

## #2

COMPLETE

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### Page 1: I. Program Overview and Update

#### Q1

1. Department(s) Reviewed:

American Sign Language

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#### Q2

2. Lead Author:

Nancy Jennings

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#### Q3

3. Collaborator(s) - List any person that participated in the preparation of this report:

Jennifer Smith, Brad Cohen and Marla Marks

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#### Q4

4. Dean/Manager:

Lauren Halsted

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#### Q5

5. Initial Collaboration Date with Dean:

Date your program met with your dean to discuss your vision, goals, and resource needs/requests:  
MM/DD/YYYY **09/27/2022**

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### Page 2: II. Program Reflection and Description

**Q6**

6. Provide your program's mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?

Currently, the ASL Department does not have a mission statement. So the department instructors put our heads together and came up with one.

The American Sign Language Department provides full access for all students to learn and communicate. Faculty will help all students develop a special focus on the sociological, historical and linguistic aspects of Deaf and hard of hearing people. We are united in this mission as a diverse learning and teaching community comprised of both Deaf and hearing faculty and student volunteers.

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**Q7**

**Yes**

7. Is the program description in the current college catalog up to date and accurate?

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**Q8**

8. Describe how your program advances the College's new vision of equity, excellence, and social justice through education? How does the program reflect the College's mission and values?

The ASL Department advances the college's mission by promoting equity. Part of the Department's goal is to help educate students about Deaf culture, including educating students about biases and stereotypes that affect members of the Deaf community. Students are taught to see the Deaf community as a cultural and linguistic minority, rather than people with disabilities.

The ASL Department promotes excellence by hiring qualified and experienced faculty who provide a high quality education for our ASL students. The course outlines and programs in the course catalogue reflect high standards. Our courses meet the requirements established by Cuyamaca College, and the CSU and UC systems, as well as many other colleges and Universities throughout the country.

The ASL Department promotes the following college values

- Student-centered

The ASL Department is student centered. We believe the schedule should reflect classes at times and on days that work best for our students. We take student feedback and use it to inform our class offerings, teaching methods and curriculum.

- Equity

Faculty in the ASL department are committed to equity. We are committed to seeing that all students in the program have every opportunity to succeed. Faculty in the ASL department have been encouraged to complete the EMTLI (Equity Minded Teaching and Learning Institute).

- Student Success

Faculty in the ASL Department focus on providing the tools that students need to be successful. We provide information in our syllabi for programs on campus that support students, such as Cuyamaca Cares, DSPS, and tutoring.

- Innovation

Faculty use innovative strategies to reach students. We use the latest technology that is available in order to help engage students. Since we were unable to offer in-person classes during the pandemic, instructors had the opportunity to develop more effective ways to deliver instruction online. ASL is a language that relies heavily on facial expressions. Since students on campus are required to wear face coverings, the ASL program has been delivered entirely online since March 2020. We hope to begin offering in-person classes again in the Fall 2023 semester.

- Excellence

Faculty in the ASL Department have high standards for students. We expect great things from them. As such, we make sure they have the support from us that they need to achieve the high standards we set.

- Social Justice

The ASL Department promotes Social Justice through education by using examples in our classes that challenges prejudices and stereotypes, like examples from current news stories that illustrate the struggles faced by transgender youth or the Black Lives Matter movement. We make equity an extremely important part of our department discussions, both formally and informally. We discuss ways to make our courses and expectations accessible to all students. We talk about textbook or required materials costs and how that can be a barrier for many students in our courses. We talk about the language models or people we choose to use as significant models with our students. We do our best to make sure we represent all people, whether they are Black, Latino/a/x, BIPOC or LGBTQIA in positive and strong ways. Our courses focus on the language of a minority group and that in itself fosters a type of social justice because it brings awareness to a group that students might not already know about. One instructor notes: In my own classes, I also make sure that students are aware that my classrooms, whether in-person or online, are Safe Spaces for everyone. I will use student's preferred names and pronouns. I also include my own pronouns in my introductions so that students might be more comfortable with sharing theirs. I also add vocabulary signs as needed such as teaching "partner" when I teach "husband" and "wife." I also make sure that diversity is seen in my PowerPoint presentations. For example, when we are learning about familial relations, I show several types of families. I try to go to as many workshops as I can regarding diversity and inclusion-- I always have something to learn and something that I'm sure I can do better to make sure everyone feels seen in my classes.

- Community

The Faculty in the ASL Department support this college value by participating in a dual enrollment program with a local high school in our community. Our department has partnered with Steele Canyon High School to give students the opportunity to take American Sign Language courses to jump start their college education and make connections with the Cuyamaca College ASL Department. The program has been popular and valuable both for the students and for the ASL Department.

Page 3: III. Course Curriculum, Assessment and Student Success

**Q9**

**Yes**

9. Access the Five Year Curriculum Review Cycle (requires GCCCD login). Have all of your active course outlines been reviewed within the last five years?

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**Q10**

10. Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes (e.g., labor market data, advisory committee recommendations, transfer institution changes, industry trends, statewide transfer model curriculum).

ASL 121 and ASL 140 course outlines will be reviewed and updated this year. Everything else is up to date. Our most pressing concern for ASL is enrollment trends and the number of sections dropping. As a department, we are very concerned about the enrollments and are working on finding ways to draw more students to our classes. We are also considering adding an Interpreter certificate program. We are in the research stage at the moment, looking at other Community College interpreter programs in the state, to see what it would take to offer one at Cuyamaca. If we decide to add an interpreter certificate program, we hope this change will bring in more students. New courses will be proposed for the program in the 2022-23 fiscal year. The new program will hopefully be implemented soon after that.

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**Q11**

11. How is your program meeting the needs of students, and/or articulation with four-year institutions?

The ASL Department is meeting the needs of our current students by offering sections of ASL courses that help students to complete their General Education. Many ASL courses meet GE requirements for local 4 year institutions. For example:

IGETC

Area 3 Humanities: ASL 121, ASL 140, ASL 220, ASL 221

CSU

Area C Humanities: ASL 120, ASL 121, ASL 140, ASL 220, ASL 221

ASL Department Instructors act as a resource for our students; the instructors offer support and guidance to students by answering questions and giving advice for students who plan to transfer to 4 year institutions.

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**Q12**

12. Please upload the most recent version of your program's course SLO assessment plan. Click here for Assessment Plan Template.

**ASL%20SLO%20Assessment%20Plan.docx (17.6KB)**

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**Q13**

13. Please provide a high-level summary and your program's interpretation of your SLO findings over the past year.

AS the department had no faculty chair this past year, the department did not complete any SLO assessments this year. A temporary department chair has stepped in (an out of department faculty) and hopes to get the department back on track with SLO assessments for the coming year.

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**Q14**

14. Discuss what changes, if any, were made as a result of your SLO findings. Include any student learning-related successes and/or challenges SLO results have revealed for your department.

There were no significant changes made this past year, as no SLO assessments were completed.

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Page 4: IV. Degree and Certificate Programs

**Q15**

**Yes**

15. Does your program offer any degree/certificate programs?

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Page 5: IV. Degree and Certificate Programs

**Q16**

**Respondent skipped this question**

16. For each degree and certificate, indicate how many awards were conferred in the past 5-years. Please comment on any trends and provide context to explain any increases or decreases.

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**Q17**

17. Please indicate when each degree and certificate was last reviewed and updated (semester), if this information is available (e.g., via internal program records or Curriculum Committee minutes). If you are unable to locate this information, please state that.

#16 The ASL Department awards 1 degree: AA in Arts in American Sign Language. Over the past 5 years, the number of degrees awarded has increased, up until this past academic year.

Years	2017-18	2018-19	2019-20	2020-21	2021-22
Degrees Awarded:	1	3	4	8	3

As with many of the AA programs at Cuyamaca, our numbers of degrees awarded are comparatively low. We hope, now that we are moving beyond the COVID-19 pandemic, that our numbers will begin to increase. We are hoping to see the numbers increase, also, when we add an Interpreter Certificate in the next two years.

#17 According the Curriculum Committee minutes, the following courses were updated for emergency remote teaching on September 15, 2020:

- ASL 125, 126, 130, 220, 221: Emergency Remote Teaching.

At a curriculum committee meeting on April 19, 2022, the SLOs were updated for Asl 120. No current Curriculum meeting agendas show that the ASL AA Degree was modified. It must have last been modified prior to May 19, 2020. A new course was developed and was ready to offer in the Spring of 2022: ASL 140 - Deaf Culture. We hope to begin offering ASL 140 in the next year or so, depending on enrollments.

**Q18**

18. Can students complete the degree/certificate requirements within a two-year period? \*\*Requirement of Title 5, California Code of Regulations and Accreditation Standard II.A.

No, please explain::

Ideally, students can complete a degree in time. In recent semesters, course offerings have been reduced due to low numbers. Our best guess is that those low numbers have to do with the COVID-19 pandemic. We try to offer the courses in the degree on a regular rotation so that students are able to complete a degree in two years. Over the past few semesters, we have had to cut some of the important courses students need to complete an ASL degree, due to low enrollments. At this point, if students need a particular class that we are not offering, they can enroll in it at our sister college, Grossmont College. We hope in the future that students can complete an ASL degree by taking courses only at Cuyamaca.

**Q19**

19. Have you updated your program learning outcomes (PLOs) since 2020?

No, please explain the plan to revise PLO, including which PLOs will be changed and when the changes will occur::  
We are in the process of updating our PLOs to match the PLOs agreed on by the other programs in our ACP. We hope to have that process complete this fall 2022 semester.

**Q20**

20. Does your program share some PLOs across its Academic and Career Pathway (ACP)?

No

**Q21**

21. How are you currently assessing your PLOs? If you are not currently assessing PLOs, what is your plan to assess PLOs in the future?

As we indicated above, we hope to update our PLOs in order to adopt some of the shared ACP PLOs. We are not yet assessing our PLOs. But hope to asses them, beginning in the Spring 2023 semester.

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**Q22**

22. How are your PLO assessments informing improvements/changes to your program?

We are not yet assessing our PLOs. But hope to beginning in the Spring 2023 semester.

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Page 6: IV. Degree and Certificate Programs continued

**Q23**

23. Looking at the past 4-5 years of enrollment in your program, what trends do you notice? Has enrollment increased or decreased, and what factors may be contributing to this?

Enrollments over the past 5 years have definitely decreased. That is partly due to the COVID-19 pandemic. These enrollment decreases are common throughout the state and nation. However, the enrollment decreases in ASL date back to before the pandemic. So clearly there is more at work here than just the pandemic. We need to keep this in mind as we try to build back the numbers of students in our program.

For an example of decreasing enrollments, the number of sections offered in the ASL department have decreased over the past 5 years. The department offered 12 sections of ASL in the Spring 2018 semester. The number of sections fell to a low of 6 in the Fall 2021 semester. And we are at an all time low of 5 sections this Fall 2022 semester. Total enrollment fell from 203 in the Fall 2017 semester to 158 in the Fall 2021 semester. It fell from 223 in the Spring 2018 semester to 181 in the Spring 2022 semester. We are hopeful that we can see the numbers begin to build back in the coming semesters.

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**Q24**

24. What is your department's overall course success rate? How has it changed over the past 4-5 years? Please note any trends and context for the data.

The overall success rate for ASL averaged 70% over the fall semesters and 71% for the spring semesters. For the fall semesters, we saw a high of 82% in the fall of 2017. There was a drastic drop to a low of 57% in fall 2020 during the first full semester of remote instruction during the pandemic. It improved to 59% in fall 2021, but still was heavily affected by the transition. Spring 2022 saw a success rate of 78%, so there is a trend in the right direction. Perhaps we are recovering from the difficulty during the changes that were forced by the pandemic. It will be interesting to see what happens from here.

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## Q25

25. Please review the college-wide and program data sets, which have identified equity gaps based on the following criteria: 3% n=10 students/enrollments. Which groups are experiencing equity gaps in your program for success rate and/or retention rate? Please discuss all equity gaps identified in the data.

The data show equity gaps for the following groups: African American students, Hispanic/Latino students, Middle Eastern students, Pacific Islanders and students who identify themselves as multiple races. These gaps are of significant concern to this program. These equity gaps affect students college-wide. The gaps for the Middle Eastern students are smaller than for other groups. The category was added in 2018, and there were only a few students in the data who identified themselves as "Middle Eastern." For example, in the spring data, a total of 23 students were identified as Middle Eastern for the 5 semesters that were included in the data.

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## Q26

26. What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

It is difficult to say for sure what is causing these equity gaps. Certainly it is not the students' ethnicity that is responsible. The gaps are most likely caused by something we are doing—the instructors, the institution, our community. Each of the instructors in the ASL department are committed to learning as much as we can about how to eliminate these gaps. We have enrolled in the EMTLI at Cuyamaca in order to take the first steps. As we implement what we have learned, it will take time to see results. We will continue to monitor these gaps, in department wide data and also at the individual instructor level, as well. We will be open to comments for improvement and try to give every student the tools to succeed in our classes.

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## Q27

27. What action will the department or discipline take to address these equity gaps over the next four years? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.

We will continue to implement the measures listed above. And we are open to suggestions from other departments who have successfully eliminated these gaps. We make equity an extremely important part of our department discussions, both formally and informally. We discuss ways to make our courses and expectations accessible to all students. We talk about textbook or required materials costs and how that can be a barrier for many students in our courses. We talk about the language models or people we choose to use as significant models with our students. We do our best to make sure we represent all people, whether they are Black, Latino/a/x, BIPOC or LGBTQIA in positive and strong ways.

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## Q28

28. Discuss your program's plans for diversifying department faculty in alignment with the GCCCD Board Resolution 20-015. For assistance with this, please contact Cuyamaca's EEO site lead, Karen Marrujo at karen.marrujo@gcccd.edu.

We are excited about the prospect of diversifying our faculty. Since our enrollments are dropping and have gotten alarmingly low, we are not in a position at the moment to hire any new faculty. When we are in a position to hire, we will connect with Karen Marrujo to learn best practices for hiring diverse faculty. In order to help the program grow, we desperately need to hire a new full time instructor to lead the department. That will be our top priority over the next four years.

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**Q29**

29. What other qualitative or quantitative data, if any, is the program using to inform its planning for this comprehensive program review? Please reference additional internal or external data, such as retention and enrollment, student survey results, focus groups, student throughput, or other data, if there are any notable trends.

We do not use any other data to inform our program review report.

**Q30**

30. What did your program learn from the transition to remote teaching over the past few years? How can this be used to improve the student experience in the future?

Necessity is the mother of invention. Since we were unable to offer in-person classes during the pandemic, instructors had the opportunity to develop more effective ways to deliver instruction online. ASL is a language that relies heavily on facial expressions. Since students on campus are required to wear face coverings, the ASL program has been delivered almost entirely online since March 2020. Other than the ASL dual enrollment classes taught at Steele Canyon High School, all ASL classes are 100% online. We made the transition very quickly. The online classes were not as successful as the in-person classes early in the pandemic. We saw a decrease in success rates right after the transition. But we have seen our success rates climb back up in the last couple of semesters. Since the mandate for students and staff to wear face coverings is expiring at the end of this Fall 2022 semester, we hope to transition back to offering in-person classes again in the Fall 2023 semester. One instructor noted: I can't respond for the department as a whole, but for myself I've learned grace. Grades are important but ultimately learning is the goal. I used to be focused on due dates but now I have more flexibility in those dates. My perspective is a bit different because I work with the dual enrollment courses and although I use the same book and teach towards the same SLOs, I have to recognize that my students are high school students. Although we met in person via Zoom during the pandemic, when we went back last year, my students were essentially 1.5 years behind socially in many ways. It's almost as though they forgot how to act in the classroom. I had to adjust things to meet them where they were so that I can be more effective in teaching them.

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Page 7: IV. Degree and Certificate Programs continued

**Q31****Yes**

31. Does your program offer courses via distance education, excluding emergency remote teaching 2020-21 (classes that would have been taught in person, if not for the pandemic)?

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Page 8: IV. Degree and Certificates Programs continued

**Q32**

32. If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities? If there are no differences, what did the program do to achieve that?

ASL is a language that relies heavily on facial expressions. Since students on campus are required to wear face coverings, the ASL program has been delivered almost entirely online since March 2020. Other than the ASL dual enrollment classes taught at Steele Canyon High School, all ASL classes are 100% online. We made the transition very quickly. The online classes were not as successful as the in-person classes early in the pandemic. We saw a decrease in success rates right after the transition. But we have seen our success rates climb back up in the last couple of semesters. Since the mandate for students and staff to wear face coverings is expiring at the end of this Fall 2022 semester, we hope to transition back to offering in-person classes again in the Fall 2023 semester.

**Q33**

33. What mechanisms are in place to ensure regular effective contact (Guided to Best Practices in Online Teaching) within online courses across the discipline or department?

All of our instructors are certified to teach online, which is clearly the bare minimum expected from each instructor. We talk about assessment practices and ways we can create variegated and diverse expressive and receptive assessments. We encourage the use of evaluations, surveys and collecting student feedback on a consistent basis to help our instructors understand how well their students are receiving and responding to our instructors' plans and lessons. We are largely open to and try to give each other feedback on our course design and share ideas with each other.

**Q34**

34. What innovative tools and strategies are you using in your online courses to engage students and support student success?

We have meetings in which we share ideas and innovative technology resources ideal for ASL/Visual content delivery. We have discussions about how we share our lessons or any kind of content online and how we can improve this delivery, whether that's through improving the vibrancy, creativity or clarity of any aspect of any type of information we may want to embed in our lessons. One department instructor noted: During my Summer course and ASL 125/126 courses which are online, I set up weekly review sessions via Zoom. They are optional and I take a poll the first week to find a day/time that will work best for most students. We review that week's lesson "in person" and any other questions students have.

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Page 9: IV. Degree and Certificate Programs continued

**Q35****No**

35. Is your program a career education program (e.g., does it prepare student to directly enter the workforce)?

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Page 10: IV. Degree and Certificate Programs continued

**Q36****Respondent skipped this question**

36. Please share your observations about the employment rate for your program over the past several years.

**Q37**

Respondent skipped this question

37. What is the institution-set standard for your program's employment rate? The institution set standard is what you would consider the lowest acceptable employment rate for your program (or "floor").

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**Q38**

Respondent skipped this question

38. What would you like your program's employment rate to be, ideally (stretch goal)?

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Page 11: IV. Degree and Certificate Programs continued

**Q39**

39. What is your program doing to prepare students for successful transition (e.g., transfer and career readiness)? Please include information on how your program is helping students explore careers in your program area.

ASL Department Instructors act as a resource for our students; the instructors offer support and guidance to students by answering questions and giving advice for students who plan to transfer to 4 year institutions.

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**Q40**

40. What do the latest labor market data reveal about the careers (including those for transfer students) for which your program prepares students? Consider what career information you would share with students on a career or transfer pathway in your area. Labor market data may be sourced from the California Employment Development Department. You may also contact the Institutional Effectiveness, Success, and Equity Office to access additional labor market information related to your program.

There was no labor market data relevant to positions for students with an ASL degree.

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**Q41**

Respondent skipped this question

OPTIONAL - If your program has labor market data to include in your program review, please use the upload button to attach the file.

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Page 12: IV. Degree and Certificate Programs continued

**Q42**

41. Please describe your program's strengths.

The ASL Department and our instructional team is composed of mostly native signers that truly want to help their students learn ASL in the best possible way. Each instructor brings a unique skill set and signing style to the department. Our instructors are open to trying new teaching/instructional approaches and are great team players in terms of being willing to go to lengths to help out with out of the classroom activities such as ASL Club meetings and activities. Our instructors have worked to acquire new skills, whether that comes from taking college classes, attending trainings, or applying what they know about technology to create a great classroom experience.

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**Q43**

42. Please describe your program's challenges.

The biggest challenge the ASL Department faces is decreasing enrollments. Enrollments over the past 5 years have definitely decreased. That is partly due to the COVID-19 pandemic. These enrollment decreases are common throughout the state and nation. However, the enrollment decreases in ASL date back to before the pandemic. So clearly there is more at work here than just the pandemic. We need to keep this in mind as we try to build back the numbers of students in our program.

For an example of decreasing enrollments, the number of sections offered in the ASL department have decreased over the past 5 years. The department offered 12 sections of ASL in the Spring 2018 semester. The number of sections fell to a low of 6 in the Fall 2021 semester. And we are at an all time low of 5 sections this Fall 2022 semester. Total enrollment fell from 203 in the Fall 2017 semester to 158 in the Fall 2021 semester. It fell from 223 in the Spring 2018 semester to 181 in the Spring 2022 semester. We are hopeful that we can see the numbers begin to build back in the coming semesters.

**Q44**

43. Please describe external influences that affect your program (both positively and negatively).

The Pandemic was a challenge over the past 3 years. Enrollment trends are also a significant problem that continues, partly as a result of the pandemic. Declining enrollment means more cancelled ASL classes, more unhappy students, or more students unable to sign up for a different class just because it does not fit into their daily schedule, and it's a very real and definite concern at this time.

**Q45**

44. Given these factors, what opportunities exist for the service area to advance the College's goals in the next 4 years?

We hope to work to increase enrollments. We are researching the possibility of adding an interpreter certificate to our offerings. We also hope to hire a new full time instructor to attract students and act as recruiter and mentor for our ASL majors. Until we have the enrollments to justify a new full time instructor, we believe it would be helpful to the program to hire a part time instructor to act as Department Chair in the meantime.

Page 13: V. Previous Goals

**Q46**

Previous Goal 1:

We need to acquire funding to hire a lab assistant to meet with students and create online teaching tools.

**Q47**

**Completed**

Goal Status

Page 14: V. Previous Goals continued

**Q48**

Please describe the results or explain the reason for the deletion/completion of the goal:

The Department hired a tutor, which, although not the original proposed goal, has fulfilled the needs of that goal.

**Q49**

**Yes**

Would you like to submit another previous goal?

Page 15: V. Previous Goals continued

**Q50**

**Respondent skipped this question**

Which College Strategic Goal does this department goal most directly support? (Check only one)

**Q51**

**Respondent skipped this question**

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

**Q52**

**Respondent skipped this question**

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

**Q53**

**Respondent skipped this question**

Would you like to submit another previous goal?

Page 16: V. Previous Goals continued

**Q54**

1. Previous Goal 2:

expand our ASL 120, 121, 220 and 221 courses from four to five units to allow for a lab based component in each course.

**Q55**

**Deleted**

3. Goal Status

Page 17: V. Previous Goals continued

**Q56**

Please describe the results or explain the reason for the deletion/completion of the goal:

While the goal is still a possibility in the future, right now the department needs to focus on our dwindling enrollments. This is not the time to significantly change the format of our courses or add a new component. We will revisit this possibility in the future, when enrollments stabilize.

**Q57**

Yes

Would you like to submit another previous goal?

Page 18: V. Previous Goals continued

**Q58**

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

**Q59**

Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

**Q60**

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

**Q61**

Respondent skipped this question

Would you like to submit another previous goal?

Page 19: V. Previous Goals continued

**Q62**

1. Previous Goal 3:

We would like to add an ASL Literature course to our slate of offerings and make the course part of our certificate and degree requirements.

**Q63**

Deleted

3. Goal Status

## Page 20: V. Previous Goals continued

**Q64**

Please describe the results or explain the reason for the deletion/completion of the goal:

While the goal is still a possibility in the future, right now the department needs to focus on our dwindling enrollments. This is not the time to add a new course, especially not one that does not meet a general education requirement. We will revisit this possibility in the future, when enrollments stabilize.

**Q65****No**

Would you like to submit another previous goal?

## Page 21: V. Previous Goals continued

**Q66****Respondent skipped this question**

Which College Strategic Goal does this department goal most directly support? (Check only one)

**Q67****Respondent skipped this question**

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

**Q68****Respondent skipped this question**

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

**Q69****Respondent skipped this question**

Would you like to submit another previous goal?

## Page 22: V. Previous Goals continued

**Q70****Respondent skipped this question**

1. Previous Goal 4:

**Q71****Respondent skipped this question**

Goal Status



Page 23: V. Previous Goals continued

**Q72**

**Respondent skipped this question**

Please describe the results or explain the reason for the deletion/completion of the goal:

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Page 24: V. Previous Goals continued

**Q73**

**Respondent skipped this question**

Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q74**

**Respondent skipped this question**

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

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**Q75**

**Respondent skipped this question**

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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Page 25: VI. New 4-Year Goals

**Q76**

New Goal 1:

Increase enrollments in ASL classes

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**Q77**

**Increase equitable access (enrollment)**

Which College Strategic Goal does this department goal most directly address? (Check only one)

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**Q78**

Please describe how this goal advances the college strategic goal(s) identified above:

Enrollments in ASL courses at Cuyamaca have dropped significantly in the past 4 years. In order to continue to offer courses in this department, we need to do all we can to increase enrollments. If we don't improve our enrollments, the program will not survive until the next Comprehensive Program Review report in four years. This has to be our main focus over the next four years.

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**Q79**

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Enrollments over the past 5 years have definitely decreased. That is partly due to the COVID-19 pandemic. These enrollment decreases are common throughout the state and nation. However, the enrollment decreases in ASL date back to before the pandemic. So clearly there is more at work here than just the pandemic. We need to keep this in mind as we try to build back the numbers of students in our program.

For an example of decreasing enrollments, the number of sections offered in the ASL department have decreased over the past 5 years. The department offered 12 sections of ASL in the Spring 2018 semester. The number of sections fell to a low of 6 in the Fall 2021 semester. And we are at an all time low of 5 sections this Fall 2022 semester. Total enrollment fell from 203 in the Fall 2017 semester to 158 in the Fall 2021 semester. It fell from 223 in the Spring 2018 semester to 181 in the Spring 2022 semester. We are hopeful that we can see the numbers begin to build back in the coming semesters.

**Q80**

Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

We will analyze which sections are filling and offer more like them. We will survey our students to see which delivery method they prefer. As we begin to offer in-person classes in the Fall 2023 semester, we will ask students which days/ times work best for them. Our long term goal is to hire a new full time instructor to lead the program. This is a change that has the potential to turn the enrollment numbers around. Unfortunately, the low enrollment numbers prevent us from making an argument that a new full time instructor is needed. In the meantime, the department should, at the very least, elevate an adjunct instructor to department chair position in order to guide the department through these difficult times. There is precedent for giving the position of department chair to an adjunct instructor, as this has been done for other departments in a similar situation.

**Q81**

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Other, please specify::

Enrollments don't justify applying for a new full time instructor at this time. We hope, instead, to have one of the adjunct instructors appointed to serve as department chair until we can justify hiring a new full time instructor to lead the department.

**Q82**

How will this goal be evaluated?

We will keep a close eye on enrollments over the next four years. We hope to be able to report an increase in enrollment in our next Comprehensive Program Review Report. Seeing a sustained increase in our numbers will tell us the steps we took were helpful.

**Q83**

No

Would you like to propose another new, 4-year goal?

**Q84**

Respondent skipped this question

Goal 2:

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**Q85**

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q86**

Respondent skipped this question

Please describe how this goal advances the college strategic goal(s) identified above:

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**Q87**

Respondent skipped this question

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

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**Q88**

Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

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**Q89**

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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**Q90**

Respondent skipped this question

How will this goal be evaluated?

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**Q91**

Respondent skipped this question

Would you like to propose another new, 4-year goal?

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Page 27: VI. 4-Year Goals continued

**Q92**

Respondent skipped this question

Goal 3:

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**Q93**

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q94**

Respondent skipped this question

Please describe how this goal advances the college strategic goal(s) identified above:

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**Q95**

Respondent skipped this question

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

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**Q96**

Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

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**Q97**

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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**Q98**

Respondent skipped this question

How will this goal be evaluated?

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**Q99**

Respondent skipped this question

Would you like to propose another new, 4-year goal?

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Page 28: VI. 4-Year Goals continued

**Q100**

Respondent skipped this question

Goal 4:

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**Q101**

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q102**

**Respondent skipped this question**

Please describe how this goal advances the college strategic goal(s) identified above:

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**Q103**

**Respondent skipped this question**

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

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**Q104**

**Respondent skipped this question**

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

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**Q105**

**Respondent skipped this question**

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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**Q106**

**Respondent skipped this question**

How will this goal be evaluated?

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Page 30: Final Check

**Q107**

**I am ready to submit my program review**

Are you ready to submit your program review? If you would like to go back and review a section, select a section and click "Next."

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