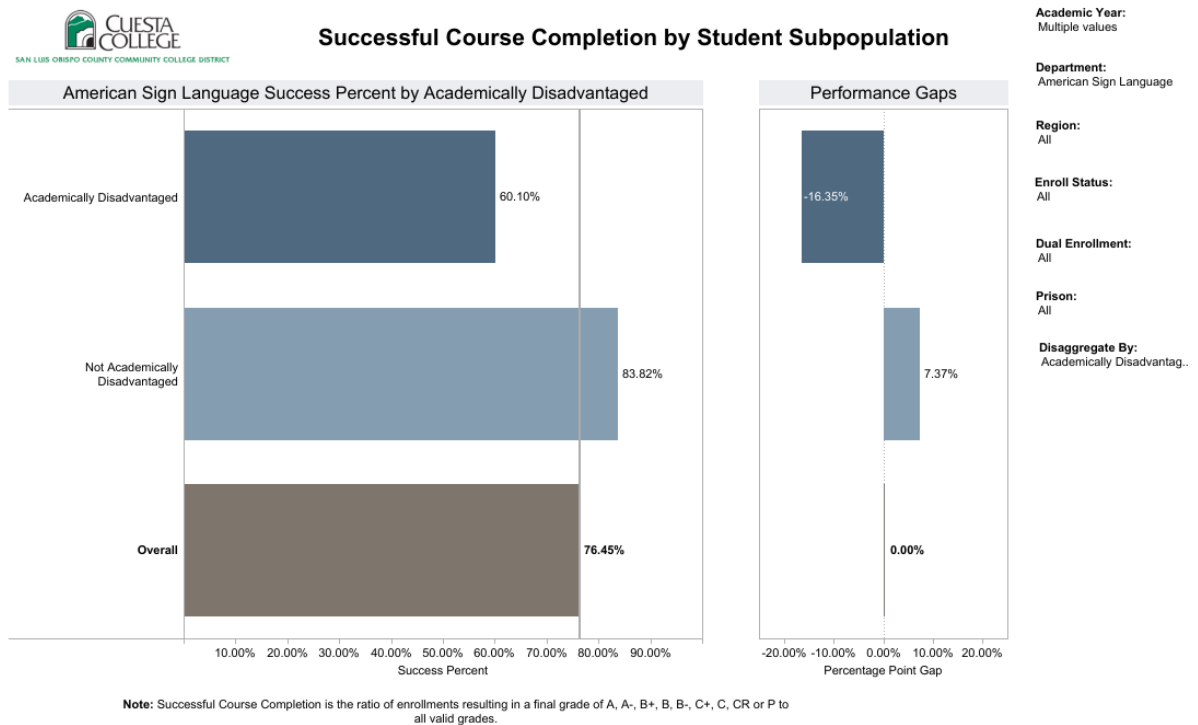
Commentary:

One of the most shocking data charts is how impacted Academically Disadvantaged students are in the ASL program (60.10%) compared to the college (61.59%). This was shocking to see as several changes have been made throughout the program to address this area from DEI training: 1) Flexibility in dealines, 2) Accomodation of different learning styles, 3) Creation of an equitable and safe classroom environment, and 5) Examination of all

13 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   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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teaching materials. This area needs improvement through discussions as a campus-wide problem.

Additional DEI trainings for faculty that include specific classroom resources to address the subpopulation equity gaps instead of high focus on equity gaps through Canvas and DE modalities.

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.

V. PROGRAMS AND CURRICULUM REVIEW

A. Programs Review

Commentary:

This section is not applicable to the ASL program.

a. Review the CurricUNET "Program of Study" outline for each program and indicating yes/no for each program/certificate.

Program/Certificate Title (include all those programs and certificates that were active at the time of the last CPPR).	Currently active	New program since last CPPR (if yes, include active date)	Program modified since last CPPR (if yes, include modified date)	Deactivated since last CPPR (if yes, include deactivation date)

b. **For all Currently Active Programs/Certificates**, review the CurricUNET "Program of Study" outline for each active program/certificate and complete the table by indicating yes/no for each column.

Commentary:

This section is not applicable to the ASL program.

Program/Certificate Title (include only those programs/certificates that are active).	Required courses and electives (including course numbers, titles, and credits) are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment.	If any answers are "no" for a program, please enter a date (MM/DD/YYYY) in the next 5 years by which the program will be corrected.

B. Curriculum Review

    a. Complete the Curriculum Review Worksheet (download from this folder) and submit the form with your CPPR.

    b. Based on information that you enter, the template will create a 5-year calendar for your program to follow during which any modifications to the Course Outline of Record determined during the curriculum review.

    c. **What is the purpose of the worksheet?** Completing the worksheet provides evidence that the curriculum (including course delivery modalities) have been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that you have reviewed that the entries on the course outline of record (CurricUNET format) are appropriate and complete.

VI. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment calendar for your program for the next program review cycle.

American Sign Language Student Learning Outcomes and Assessments Calendar (SLOs) in eLumen

American Sign Language 201

Planned:

Fall 2022: Grammar Comprehension Knowledge SLO in all CRNs

Spring 2023: Grammar Comprehension Knowledge SLO in all CRNs

Fall 2023: Communication (Expressive) Sign Knowledge SLO in all CRNs

Spring 2024: Communication (Expresssive Sign Knowledge SLO in all CRNs

Fall 2024: Cultural Knowledge SLO in all CRNs

Spring 2025: Cultural Knowledge SLO in all CRNs

Fall 2025: Communication (Receptive) Sign Knowledge SLO in all CRNs

Spring 2026: Communication (Receptive) Sign Knowledge SLO in all CRNs

Fall 2026: Grammar Comprehension Knowledge SLO in all CRNs

Spring 2027: Grammar Comprehension Knowledge SLO in all CRNs

Grammar Comprehension Knowledge SLOs:

Communicate using ASL non-manual behaviors of communication – employing body language, mime, and facial expression without the use of voice.

Employ the grammatical non-manual markers of basic questions, elementary classifiers, and pronouns.

Communication (Expressive) Sign Knowledge SLO:

Communicate using basic ASL grammar and vocabulary in dialogue exchanges based on personal information, geography, activities, and schedules.

Communication (Receptive) Sign Knowledge SLO:

Communicate in moderately paced fingerspelling skills.

Cultural Knowledge SLO:

Identify and demonstrate cultural Deaf customs

Communicate an awareness of the history of ASL and selected Deaf profiles.

American Sign Language 202

Planned:

Fall 2022: Grammar Comprehension Knowledge SLO in all CRNs

Spring 2023: Grammar Comprehension Knowledge SLO in all CRNs

Fall 2023: Communication (Expressive) Sign Knowledge SLO in all CRNs

Spring 2024: Communication (Expresssive Sign Knowledge SLO in all CRNs

Fall 2024: Cultural Knowledge SLO in all CRNs

Spring 2025: Cultural Knowledge SLO in all CRNs

Fall 2025: Communication (Receptive) Sign Knowledge SLO in all CRNs

Spring 2026: Communication (Receptive) Sign Knowledge SLO in all CRNs

Fall 2026: Grammar Comprehension Knowledge SLO in all CRNs

Spring 2027: Grammar Comprehension Knowledge SLO in all CRNs

Grammar Comprehension Knowledge SLOs:

Communicate with increasing fluency using ASL non-manual behaviors – employing body language, facial language, facial expressions – without the use of voice.

Make use of classifiers in their discourse

Communication (Expressive) Sign Knowledge SLO:

Demonstrate ASL grammar and vocabulary in communication exchanges based on geography, physical descriptions, employment, money and time.

Employ the grammatical features of verbs, pronouns, spatial referencing and all question forms.

Demonstrate fluid, even and moderately paced fingerspelling skills.

Communication (Receptive) Sign Knowledge SLO:

Demonstrate ASL grammar and vocabulary in communication exchanges based on geography, physical descriptions, employment, money and time.

Cultural Knowledge SLO:

Demonstrate common communication etiquette in a signing environment.

Demonstrate cross cultural communication strategies in interactions with Deaf individuals in the classroom, on campus, and in the community.

B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

All course assessments were not completed in eLumen for this CPPR cycle. Some adjunct faculty refused to input data into eLumen as it was not required of them even with reminders of stipend opportunities for doing so. Also, adjunct instructors have other work obligations outside of the college that does not allow them the opportunity to attend eLumen training during the times they are scheduled on campus.

SLO assessments will be conducted by the next program review cycle on a consistent basis now that the campus has more efficient trainings and support for SLO input and data.

C. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

Commentary:

These documents showed blank fields throughout the ILO/PLO summary map excepted for one column under "Artistic and Cultural Knowledge and Engagement". This needs to be addressed through a meeting with the SLO coordinator. It appears the assessment datasets were attached to only one SLO every term.

D. Include the most recent "ILO Summary Map by Course" from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

Commentary:
These documents showed blank fields throughout the ILO/PLO summary map excepted for one column under "Artistic and Cultural Knowledge and Engagement". This needs to be addressed through a meeting with the SLO coordinator. It appears the assessment datasets were attached to only one SLO every term.

E. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

Commentary:

No significant changes have been made as a result of SLO assessments. However, addition of a certified DE instructor has been addressed. Further training is needed in setting up ILO/PLO for the program.

F. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the Resource Plan Worksheet (download from this folder) and review the Resource Allocation Rubric.

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I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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Commentary:

Not applicable at this time. Our classroom facilities are adequate.

VII. **PROGRAM DEVELOPMENT**

Indicate how the program supports efforts to achieve any of the following:

A. Institutional Goals and Objectives

Commentary:

With a student-centered approach – ASL instruction targets these areas to include:

a) Concept (vocabulary) acquisition

b) Comprehension of material in both expressive and receptive applications

c) Learning appropriate grammatical features

d) Critical thinking development through readings and receptive practice

e) Understanding cultural differences between mainstream hearing culture and Deaf people throughout the world

B. Institutional Learning Outcomes

C. Program outcomes

Commentary:

American Sign Language was recognized as the 3rd highest enrolled language in the US Institutions of Higher Education in 2016. This is an increase of 2 spots from the same MLA study conducted in Fall 2009. The next study has collected data in 2021 and results are expected in the Spring of 2023. Expected projections show ASL will overtake French for spot number 2 behind Spanish as ASL increases and French decreases.

Table 1
Fall Language Enrollments and Percentage Change in United States Institutions of Higher Education (Languages in Descending Order of 2016 Totals)

	2006	2009	% Change, 2006–09	2013	% Change, 2009–13	2016	% Change, 2013–16
Spanish	822,148	861,015	4.7	789,888	−8.3	712,240	−9.8
French	206,019	215,244	4.5	197,679	−8.2	175,667	−11.1
American Sign Language	79,744	92,068	15.5	109,567	19.0	107,060	−2.3
German	94,146	95,613	1.6	86,782	−9.2	80,594	−7.1
Japanese	65,410	72,357	10.6	66,771	−7.7	68,810	3.1
Italian	78,176	80,322	2.7	70,982	−11.6	56,743	−20.1
Chinese	51,382	59,876	16.5	61,084	2.0	53,069	−13.1
Arabic[1]	24,010	35,228	46.7	33,526	−4.8	31,554	−5.9
Latin	32,164	32,446	0.9	27,209	−16.1	24,866	−8.6
Russian	24,784	26,740	7.9	21,979	−17.8	20,353	−7.4
Korean	7,146	8,449	18.2	12,256	45.1	13,936	13.7
Greek, Ancient[2]	22,842	21,515	−5.8	16,961	−21.2	13,264	−21.8
Portuguese	10,310	11,273	9.3	12,407	10.1	9,827	−20.8
Hebrew, Biblical[3]	14,137	13,764	−2.6	12,596	−8.5	9,587	−23.9
Hebrew, Modern	9,620	8,307	−13.6	6,698	−19.4	5,521	−17.6
Other Languages	33,800	39,349	16.4	34,746	−11.7	34,830	0.2
Total	1,575,838	1,673,566	6.2	1,561,131	−6.7	1,417,921	−9.2

Number of institutions reporting in 2016: 2,547

1. Includes enrollments reported under "Arabic," "Arabic, Algerian," "Arabic, Classical," "Arabic, Egyptian," "Arabic, Gulf," "Arabic, Iraqi," "Arabic, Levantine," "Arabic, Modern Standard," "Arabic, Moroccan," "Arabic, Qur'anic," "Arabic, Sudanese," and "Arabic, Syrian."
2. Includes enrollments reported under "Greek, Ancient," "Greek, Biblical," "Greek, Koine," "Greek, New Testament," and "Greek, Old Testament"; excludes enrollments reported under "Greek," "Greek and Hebrew," and "Greek and Latin."
3. Includes enrollments reported under "Hebrew, Biblical," "Hebrew, Classical," and "Hebrew, Rabbinic"; excludes enrollments reported under "Hebrew" and "Hebrew, Biblical and Modern."

Looney, D., & Lusin, N. (2018). Enrollments in Languages other than English in United States Institutions of Higher Education, Summer 2016 and Fall 2016: Preliminary Report. 1-19. Retrieved March 5, 2018, from https://www.mla.org/content/download/83540/2197676/2016-Enrollments-Short-Report.pdf

Indicate any anticipated changes in the following areas:

A. Curriculum and scheduling

　a. Discussions are on-going within the ASL Department about pursuing the possibility of abandoning the commercially available curriculum currently used in place of an in-house curriculum with self-publication due to limited number of curriculums available the lag time in updates and newer editions. An in-house curriculum will allow more flexibility in meeting our student needs and can be updated for effectively across the program. Several colleges/universities through the United States are adopting a similar approach within their respective programs due to frustrations with the current commercial offerings.

　b. Scheduling needs are being addressed through collaboration with area high schools for re-instatement of dual enrichment courses and re-establishment of courses at the North County Campus.

20 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   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate April 22, 2022 Document to be Used for Submission Spring, March 6, 2023

c. The former full-time faculty member of the ASL Department did away with the lab portion of the courses in order to increase classroom instruction time. I am finding through discussions with other ASL programs throughout the country that one of the most beneficial components of their ASL programs is the retention and use of the ASL lab. I would like to explore the possibility of bringing this component back to our program.

d. The ASL program here at Cuesta College needs to grow into a vibrant and community supported program. Efforts should be made to support additional levels of ASL courses in alignment with languages like Spanish which offers 4 levels compared to only 2 offered for ASL.

B. Support services to promote success, persistence and retention

a. The use of the Student Success Center is one of the biggest factors in student course completion and success rates. Students are utilizing the space to complete assignments and continue discourse building outside of the classroom.

C. Facilities needs

a. Current facilities are adequate for our faculty and student needs. Chromebooks for students was obtained through a Foundation grant.

D. Staffing needs/projections

a. A hiring pool will need to be established in order to replace two adjunct instructors lost due to retirements. We currently have 1-full time faculty teaching 4 courses (1 overloaded) and 1 adjunct DE instructor with capped load. The addition of two adjunct instructors will allow us to provide stability through scheduling options.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

Commentary:

The ASL program continues to address scheduling and staffing needs in order to achieve adequate enrollment numbers. Class offerings for the Fall 2023 term are projected to re-establish enrollment at NCC and dual-enrollment programs respectively. No budgetary impacts are projected at this time unless additional courses are developed and implemented.

VIII. **END NOTES**

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

21 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   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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Student comment:

Being a Nursing major at the time, I wanted to learn a new language to boost my skills and to be more inclusive for potential patients I might see. American Sign Language was a language that many people did not know and I was always fascinated by the language and culture. I started taking classes with Mr. Tucker in the fall of 2016. From the first class I took, I was HOOKED!!! The background of the language and the culture mesmerized me. Shortly after, I decided to change my major and go into deaf studies. I got accepted into California state university Northridge (CSUN) into their Deaf program! I graduated Spring of 2020 with a Bachelors degree in Deaf Studies with an emphasis on Deaf Literature. Today, I'm working my way up at Starbucks, hosting Deaf Nights every month, and hopes to open a Deaf Starbucks here in California. If it wasn't for Mr. Tucker's ASL class, I wouldn't have the love and passion for what I do now!

Thanks you!!!
Amanda

IX. **After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before** <mark>May 12, 2023</mark>.

22 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   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Bradley Langer   Mar 7, 2023
_____
Division Chair/Director Name   Signature   Date

                                                                   Mar 7, 2023
_____
Erich Tucker (Mar 7, 2023 09:01 PST)
Name   Signature   Date

_____
Name   Signature   Date

_____
Name   Signature   Date

_____
Name   Signature   Date

_____
Name   Signature   Date

_____
Name   Signature   Date

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here: Faculty Prioritization Process Handbook

APPLICABLE SIGNATURES:

Aubrey KUan Roderick   Mar 13, 2023
Aubrey KUan Roderick (Mar 13, 2023 14:44 PDT)
_____
Vice President/Dean   **Date**

Bradley Langer   Mar 7, 2023
_____
Division Chair/Director/Designee   **Date**

_____
Other (when applicable)   **Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.

24 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 C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
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ASL-Instructional Comprehensive Program Planning and Review

Final Audit Report   2023-03-13

Created:	2023-03-07
By:	Anna Paez (anna_paez@cuesta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAZmwX8YQKNx6-FGapBLvQQHFeXYH2LuoL

"ASL-Instructional Comprehensive Program Planning and Review" History

🗐 Document created by Anna Paez (anna_paez@cuesta.edu)
2023-03-07 - 4:54:20 PM GMT- IP address: 209.129.64.101

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