PROGRAM REVIEW Fall 2017

Program: American Sign Language

Division: Arts and Humanities

Date: November 7

Writer(s): LisaMarie Russo and Melinda Cole

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

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.*

Time Frame: *This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. This document also provides the opportunity to describe more long-term plans (optional).*

Sections: *The first section of this Program Review focuses on general program reflection and planning. The second section is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.*

Topics: *A list of topics of particular interest to Program Review readers can be found here:* https://goo.gl/23jrxt

Help: *Contact Karin Spirn: kspirn@laspositascollege.edu*

Instructions:

1) *Please respond to each question as completely as possible.*
2) *If the requested information does not apply to your program, write "Not Applicable."*
3) *Optional: Meet with your dean to review this document before October 13.*
4) *Send an electronic copy of this form to Karin Spirn and your Dean by October 16*

Links:

Program Review Home Page: https://goo.gl/XATgjJ

Fall 2016 Program Review Updates : https://goo.gl/YV8QOt

Frequently Asked Questions: https://goo.gl/iIhRtt

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program's data since last year's Program Review Update (Fall 2016).

Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (https://goo.gl/WuR9cQ)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

New curriculum since Spring 2016 eLumen – SLO Data

B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2016).

• **New instructor (Fall 2015)** • **New Textbooks (ASL 1)** • **Different classrooms**	Mark an X next to each area that is addressed in your response.	
	Definitions of terms: https://goo.gl/23jrxt	
	X	Community Partnerships/Outreach
	X	Curriculum*
		Enrollment Management
		External Factors
		Facilities,** Supplies and Equipment (Including Software)
		Financial/Budgetary
		Human Resources
		Learning Support
		LPC Planning Priorities https://goo.gl/LU99m1
		Pedagogy
	X	Professional Development
		Services to Students
	X	SLO/SAO Process
		Technology Use
	*Curriculum will also be addressed in Part 2 (Curriculum Review).	
	**Facilities will also be	

	addressed in Question H.

C. Reflection: What plans from the 2016 Program Review Update or any previous Program Reviews/Updates have been achieved and how?

ASL does not have its own program review. N/A **Ohlone College Outreach – Melinda Cole ASL 3 and ASL 4**	Mark an X next to each area that is addressed in your response. Definitions of terms: https://goo.gl/23jrxt	
	X	Community Partnerships/Outreach
		Curriculum*
		Enrollment Management
		External Factors
		Facilities,** Supplies and Equipment (Including Software)
		Financial/Budgetary
		Human Resources
		Learning Support
		LPC Planning Priorities https://goo.gl/LU99m1
		Pedagogy
		Professional Development
		Services to Students
	X	SLO/SAO Process
		Technology Use
	*Curriculum will also be addressed in Part 2 (Curriculum Review).	
	**Facilities will also be addressed in Question H.	

D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

Students transferred to 4 years program that have ASL/Interpreting programs. **Invited a guest speaker from the Interpreting Program at Ohlone College (Fremont)** **Students volunteered at the California School for the Deaf, Fremont.** **Students are going into the field of education, medicine,**	Mark an X next to each area that is addressed in your response. Definitions of terms: https://goo.gl/23jrxt	
	X	Community Partnerships/Outreach
		Curriculum*
		Enrollment Management
		External Factors

and volunteering that have a diverse Deaf population. **Past students visited my classes to share their experience as ASL major in 4-year colleges** **Networking (job opportunities)** **Awareness about Deaf community**		Facilities,** Supplies and Equipment (Including Software)
		Financial/Budgetary
		Human Resources
		Learning Support
		LPC Planning Priorities https://goo.gl/LU99m1
		Pedagogy
		Professional Development
		Services to Students
		SLO/SAO Process
		Technology Use
	*Curriculum will also be addressed in Part 2 (Curriculum Review).	
	**Facilities will also be addressed in Question H.	

E. Obstacles: What obstacles has your program faced in achieving plans and goals?

Classroom layout design. **ASL is a visual language and need a classroom with a space for students to be able to see everyone in the room and to move around to converse in ASL.** **Challenge-Building 100, 200** **Ideal-Building 2400.** **Bdg 100:** **Slide screen limited space for writing on the whiteboard.** **Bdg 2400: Ideal because the screen is above the whiteboard.**	Mark an X next to each area that is addressed in your response.	
	Definitions of terms: https://goo.gl/23jrxt	
		Community Partnerships/Outreach
		Curriculum*
		Enrollment Management
		External Factors
		Facilities,** Supplies and Equipment (Including Software)
		Financial/Budgetary
		Human Resources
		Learning Support
		LPC Planning Priorities https://goo.gl/LU99m1
		Pedagogy
		Professional Development
		Services to Students
		SLO/SAO Process
		Technology Use
	*Curriculum will also be addressed in Part 2 (Curriculum Review).	
	**Facilities will also be addressed in Question H.	

F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

Instructors will attend a workshop (Dec. 2 in Pleasanton): "How to integrate Technology into your ASL Instruction" to update our ASL curriculum. **Continue to invite the director of Interpreting Training Program at Ohlone College to come as our guest speaker.** **Encourage students to immerse in the language by volunteering at the California School for the Deaf.**	Mark an X next to each area that is addressed in your response.	
	Definitions of terms: https://goo.gl/23jrxt	
		Community Partnerships/Outreach
		Curriculum*
		Enrollment Management
		External Factors
		Facilities,** Supplies and Equipment (Including Software)
		Financial/Budgetary
		Human Resources
		Learning Support
		LPC Planning Priorities https://goo.gl/LU99m1
		Pedagogy
		Professional Development
		Services to Students
		SLO/SAO Process
		Technology Use
	*Curriculum will also be addressed in Part 2 (Curriculum Review).	
	**Facilities will also be addressed in Question H.	

G. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

Integrate technology into our ASL Instruction. **Build a bridge between LPC and Ohlone College's Interpreter Training.** **Create a higher number of students to immerse in the language by volunteering at the California School for the Deaf.** **Create a list of colleges/universities that accept ASL as**	Mark an X next to each area that is addressed in your response.	
	Definitions of terms: https://goo.gl/23jrxt	
		Community Partnerships/Outreach
		Curriculum*
		Enrollment Management
		External Factors

foreign language available for students. **Create a list of colleges/universities that have ASL minor/major.** **Gallaudet University** **CSUN** **Sac State University** **Fresno State University**		Facilities,** Supplies and Equipment (Including Software)
		Financial/Budgetary
		Human Resources
		Learning Support
		LPC Planning Priorities https://goo.gl/LU99m1
		Pedagogy
		Professional Development
		Services to Students
		SLO/SAO Process
		Technology Use
	*Curriculum will also be addressed in Part 2 (Curriculum Review).	
	**Facilities will also be addressed in Question H.	

H. Do you have any facilities needs that are currently unmet? If yes, please describe.

Classrooms at Building 100, Long tables create a challenge or an obstacle for visual learning. Vibrations from walking around the classroom created distraction for students.

I. Mission: Explain how your program's plans and accomplishments support the mission of Las Positas College:

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

Sent recommendation letters for students who wish to be enrolled at Ohlone College's Interpreter Training Program and colleges that have ASL programs.

Students visited the California School for the Deaf during Open House.

List of job opportunities for ASL students

LPC Learning Center has ASL tutors for our students

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? __X__yes _____no

(This data can be found here: https://goo.gl/b59nCy)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

N/A

K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area: **ASL**
Text of the CSLO, SAO, or PSLO:
Describe the quantitative or qualitative results:
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future: **Revise by updating rubrics for students with a diverse learning style.**
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement? **N/A**

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One: CSLO PSLO SAO
Course, Program Name, or Student Service Area: **ASL**
Text of CSLO/PSLO/SAO: **We will continue to examine the data for all courses. Next year we will work with the SLO committee to plan.**
If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed. **Our plans for the next year: become a discipline coordinator, understand how eLumen works, and from there develop a plan.**

Section Two: Curriculum Review
(Programs with Courses Only)

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

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

Currently researching for updated ASL textbooks

Instructors will attend a workshop (Dec. 2 in Pleasanton):
"How to integrate Technology into your ASL Instruction" to update their ASL curriculum

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

N/A

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

N/A

N/A

Section Three: CTE Updates
(CTE Programs Only)

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program not represent unnecessary duplication of other training programs in the college's service area? (Please note: your labor market data should be current within two years. Contact Vicki Shipman or the current CTE Project Manager for access to data).

N/A

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

N/A

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

(Contact Vicki Shipman or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

N/A

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

N/A

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

N/A

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?** If not, what program improvements may be made to increase this metric?

N/A