PROGRAM REVIEW Fall 2021

Program: American Sign Language
Division: Arts & Humanities
Date: October 13th, 2021
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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 the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A 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 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three 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 is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

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 when?

Links:
Program Review Home Page
Fall 2020 Program Reviews
Frequently Asked Questions

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? *Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.*
- *College Mission*
- *Educational Master Plan*
- *Presidential Task Force: Call to Action*

Description	Mission	Master Plan	Presidential Task Force
1Zoom worked well to the students' advtange because they are muted in Zoom, therefore, they are forced to sign. They cannot talk or whisper to communicate.	X		
2 Students are exposed to different signing styles when breaking out into different breakout rooms in Zoom as opposed to the same partner sitting near them in the classroom.	X		
3 Self recorded video submissions from students work well in CANVAS for both instructor and student. It allows for the instructor to evaluate students' sign production more closely. It also allows instructors to record a video response back to the student in CANVAS. This was successful for both students and instructors.	X		
4			
5			
6			

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B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? *Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.*

_____N/A

Description	Mission	Master Plan	Presidential Task Force
1Occassionally a student would wear a mask during the Zoom class session because of their environment (ex: work). This was challenging as it was not productive when communicating in ASL.	X		
2 Students who would experience a poor internet connection during Zoom class time can meet with instructor after class and/or during office hours.			

3			
4			
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C. Planning: What are the most important plans, either new or continuing, for your Program?
____X__N/A

Plan	New	Continuing	Short term	Long term

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D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.
_____N/A

Campus system or Committee	How has it benefitted your students?
Disabled Student Programs & Services (DSPS)	Students receive accommodations in ASL classes.
IT	Students who may not have a laptop with a working camera for ASL class can borrow one using the Technology Loan Request Form.

E. 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 were asked on their Final exams last semester if they prefer the ASL class in person or online and most students responded that they prefer online	
What did you learn? Students are becoming comfortable with online ASL classes	
How will you use the feedback? Report information to my Dean	

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research 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.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: https://bit.ly/2IYaFu7 - will be updated with fall 21 data

- Course Success Rates Dashboard can be found at the bottom of this page: https://bit.ly/2Y9vGpl

> A trend that was noticed is 12% of ASL students have a disability. Perhaps some students are not registering with DSPS as the numbers seem higher in the classroom. The number 12% does not seem to fully reflect/match ASL instructors' experience in the classroom. The number should be a little higher. According to the demographics, there are more female students than male students taking ASL classes. The numbers also indicate overall that Caucasian and Latino students are taking ASL classes with only 18% Asian and 4% African American taking ASL classes. However, the 18% is disproportionate with the college's overall numbers. To increase our numbers, we can reach out to more male and Asian students. Instructors can also reach out to LPC employee Shawn Taylor; Director of Student Equity and Success in relation to outreach.

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 may be many 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.*

> Our program met its program -set standara for successful course completion = 79%.
> We are experiencing a pandemic. Success rates may have dropped within the last 2 years due to COVID-19. We will continue to monitor success rates.

SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [https://bit.ly/3fY7Ead]

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.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

C1: Instructional Programs with PSLOs
C2: Instructional Programs without PSLOs or with Special Circumstances
C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments:

(1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. _____YES _____No

(4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

(5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

(6) List changes that you plan on making to improve student learning and address inequities.

[empty box]

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

[empty box]

(8) Are you planning on revising on your 3-year planning template? If so, describe.
   _____YES _____No

[empty box]

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:
Student Learning

(1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

ASL 1A = 2nd CSLO
ASL 1B = 1st CSLO

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). Fall 2020 = 1 out of 3: 33____% Sprng 2021 = COLE: 3 out of 3

RUSSO: 1 out of 3

(3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

Based on the report, there is a small perecentage of ASL students who performed BELOW AVERAGE, NO DEMONSTRATED ACHIEVEMENT, OR N/A. Reflections also indicate group study sessions were beneficial. Assigned more group activities & study groups outside of the classroom.

(4) Describe the pertinent findings. What, if any, equity issues emerged?

Group sessions/activities are beneficial.

(5) List changes that you plan on making to improve student learning.

Encourage advanced ASL students to become a tutor at LPC to encourage other ASL students who may need additional peer support. The tutor center at LPC recently added a new ASL tutor (make announcement to ASL students about the ASL tutor).

Assessment Process: To be completed by the department/program or the SLO Coordinator

(1) List changes that you plan on making to improve student learning and address inequities.

More emphasis on more partner practice and group activities as well as having study groups (students can use the CANVAS tool PRONTO to connect with other students) outside of the classroom. Also, encouraging advanced ASL students to become an ASL tutor at LPC for other ASL students who may need additional peer support.

Several appointments were made with ASL students outside of office hours to meet the students' needs because of work hours/childcare issues/emergency issues (average = 2-3 hours a week). Students can take their exams at a different scheduled time if they experience technology issues during the test date and time.

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

In relation to the ongoing pandemic and teaching online, we can encourage students in the next semester's syllabus (state in syllabus) to connect with IT on how to fill out a Technology Loan Request Form for those that do no have a computer/laptop with a working camera for online learning.

(3) Are you planning on revising your 3-year planning template? If so, describe.

____X__YES _____No

Perhaps we can just focus on one: ASL 1A = 2nd CSLO

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

    (1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

    (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

    (3) <u>Discussion-based analysis of student learning</u>: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

    (4) Describe the pertinent findings. What, if any, equity issues emerged?

    (5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

    (6) List changes that you plan on making to improve student learning and address inequities.

    (7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

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(8) Are you planning on revising on your 3-year planning template? If so, describe.

_____YES _____No

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

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Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [https://bit.ly/3fY7Ead]

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

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

A. **Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing 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 (B).*

    ___X__YES   _____No

Course Name & Number
ASL 1A = due by May 15th, 2022
ASL 1B = due by May 15th, 2022
ASL 2A = due by May 15th, 2022
ASL 2B = due by May 15th, 2022

B. **Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

    _____YES   _____No

Certificate or Degree

C. **Are there any courses or programs for which a non-mandatory update is planned?**
   _____YES   _____Not at this time

   If yes, explain details, rationale, or any support that might be helpful

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

   If yes, please provide details and the rationale

Section Four: CTE Updates

(CTE Programs Only)
Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) **Does your program continue to meet a documented labor market demand?**
_____YES _____No

2) **Does this program represent a training need that is not duplicated in the college's service area?**
_____YES _____No

Please explain

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B. Advisory Boards: Has your program complied with advisory board recommendations?
_____YES _____No

If not, please explain.

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C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**?

_____YES _____No

If not, what program improvements may be made to increase this metric?

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C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**?

_____YES _____No

If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**?

_____YES _____No

 If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

_____YES _____No

If not, what program improvements may be made to increase this metric?