INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2018

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Arts, Humanities, Social Sciences. **Program:** American Sign Language
Current Academic Year: 2017-2018

Last Academic Year CPPR Completed: Spring 2013 **Current Date:** 3/01/2018

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. **GENERAL PROGRAM INFORMATION**

A. Program mission (optional)

The Modern Language Program prepares transfer students for a major or minor in the target language or for continuing language study at four-year institutions by giving them functional communication skills and cultural knowledge, which can also be used in the workplace or when travelling, studying, working or living in areas where the target language is used.

The general goal of the American Sign Language Discipline is:

(1) To prepare students effectively in all stated student-learning outcomes (fingerspelling, culture, communication.
(2) To successfully prepare students wishing to transfer to a UC/CSU campus or to a private college or university.

Our academic discipline is an enthusiastic participant in the philosophy of serving traditional college students and offering classes to San Luis Obispo County's community at large. We offer outstanding instruction in basic and intermediate American Sign Language throughout the day, affording anyone interested in learning ASL the opportunity to do so.

ASL instructors provide a comfortable classroom environment and excellent instruction to those students that range in ages from 12 – 78. These students also come from various socio-economic and ethno-cultural backgrounds. In addition to serving the community's students, we have a high transfer rate of students attending CSU and UC systems for study in interpreting, Deaf Studies, Speech Pathology, teachers of the Deaf or other degrees for career fields in working with Deaf citizens.

Our focus has always been to ensure students have a smooth transition from one level to the next. Our students are well prepared when out in the community and encountering Deaf

1 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2018

people as well as prepared for transfers to programs requiring some degree of ASL knowledge. This preparation consists of areas in expressive, receptive, concept building, facial expressions, body language and acknowledgement of cultural norms.

B. *Brief history of the program*

Currently, this discipline has one full-time temproray instructor: Erich Tucker, M.A.. The discipline also has several adjunct instructors in its active teaching pool: Kathryn Robasciotti, BA; Susan Chilton ,BA; and Alisa (Runstrom) McMullen, BS.

Previously, ASL had a tenured instructor, now retired: Betsy Dunn. Courses offered included ASL 201 (Beginning) and 202 (Intermediate). Classes have been offered on three locations: San Luis Obispo, Paso Robles (North County Campus) and Arroyo Grande (South County Center), and currently expanding to Nipomo High School in Summer Session 2018.

C. *Include significant changes/improvements since the last Program Review*

Since academic year 2013-2014, ASL began offering two courses (201 and 202) in a 5-unit format constitant with transfer to UC and CSU systems with remarkable success rate. These courses are taught in the face-to-face format throughout the year including summer sessions. Mr. Tucker is currently becoming trained in the DE format with possible implementation of DE courses of ASL 201 and 202 in the near future. Additionally, professor Tucker has started an ASL Club (*League of Fingers)* through ASCC at Cuesta College.

D. List current faculty, including part-time faculty

Full-time Temporary instructor:

Erich Tucker, BA Interdisciplinary Studies; MA Teaching American Sign Language

Part-time instructors:

Susan Chilton, BA Interdisciplinary Studies

Kathy Robasciotti, BA Sign Language Interpretation

Alisa (Runstrom) McMullen, BS Animal Science

E. *Describe how the Program Review was conducted and who was involved*

Erich Tucker wrote this program review.

2 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2018

II. **PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES**

A. *Identify how your program addresses or helps to achieve the District's Mission Statement.*

    a. American Sign Language courses helps achieve the District's Mission Statement by preparing students to become engaged citizens in the world today by exposing students to language and culture used by Deaf people throughout the world. Having this exposure allows them to use the skills learned in the classroom to apply to real-world situations in the workplace, career field, home and/or every day life.

    a. American Sign Language courses also helps achieve the District's Mission Statement by supporting enhancing student lives by promoting cultural, intellectual, personal and professional growth through acquisition of a second language (ASL). Students that acquire ASL tend to pursue careers in education (teachers), medical (audiology, speech-language pathology) or social services that assist deaf people.

b. *Identify how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives.*

    b. Our discpline strives to give students a pathway and exposure to succeed in career fields that may require the use of Sign Language in their everyday work. We also strive to provide students with the highest quality education in learning a second language and access to quality eduation. The ASL discipline fully supports all of Cuesta College's ideals as stated in all goals and objectives.

c. Identify how your program helps students achieve Institutional Learning Outcomes.

    American Sign Language courses help students achieve the following IPOs.

    c. Personal, Academic, and Professional Development
        i. The ASL program helps student achieve this by "recognizing, assessing, and demonstrating the skills and behaviors that promote academic and professional development" when students transfer to institutions that allows them to pursue their career desires. For example, students wishing to enroll in interpreter training programs require demonstration of ASL skills prior to admission.
        ii. The ASL program helps students "demonstrate the professional skills necessary for successful employment" by giving students the tools to effectively communicate using ASL in the workplace.

III. **PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS**

The data components are hyperlinked below.

General Enrollment (Insert Aggregated Data Chart)

3 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2018

SLOCCCD Program Review Data - Enrollment

Department:	Course:	Dual Enrollment:	Prison:
American Sign Language	All	All	All

American Sign Language Enrollments

% Change - Overall College Enrollments

% Change - American Sign Language
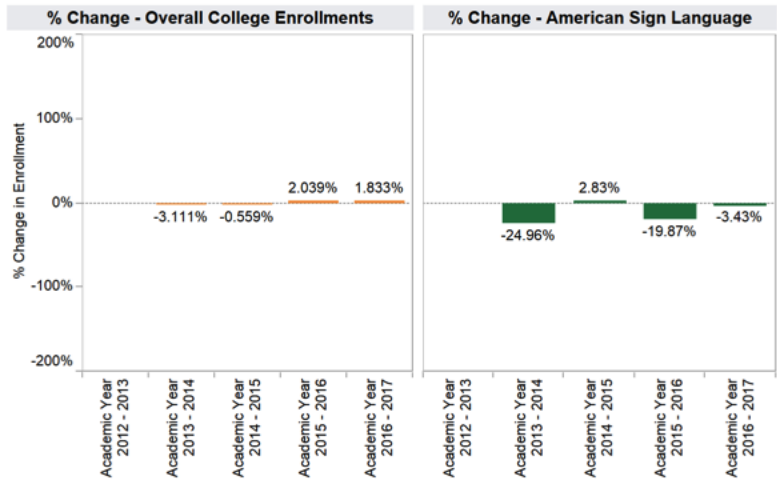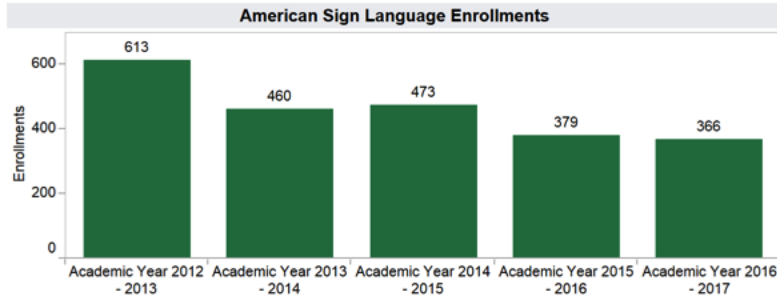
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Commentary: Several factors influenced the declining enrollments and one of them was the re-adjustment to 2 levels courses (combining levels 1 and 2, 3 and 4 respectively) to 5-units each in Fall 2013 and the lost of 3 sections from the retirement of the full-time tenured faculty member at the end of Spring 2016. Enrollment in Academic year 2012-2013 had the highest enrollment due to more levels of ASL and sections of ASL offered. Enrollments have begun to stabilize after the program adjustment to 5 unit courses.

General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2018

Overall College Fill Rate / **American Sign Language Fill Rate**
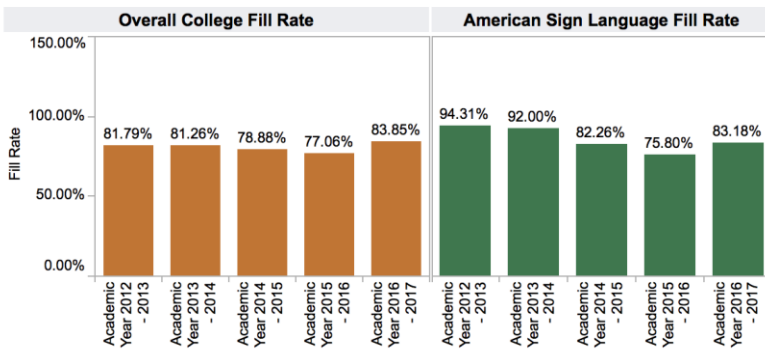
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

Commentary: The decline in ASL enrollment mirrors those of the college, but with the added factors mentioned in the previous section.

General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

Overall College FTES/FTEF / **American Sign Language FTES/FTEF**
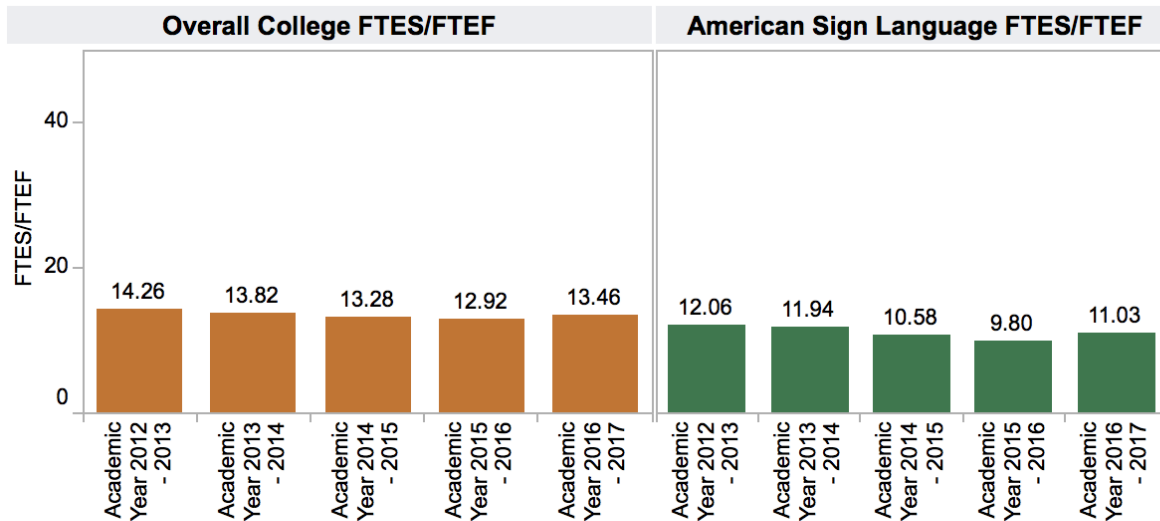
FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Commentary: Efficiency continues to be below the established recommended FTES/FTEF standard of 15 and is lower than the rest of the college. A hiring of a full-time faculty member and stabilization of scheduling in Fall 2018 should improve our FTES/FTEF ratio.

Student Success—Course Modality (Insert Data Chart)

Successful Course Competion by Modality -American Sign Language

Face to Face Modality
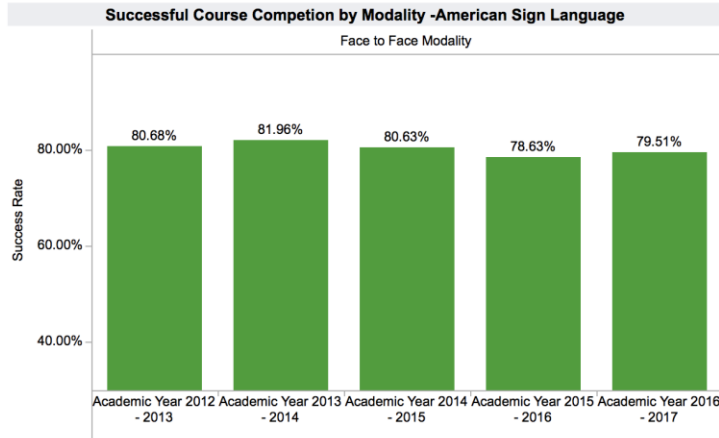
		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	80.68%	81.96%	80.63%	78.63%	79.51%
	Total Department Enrollments	616.0	460.0	475.0	379.0	366.0

Successful Course Competion by Modality Table - American Sign Language

Commentary: Completion rates have been stable over the last 5 years.

Degrees and Certificates Awarded (Insert Data Chart)
N/A

General Student Success – Course Completion (Insert Aggregated Data Chart)
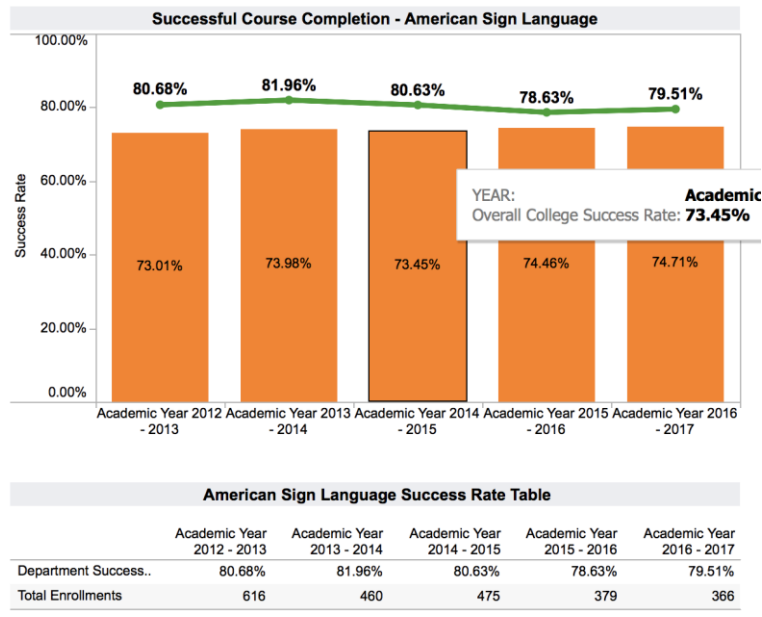
Successful Course Completion - American Sign Language

YEAR: Academic
Overall College Success Rate: **73.45%**

American Sign Language Success Rate Table

	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	80.68%	81.96%	80.63%	78.63%	79.51%
Total Enrollments	616	460	475	379	366

Commentary: Success rates have been consistently higher than the college average. This is due to the effectiveness of the curriculum and teaching modality.

Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.
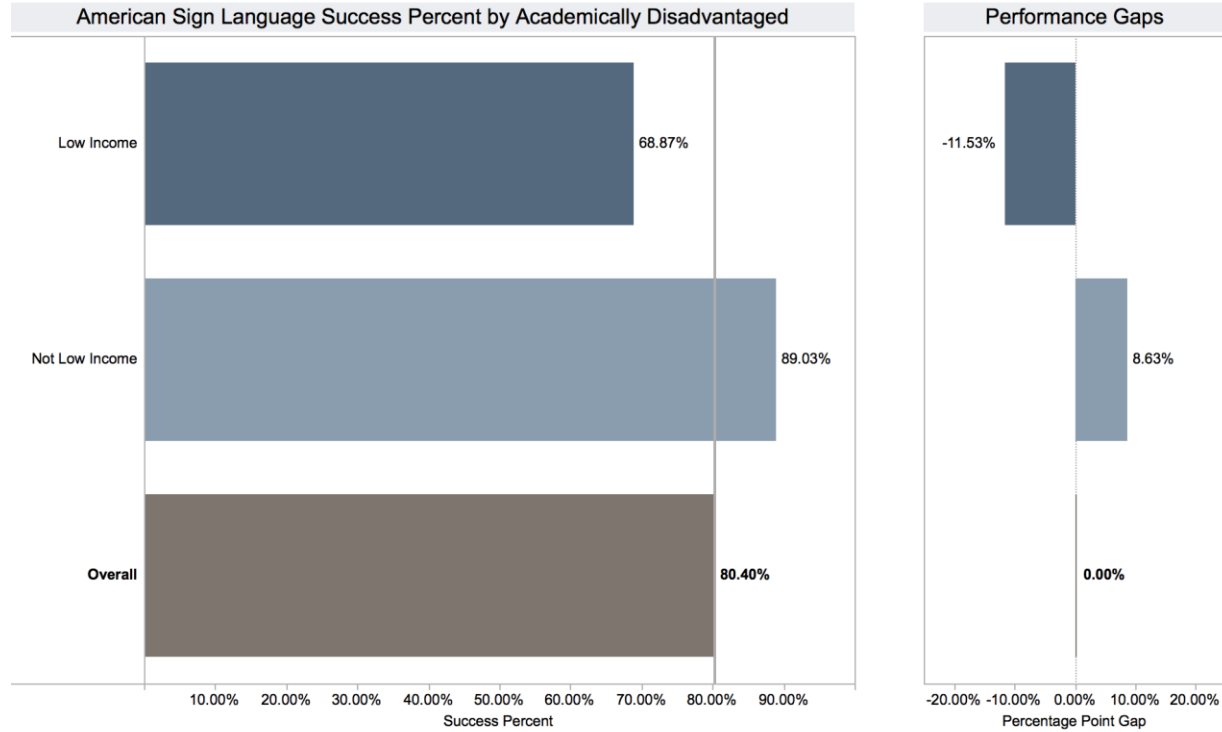
CUESTA COLLEGE
SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

Successful Course Completion by Student Subpopulation

American Sign Language Success Percent by Academically Disadvantaged

Subpopulation	Success Percent
Low Income	68.87%
Not Low Income	89.03%
Overall	80.40%

Performance Gaps

Subpopulation	Percentage Point Gap
Low Income	-11.53%
Not Low Income	8.63%
Overall	0.00%

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Successful Course Completion by Student Subpopulation

American Sign Language Success Percent by Promise

Subpopulation	Success Percent
Not Promise	80.51%
Promise	78.81%
Overall	80.40%

Success Percent (x-axis: 0.00% – 90.00%)

Performance Gaps

Subpopulation	Percentage Point Gap
Not Promise	0.11%
Promise	-1.59%
Overall	0.00%

Percentage Point Gap (x-axis: -20.00% – 20.00%)

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2018

Successful Course Completion by Student Subpopulation

American Sign Language Success Percent by Gender

Subpopulation	Success Percent
Female	82.95%
Male	73.58%
Unknown	66.67%
Overall	**80.40%**

Performance Gaps

Subpopulation	Percentage Point Gap
Female	2.55%
Male	-6.82%
Unknown	-13.73%
Overall	0.00%

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

CUESTA COLLEGE
SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

American Sign Language Success Percent by Ethnicity / Performance Gaps

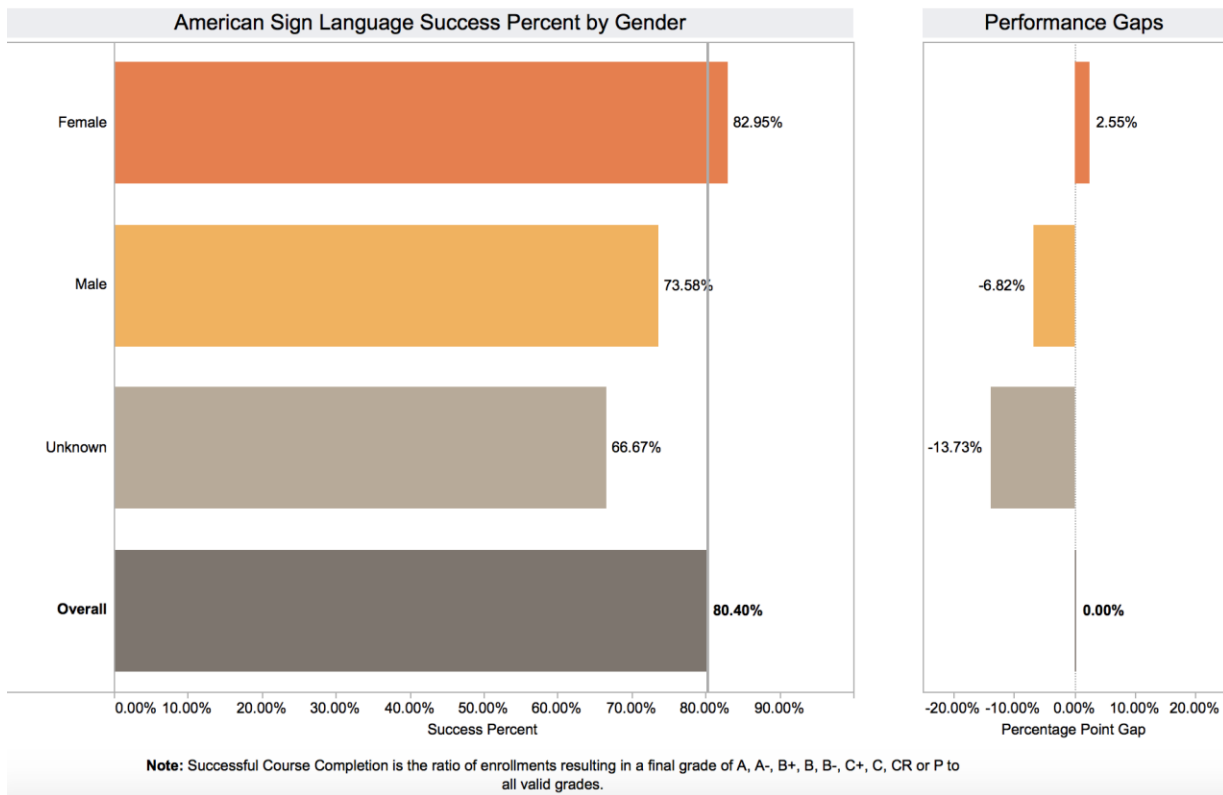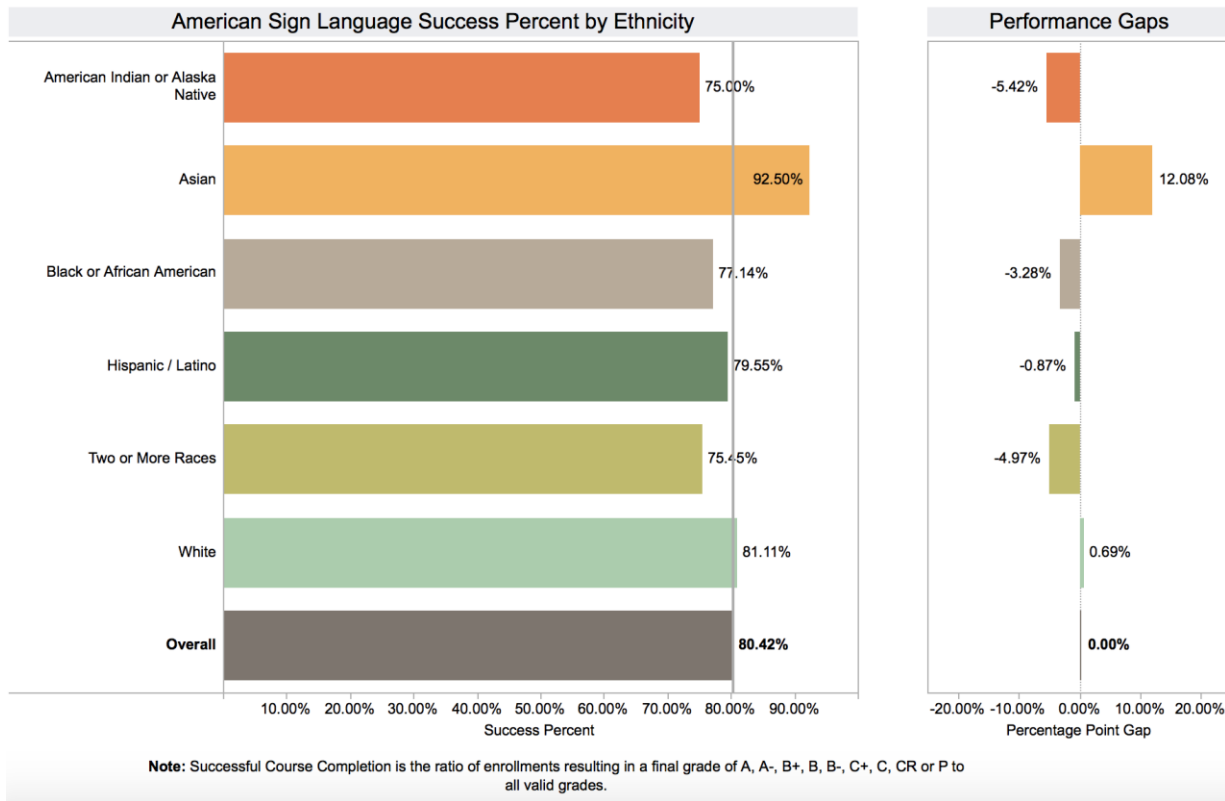| Ethnicity	Success Percent	Percentage Point Gap
American Indian or Alaska Native	75.00%	-5.42%
Asian	92.50%	12.08%
Black or African American	77.14%	-3.28%
Hispanic / Latino	79.55%	-0.87%
Two or More Races	75.45%	-4.97%
White	81.11%	0.69%
Overall	80.42%	0.00%

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Commentary: Students from a low income backgrounds show to have a lower completion rate. The data shows a lower rate of students identifying as African American/Black or Native American as having the lowest completion rate for ASL. ASL courses tend to have a higher percentage of females over males and those males that do enroll are showing to have a lower completion rate. I am not qualified to speculate on reasons or factors.

- *Other Relevant Program Data (optional)*

IV. CURRICULUM REVIEW

A. *List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR. Complete the [Curriculum Review Template](#) and submit the form within your CPPR.*

B. Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes

10 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2018

- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

The template has been completed in a separate document.

11 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2018

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment calendar for your program for the next program review cycle.

    d. Some courses have been assessed during Fall and Spring semesters. Adjunct instructors will be reminded to assess their courses consistently going forward.

B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

    All course assessments were not completed in eLumen. The previous full-time tenured instuctor retired in May 2016 and the ASL program was without a full-time instructor during the 2016-2017 acacemic year. Additionally, the SLO assessments data gathering was conducted by the full-time tenured German instructor (Petra Clayton) prior to her retirement in May 2017. Also, adjunct instructors have other work obligations outside of the college that does not allow them the opportunity to attend eLumen training during the times they are scheduled on campus.

    SLO assessments will be conducted by the next program review cycle on a consistent basis now that the full-time instructor has the training and knowledge to pass along to the adjunct instructors.

C. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

    e. This has been included in section VI-B of this document.

D. Highlight changes made at the course or program level that have resulted from SLO assessment.

    f. No remarkable changes have been made as a result of SLO assessments. However, of DE for ASL 201 and 202 is in the exploratory stages for future implementation.

E. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet.](#)

    Commentary: Not applicable at this time. Our classroom facilities are adequate.

12 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2018

VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

A. Institutional Goals and Objectives
Commentary: With a student-centered approach – ASL instruction targets these areas to include:

- Concept (vocabulary) acquisition
- Comprehension of material both expressive/receptive
- Learning appropriate grammatical features
- Critical thinking development through readings and receptive practice
- Understanding of cultural differences between mainstream hearing people and Deaf people throughout the world

B. Institutional Learning Outcomes
Commentary: The following information is a student learning outcomes and assessment (SLOs) report from eLumen since we began using the software program (Fall 2015). It includes program learning outcomes (PLOs) as well as institutional learning outcomes (ILOs) for the ASL discipline. (Note: This information was referenced in section V-C.)

Course Statistics and Evidence

American Sign Language

Date: 03/08/2018
Terms: Spring 2018, Fall 2017, Summer 2017, Spring 2017, Fall 2016, Summer 2016, Spring 2016, Fall 2015
Campus: Arroyo Grande High School, San Luis Obispo Campus, North County Campus

Summary

Statistic	Number of Courses	Courses
Courses in the Department	2	ASL201, ASL202
Courses with SLOs	2	ASL201, ASL202
Courses without SLOs	0	
Courses with SLOs mapped to PLOs	2	ASL201, ASL202
Courses without SLOs mapped to PLOs	0	
Courses with direct assessment of PLOs	0	
Courses with SLOs mapped to ILOs	2	ASL201, ASL202
Courses without SLOs mapped to ILOs	0	
Courses with direct assessment of ILOs	0	
Courses with at least one planned Assessment	2	ASL201, ASL202
Courses with planned Assessments scored	0	
Courses with some Assessments scored	2	ASL201, ASL202
Courses without any Assessment scored	0	
Courses with no planned Assessments	0	

14 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2018

ASL201 - ASL I

Outcomes

SLOs	» Communicate using ASL non-manual behaviors of communication - employing body language, mime, and facial expression without the use of voice. » Communicate using basic ASL grammar and vocabulary in dialogue exchanges based on personal information, geography, activities, and schedules. » Communicate in moderately paced fingerspelling skills. » Employ the grammatical non-manual markers of basic questions, elementary classifiers, and pronouns. » Identify and demonstrate cultural Deaf customs. » Communicate an awareness of the history of ASL and selected Deaf profiles.
Mapped PLOs	**AA_LA_ARTHUM** No Category » Explain or demonstrate the connections between language, communication, and culture. » Interpret art forms and analyze humanistic texts in their historical and social contexts.
Mapped ILOs	**ILO** Artistic and Cultural Knowledge and Engagement » Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories

Assessments

Fall 2016

comprehension assessment

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Communicate using ASL non-manual behaviors of communication - employing body language, mime, and facial expression without the use of voice.	0 of 148	0	0	0	0

slo#1

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Communicate using ASL non-manual behaviors of communication - employing body language, mime, and facial expression without the use of voice.	22 of 148	6	10	0	6

Spring 2017

ASL 201 Expressive fingerspelling

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Communicate in moderately paced fingerspelling skills.	63 of 103	11	37	7	8

Exit Interviews

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Communicate in moderately paced fingerspelling skills.	19 of 103	6	6	1	6

15 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2018

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Communicate using ASL non-manual behaviors of communication - employing body language, mime, and facial expression without the use of voice.	19 of 103	8	4	1	6
Communicate using basic ASL grammar and vocabulary in dialogue exchanges based on personal information, geography, activities, and schedules.	19 of 103	7	5	1	6
Employ the grammatical non-manual markers of basic questions, elementary classifiers, and pronouns.	19 of 103	7	5	1	6

Fall 2017

Exit Interviews

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Communicate in moderately paced fingerspelling skills.	41 of 130	9	30	0	2
Communicate using basic ASL grammar and vocabulary in dialogue exchanges based on personal information, geography, activities, and schedules.	41 of 130	10	29	0	2
Employ the grammatical non-manual markers of basic questions, elementary classifiers, and pronouns.	41 of 130	8	31	0	2

ASL202 - ASL II

Outcomes

SLOs	» Communicate with increasing fluency using ASL non-manual behaviors - employing body language, facial expression - without the use of voice.
	» Demonstrate ASL grammar and vocabulary in communication exchanges based on geography, physical descriptions, employment, money and time.
	» Make use of classifiers in their discourse.
	» Demonstrate fluid, even and moderately paced fingerspelling skills.
	» Employ the grammatical features of verbs, pronouns, spatial referencing and all question forms.
	» Demonstrate common communication etiquette in a signing environment.
	» Demonstrate cross cultural communication strategies in interactions with Deaf individuals in the classroom, on campus, and in the community.
Mapped PLOs	**AA_LA_ARTHUM** No Category » Explain or demonstrate the connections between language, communication, and culture. » Interpret art forms and analyze humanistic texts in their historical and social contexts.

Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2018

Mapped ILOs	**ILO**
	Artistic and Cultural Knowledge and Engagement
	» Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories

Assessments

Spring 2017

The Fox and the Crow

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Demonstrate ASL grammar and vocabulary in communication exchanges based on geography, physical descriptions, employment, money and time.	0 of 74	0	0	0	0
Employ the grammatical features of verbs, pronouns, spatial referencing and all question forms.	0 of 74	0	0	0	0
Make use of classifiers in their discourse.	0 of 74	0	0	0	0

Fall 2017

Checklist

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Demonstrate ASL grammar and vocabulary in communication exchanges based on geography, physical descriptions, employment, money and time.	16 of 16	7	8	0	1

Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2018

C. Program outcomes

Indicate any anticipated changes in the following areas:

A. Curriculum and scheduling
   Commentary: No expansion in the curriculum is warranted and scheduling has been minimized by adapting a leaner schedule to improve FTES/FTEF ratio.

B. Support services to promote success, persistence and retention
   A student from the embedded tutoring program has been utilized over the last two academic years. However, due to student's scheduling outside of school, she was not able to be retained for academic year 2018-2019. We will continue to participate in this successful program for our students.
   The full-time faculty member has shifted his office hours from his office to the Student Success Tutoring Center. This office hour relocation has seen higher number of students utilizing office hour time than in past practice. The use of the Student Success Center for office hour will continue to be used along with encouragement of adjunct instructors to use the center for their office hours as well.

C. Facilities needs
   Current facilities are adequate for our faculty and student needs with the exception of the need for a centralized laptop center for students to use for in-class recording assignments. A grant opportunity is being pursued through the Foundation at this time.

D. Staffing needs/projections
   No hiring pools will be needed at this time. Current opening for Full-time Tenure Track faculty member is in progress for Fall 2018 start date. We currently have 3 adjunct faculty members in our pool and all three will have assignments during the next academic year.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.
   g. The ASL discipline continues to adjust scheduling to accommodate the needs of students to achieve adequate enrollment numbers. Staffing needs have stabilized to where course cancellations are minimal. Class offerings for Fall 2018 expect to have 8 sections available serving SLO, NCC and SCC. Lastly, the addition of sections at Nipomo High School in Summer 2018 should help to stabilize FTES.

VII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

18 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate 2017-05-12   Document to be Used for Submission Spring 2018

VIII. After completing and submitting this document, please complete the <u>Overall Program Strength and Ongoing Viability Assessment</u> with your Dean before May 15, 2018.

19 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2018

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Anthony Rector (signed electronically)

_____

Division Chair, Languages and Communicatons   **March 12, 2018**

Erich A. Tucker (signed electronically)

_____

Erich A. Tucker, Full-Time Temp Faculty Member   **March 9, 2018**

_____

Name   Signature   Date

_____

Name   Signature   Date

_____

Name   Signature   Date

_____

Name   Signature   Date

_____

Name   Signature   Date

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here:
https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Docume nts/REVISED_Prioritization_Process_Handbook_9_2016.pdf#search=faculty%20prioritization%2 0handbook

APPLICABLE SIGNATURES:

Vice President/Dean	**Date**

Anthony Rector (signed electronically)

Division Chair, Languages and Communicatons	**March 12, 2018**

Other (when applicable)	**Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.

21 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2018

OPTIONAL SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: https://www.surveymonkey.com/r/J79W8GW

22 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2018