

PROGRAM REVIEW Fall 2022

Program: American Sign Language

Division: Arts and Humanities

Date: October 21st, 2022

Writer(s): Melinda Cole and LisaMarie Russo

SLO/SAO Point-Person: Melinda Cole and LisaMarie Russo

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in creating Division Summaries, determining College Planning Priorities, and allocating resources. The final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean **by November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

☒ X ☐ N/A

Accomplishments
1 (same as last year)
2 Students can type questions in CHAT and save for "discussion" later. Everyone can participate equally.
3
4
5
6

Tab to add more lines as needed

B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

☐ N/A

Challenges/Pain Points/Needs
1.ASL classes continue to be online = Once in awhile student who would experience a poor internet connection during Zoom class time, can meet with the instructor after class and/or during office hours.

2. Late arrivals that missed the beginning of lessons can catch up because PowerPoints with notes are posted in Canvas after class and can meet after class to review together quickly.
3.
4.
5.
6.

Tab to add more lines as needed

C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____ N/A

Zoom worked well to the students' advantage because they are all muted in Zoom; therefore, they are forced to sign to communicate. Students are exposed to different signing styles when breaking out into different breakout rooms in Zoom as opposed to the same partner sitting next to them in the classroom. Canvas allowed instructors to be creative with videos that aligned with the lessons. Assignments have rubrics that help provide a guidance for students to know what the expectations are to earn points. Canvas has built-in quizzes that help students know their strengths and weaknesses, which helps them improve their knowledge in American Sign Language.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____ N/A

We connect strongly with #4 of the Values Statement = 4) Promoting ethical behavior, mutual trust, equity, and respect within our diverse community. We feel everyone has the right to learn American Sign Language and to make it accessible as possible for all students. ASL classes are also diverse - diverse group of students but not limited to: all race-ethnicity groups, all ages, all genders, lesbian, gay, bisexual, transgender+, first generation, students with disabilities, veterans, students with children, all socio-economic backgrounds, including those from economically

disadvantaged backgrounds, undocumented, international, multicultural, religious beliefs and practices – all with varying skill levels and learning styles. We also connect strongly with #8 of the Values Statement = 8) Holding firm to the belief that each of us makes an astonishing difference. Students may be taking American Sign Language because they are motivated to learn another language, they may be Deaf/hard-of-hearing themselves or in the process of losing their hearing, they may have a Deaf family member, they may have a Deaf child, they may want to become a teacher at the CA School for the Deaf in the future, they may want to become an ASL interpreter, etc. Each student who learns ASL in our classroom can go out into the community and make a difference. We also connect strongly with the INCLUSIVE portion of the Mission Statement = Inclusive: welcoming of a diverse group of students but not limited to: all race-ethnicity groups, all ages, all genders, lesbian, gay, bisexual, transgender+, first generation, students with disabilities, veterans, students with children, all socio-economic backgrounds, including those from economically disadvantaged backgrounds, undocumented, international, multicultural, religious beliefs and practices – all with varying skill levels and learning styles.

E. Planning: What are the most important plans, either new or continuing, for your Program?

___X___ N/A

Plan	New	Continuing	Short term	Long term

Tab to add more lines as needed

F. If you have outreached to students in your department, program, or classes, please share information about what you discovered and how you have used the feedback.

_____ N/A

Describe student outreach used to gather feedback. For example, through surveys, conversations, etc.	Students are asked at the end of the semester on their Final Exams if they prefer the ASL class in person or online and most students have expressed that they prefer online. Students have expressed through emails and class discussion on how much they are able to enjoy learning ASL because they feel much less anxiety online because there is the feeling of less pressure to take notes because lecture notes are posted in Canvas after class, driving to campus (rising cost of gas), and being in a large classroom.
What did you learn?	Students are becoming comfortable with online ASL classes and find it more convenient. Students mentioned that they are able to learn faster because they are not distracted by other students' moving hands while practice signing.
How will you use the feedback?	Report information to our Dean.

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

_____ N/A

Barrier	Suggestions
An institutional barrier is how students are referred to ASL classes by counselors. Students report being referred to ASL if Spanish is challenging, etc. This diminishes the importance of ASL as a foreign language and sets students up for potentially being unsuccessful. ASL is equally challenging, if not more complex than other languages because it is a visual language. Some of my ASL students with disabilities have expressed to me that their counselors have also suggested ASL.	Report information to my Dean. And then report information to the counselors after discussion with the Dean. Counselors to encourage or guide students to enroll into The LPC Tutoring Center. LPC Tutoring Center offered free tutoring for all ASL 1A/1B/2A students during Fall 2021 and would like to see the service to continue to benefit all students.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making and planning).

(Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

A trend that was noticed is = According to enrollment disability status for the academic school year 2021 – 2022: 11% have a disability and 89% have no disability. However, in the academic school year 2017 – 2018, those that had a disability = 15%. Perhaps some students are not registering with DSPS as the numbers seem higher in the classroom. The number 11% does not seem to fully reflect/match ASL instructors' experience in the classroom. The number should be a little higher.

Another trend that was noticed that for the academic school year 2021 – 2022 is that 70% of ASL students are female and 26% are male. And 4% identify as other. Also, in relation to race-ethnicity: 33% of ASL students are white and 33% of ASL students are Hispanic/Latino; 11% are Asian, 6% are African-American, and 4% are Filipino. Based on the statistics, enrollment by age for the 2021-2022 academic school year = 19 or younger = 51%, age 20-21 = 19%, age 22-24 = 6%, age 25-29 = 10%, age 30-39 = 7%, age 40-49 = 4%, and ages 50 or older = 2%.

To increase our numbers, we can reach out to more male students, African-American students, Asian students, and Filipino students. Instructors can also reach out to Las Positas College employee: Shawn Taylor; Director of Student Equity and Success in relation to Outreach.

To retain students by reaching out to LPC Tutoring Center to continue to offered free tutoring ASL students at all levels to give additional support.

B. Program-Set Standard (Instructional Programs Only):

The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page](#)

- Did your program meet its program-set standard for successful course completion?
___X___ Yes ___ No
- If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

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C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- [C1: Instructional Programs with PSLOs \(disaggregated PSLOs\)](#)
- [C2: Instructional Programs with CSLOs \(Departments without degrees, non-major courses, and/or other courses up for assessment\)](#)
- [C3: Non-Instructional Programs \(SAOs\)](#)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.

- b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
- c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.

2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). _____%

3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- | | |
|-----------------|--------------------|
| ● Gender | ● First Generation |
| ● Age | ● DE |
| ● Ethnicity | ● Online |
| ● EOPS | ● Hybrid |
| ● Veteran | ● Fact-to-Face |
| ● BOG Recipient | |

5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

- 6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

- 7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

- 8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

- 9) Are you planning on updating any CSLOs or PSLOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

- 10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

ASL 1A = 2nd CSLO

ASL 1B = 1st CSLO

We chose these CSLOs to focus on for the academic school year 2021 – 2022. We feel that we wanted to highlight these CSLOs in relation to student success.

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). ____100____%
3. [Using the CSLO data and reflection questions](#), what are some conclusions?

ASL 1A = Mastery and Above Average: Above Average = see table below (5 students were at 7.04% for Mastery level and 5 students were at 18.52% for Above Average for Spring 2022).

ASL 1B = Mastery and Above Average: Above Average = see table below (13 students were at 81.25% for Mastery level and 1 student was at 6.25% for Above Average for Spring 2022).

Observation: For this Spring 2022 ASL 1B class, this was a unique class as it was small and all students were highly motivated to continue learning ASL in the future (for their careers, etc). Whereas, for Fall 2021, 10 students were at 29.41% for Mastery level and 16 students were at 47.06%.

Upon completion of ASL 1A, the student should be able to demonstrate receptive and expressive ASL grammatical functions and knowledge for daily living.

	Mastery		Above Average		Average		Below Average		No Demonstrated Achievement		N/A		Total	
Spring 2022	5	7.04%	42	59.15%	24	33.80%	0	0.00%	0	0.00%	0	0.00%	71	100.00%
Fall 2021	12	33.33%	19	52.78%	5	13.89%	0	0.00%	0	0.00%	0	0.00%	36	100.00%
Totals	17	15.89%	61	57.01%	29	27.10%	0	0.00%	0	0.00%	0	0.00%	107	100.00%

ASL1B: American Sign Language II

Upon completion of ASL 1B, the student should be able to demonstrate increased receptive/expressive ASL grammatical functions and knowledge for daily living.

	Mastery		Above Average		Average		Below Average		No Demonstrated Achievement		N/A		Total	
Spring 2022	13	81.25%	1	6.25%	2	12.50%	0	0.00%	0	0.00%	0	0.00%	16	100.00%
Fall 2021	10	29.41%	16	47.06%	8	23.53%	0	0.00%	0	0.00%	0	0.00%	34	100.00%
Totals	23	46.00%	17	34.00%	10	20.00%	0	0.00%	0	0.00%	0	0.00%	50	100.00%

Totals for CSLOs

	Mastery		Above Average		Average		Below Average		No Demonstrated Achievement		N/A		Total	
Spring 2022	13	81.25%	1	6.25%	2	12.50%	0	0.00%	0	0.00%	0	0.00%	16	100.00%
Fall 2021	10	29.41%	16	47.06%	8	23.53%	0	0.00%	0	0.00%	0	0.00%	34	100.00%
Totals	23	46.00%	17	34.00%	10	20.00%	0	0.00%	0	0.00%	0	0.00%	50	100.00%

4. List changes that you plan on making to improve student learning.

Increase ASL 1A success rate/retention. ASL classes are "sequence" as well as language acquisition classes; it is observed that ASL 1B are getting successful students in comparison to ASL 1A. ASL 1A is a beginner's class and some drop the class in the beginning of the semester.

Encourage them to use the LPC Tutoring Center offered free tutoring for all ASL 1A/1B/2A students.

Encourage them to join in Social ASL Club set up by instructor through Zoom.

Encourage them to join in Office Hour to practice and review their ASL receptive and expressive skills.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☒ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

6. Are you planning on updating any CSLOs?

_____ YES _____ X _____ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

N/A

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). _____%

3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

* If you used other sources of data, briefly explain below.

4. List changes that you plan to improve outcomes in your service area.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

- Yes, all of my maps are accurate
 - No. The Program Map for ____N/A_____(degree/certificate name)____ASL does not have degree/certificate _____
Requires an update
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).
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Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date follow the directions below:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

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A. Title V Updates [Curriculum Committee]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring updates below.

Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (C).

_____YES X_____No

Course Name & Number

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____YES X_____No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____YES X_____Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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D. Does your program plan to create any new courses or programs this year?

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the [Curriculum & SLO Specialist](#) if you are planning a new program.**

_____YES X_____No

If yes, please provide details and the rationale

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E. Are there any courses that you plan to deactivate or sunset?

_____YES X_____No

Course Name & Number

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

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