Academic Program Review



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| **ACADEMIC YEAR** | 2013-2014 | Basic Skills  Transfer  Career Technical Education (CTE) |
| **PROGRAM** | American Sign Language | |
| **DESCRIPTION/PURPOSE** | Acquisition and fluency in American Sign Language, and knowledge of the American Deaf culture. | |
| **DIVISION** | Arts, Letters, and Learning Services | |
| **DEPARTMENT** | World Languages and Communication | |
| **SUBMITTED BY:** | Liisa Mendoza and Jose Ruiz | |

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| **INSTITUTIONAL GOAL 1** | **INSTITUTIONAL GOAL 2** | **INSTITUTIONAL GOAL 3** | **INSTITUTIONAL GOAL 4** |
| **INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.  **1.1** Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.  **1.2** Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.  **1.3** Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.  **1.4** Develop systems that are inclusive, cyclical, and understood by all stakeholders. | **STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.  **2.1** Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.  **2.2** Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.  **2.3** Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.  **2.4** Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, and annual Program Review.  **2.5** Ensure that the Library meets as closely as possible that “Standards of Practice for California Community College Library Faculty and Programs” of the Academic Senate for California Community Colleges.  **2.6** Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement. | **RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.  **3.1** Develop and implement a resource allocation plan that leads to fiscal stability.  **3.2** Implement a robust technological infrastructure and the enterprise software to support the college process.  **3.3** Build new facilities and modernize existing ones as prioritized in the facility master plan.  **3.4** Design and commit to a long-term professional development plan.  3.5 Raise the health awareness of faculty, staff, and students. | **LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.  **4.1** Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.  **4.2** Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.  **4.3** Ensure that the Board of Trustees is informed and involved in the accreditation process.  **4.4** Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.  **4.5** Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process. |

**I. INSTITUTIONAL GOALS**

**II. PROGRAM GOALS**

1. **PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)**

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

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| **1** | **PAST PROGRAM GOAL #1** | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):**  American Sign Language is not a program, so no goals were written. | |  |

1. **PRESENT – DATA ANALYSIS AND PROGRAM HEALTH – ACCREDITATION**
2. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education. Narrative only. ***Submit electronic excel file with graphs or trend data***.
3. **Enrollment and Fill Rates**

The AMSL courses continue to deliver high fill rates for both day and extended day classes. The extended day sections are consistently at a slightly lower fill rate than the day sections. Extended day sections did decrease in both section and number in Fall 2013 and decreased in fill rate in Spring 2014.

Day enrollment increased significantly in Fall 2013 due to three additional sections being offered and due to the increase in class cap to 28 from 25. Even with the additional sections, the fill rate was 111%. The courses are obviously in high demand. AMSL is not currently offered online or in a hybrid setting. Enrollment and fill rates are consistently high with the lowest average fill rate at 84% in the extended day courses.

1. **Productivity**

What are the trends in productivity? [[1]](#footnote-1)

AMSL has a 400.31 productivity rate which is lower than the 525 desired by the Chancellors office. Productivity does not seem to trend higher in the fall or in the spring on a consistent basis. AMSL seems to average a 400 FTEF productivity consistently.

1. **Success and Retention**

Discuss the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.

The retention rates are very high. The day courses average a 90% retention rate, while the extended day courses average an 87% retention rate. While the extended day courses have a slightly lower retention rate than the day courses, they remain high. In general, students who enroll in American Sign Language classes seem to stay in the courses.

Success rates are also high, although they are higher for day courses than for extended day courses. The day courses average an 83.69% success rate while the extended day courses average a 78.77% success rate. Success rates for extended day courses dropped to an historic low of 68% in Fall 2013 and rose to 72% in Spring 2014. These success rates are low compared to traditional extended day AMSL course success rates. Perhaps the extended day faculty should be consulted for ideas to increase success rates.

1. **Success and Retention by Ethnicity**

Discuss the success and retention rates by demographic diversity of students.

Retention and success rates seem very high, regardless of ethnicity. All ethnic groups experienced a success rate of 80% or better when averaging the last six semesters. Retention rates were also high, averaging 85% or better across all ethnic groups listed.

1. **Degrees and Certificates**

Discuss the trends in the number of degrees and/or certificates awarded.

This is not applicable, as AMSL does not currently have a degree or certificate.

1. **Program Changes**

What program changes, if any, do you expect to have a positive effect on students?

At this time, the creation of an AMSL associate degree should be investigated and initiated if determined to be a viable program. The creation of a terminal degree may very well help with retention of students from semester to semester, not just within a semester. It could also help with the fill rates of upper level classes. The feasibility of an Interpreter Training Program should also be considered. It is understood that the warning status of IVC will preclude establishing a degree during this semester; however, options should be considered for the future. Additional courses could be written and approved in order to be ready when IVC is taken off of its warning status.

1. Summarize revisions, additions, deletions, and alternate delivery methods to courses and/or program based on the last program review.

No courses have been deleted during this cycle. The possibility of an online or hybrid AMSL course should be investigated. Some preliminary data in the field indicates that online-only ASL courses do not experience the same skill success as face to face classes do. Further investigation is warranted along with the possible creation of a hybrid course.

Additionally, the development of further courses may be warranted. If an AA degree is initiated, the creation of an ASL Linguistics course as well as an ASL Literature course would be advisable. The feasibility of establishing an Interpreter Training Program should also be investigated.

1. Evaluate the program’s viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes.

AMSL does not offer a degree or certificate, so it is difficult to gauge program completion. There has been a steady increase in the number of students taking ASL through all levels. There are now enough students to offer 2 sections of ASL 3 (AMSL 200) consistently in the fall.

Regarding quality of outcomes, several students from IVC have been accepted to California State University of Northridge (CSUN) and Sacramento State University to continue their ASL/Deaf studies. Some have continued on to major in ASL or Deaf Studies, while others have pursued interpreting.

Program completion could be considered completion of Interpreting I and II. Of the first class of eight who went through Interpreting I and Interpreting II during this cycle, two are currently working locally as interpreters. A third student is attending SDSU to become a teacher for the Deaf. One of the AMSL 5 students (Fall 2014) is also working as a basic interpreter for the deaf locally.

Interpreting I is scheduled to be offered in Spring 2015. The data from that cohort will be exciting to follow.

**C. FUTURE – LIST OF “SMART” (SPECIFIC** **MEASURABLE ATTAINABLE RELEVANT** **TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.**

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| **FUTURE PROGRAM GOALS**  (Describe future program goals. List in order of budget priority.)  You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary institutional goal) |
| **1** | **2015-2016 PROGRAM GOAL #1**  Budget Priority #1 | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** Track program completion. | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** Develop a mechanism for tracking student completion of AMSL training. | | | |
| **RESOURCE PLAN**  (Check all that apply.) | | | |
| Facilities  Marketing  Technology  Professional Development  Staffing | | | |
| **Task(s)** | | | |
| 1. Investigate the feasibility of offering an associate degree or certificate in AMSL. | | | |
| **Timeline:**  2015-16 | | | |
| **Expense Type** | | **Funding Type** | **Budget Request** |
| One-Time  Recurring | | General District  Categorical (Specify) | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **How will this objective be measured?**  A recommendation for a new associate degree or certificate will be submitted. | | | | |
| **How will the completion of tasks identified improve student/program success?**  The recognition of degree or certificate completion will improve student interest and program success. | | | | |
| **Who are the responsible party(ies) and assigned user(s)?**  Liisa Mendoza and José Ruiz. | | | | |

1. (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525. [↑](#footnote-ref-1)