



# American Sign Language Program Review Report

## American Sign Language:

Date: 09-19-2022

- ACADEMIC MULTI-YEAR CYCLE (2021-2022) (American Sign Language)

Sorted by: Program

**SI Section Templates:** AMT 1.0 Instructions (R3-20210928), AMT 10.0 Resource Request (R3-20210929), AMT 11.0 Prior Resource Request Contribution, AMT 2.0.1 Program Description and Update, AMT 2.0.2 Program Description and Update, AMT 2.0.3.1 Program Description and Update, AMT 2.0.3.2 Program Description and Update, AMT 3.0.1 Educational Master Plan (EMP) Alignment (R2-20210927), AMT 3.0.2 Educational Master Plan (EMP) Alignment (R2-20210927), AMT 4.0.1 Student Learning Outcomes (R3-20210929), AMT 4.0.2 Student Learning Outcomes (R2-20210927), AMT 5.0.1 Key Indicators (R1-2210929), AMT 5.0.2 Key Indicators, AMT 6.0.1 Curriculum and Program Success (R1-20210929), AMT 6.0.2 Curriculum and Program Success, AMT 7.0 Additional Comments (Optional), AMT 8.0.1 Career Education Only, AMT 8.0.2 Career Education Only, AMT 9.0 Summary Reviewer Comments for Multi-Year Report

## American Sign Language

### AMT 1.0 Instructions (R3-20210928)

#### ACADEMIC MULTI-YEAR CYCLE (2021-2022) (American Sign Language)

Dean Sign Off	Sign Off Date
Luis A. Gonzalez	11/03/21

### AMT 10.0 Resource Request (R3-20210929)

#### ACADEMIC MULTI-YEAR CYCLE (2021-2022) (American Sign Language)

Quantity	Item/Description	Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested ?	Submitted by
1	Full-time tenure-track instructor	G	Faculty	Necessary	EG, P, PI	CSP, EMP	Needed to grow our program, offer new courses, more sections of existing	YES. Every year for the past 8 years.	Emily Zwaal

Quantity	Item/Description	Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested ?	Submitted by
1	Full-time tenure-track instructor	G	Faculty	Necessary	EG, P, PI	CSP, EMP	courses, to staff dual-enrollment courses in our high school programs and expand these to new schools, and to staff our prospective non-credit program. The local pool of part-time ASL instructors is limited and we share our instructors with VC, which limits their availability.	YES. Every year for the past 8 years.	Emily Zwaal

## AMT 11.0 Prior Resource Request Contribution

### ACADEMIC MULTI-YEAR CYCLE (2021-2022) (American Sign Language)

#### 11.1 PRIOR REQUESTS

If you received resources as a result of a previous program review process, how have those resources contributed to previous objectives?

For several years now, the college has funded subscriptions to GoREACT video recording software for use in our ASL classes. This is an integral tool for students' language development that allows them to record and analyze their work and receive tailored feedback. This software has been particularly vital throughout our shift to fully-online classes during the pandemic.

## AMT 2.0.1 Program Description and Update

### ACADEMIC MULTI-YEAR CYCLE (2021-2022) (American Sign Language)

#### 2.1 PROGRAM PURPOSE AND DESCRIPTION

Please explain briefly (in 3-4 sentences) the purpose of your program.

Oxnard College offers both an Associate in Arts degree in Deaf Studies and a Certificate of Achievement in ASL. The degree prepares students to transfer into university programs in ASL/English Interpretation, Deaf Education, Deaf studies and social services, for those interested in careers working with the deaf and hard of hearing. Our coursework provides the linguistic and cultural foundation needed to pursue these fields. The certificate is geared toward students interested in learning ASL as a means of communicating with deaf people in places of work, within their families, or throughout their community, and can be a practical skillset when applying to universities and jobs that value second-language fluency. The same core courses are required for the degree and certificate (ASL 101 – 104 and ASL R110: Deaf Studies) with additional general education requirements for the degree. Both can be obtained within two years.

At the heart of our program is the field experience embedded within the coursework, which provides students with a deeper exploration into the culture of the Deaf community, real-world language acquisition and application, and observation and analysis of the complex phonocentric and audist systems which marginalize and oppress deaf/hard of hearing people in public spaces. This critical exploration expands recognition of Deaf people as a unique cultural group and prepares students to effectively work with and engage deaf people in ways that support and empower the community. Opportunities to extend learning beyond the classroom are also available through voluntary involvement in the ASL Club and membership in the ASL Honor Society, pending eligibility.

The Deaf Studies degree and the Certificate of Achievement support the college's strategic initiatives by "strengthening the college's responsiveness to student needs," "focusing on quality instruction," and "providing comprehensive student support" (Initiative II). As the only college in the district with an ASL program, we are "creating a positive perception" in the community and attracting students to Oxnard College, which supports the fourth initiative in our strategic plan. Our ASL Club is active and robust as well, bringing visibility to the merits of our program.

## AMT 2.0.2 Program Description and Update

### ACADEMIC MULTI-YEAR CYCLE (2021-2022) (American Sign Language)

# of full-time faculty	# of part-time faculty	# of sections offered	# of full/part-time classified professionals who directly support your program
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# of full-time faculty	# of part-time faculty	# of sections offered	# of full/part-time classified professionals who directly support your program
1	3	9	1

### AMT 2.0.3.1 Program Description and Update

#### ACADEMIC MULTI-YEAR CYCLE (2021-2022) (American Sign Language)

#### 2.3 PROGRAM UPDATE

If significant changes occurred in your program since your last report (e.g., faculty retirements, budget cuts, new grant funding, new faculty hires, reduction or increase in sections offered, new partnerships, etc.), please describe them here.

No significant changes were observed in our program.

### AMT 2.0.3.2 Program Description and Update

#### ACADEMIC MULTI-YEAR CYCLE (2021-2022) (American Sign Language)

#### 2.4 REVIEWER'S COMMENTS ON SECTIONS 2.1 THRU 2.3

none

### AMT 3.0.1 Educational Master Plan (EMP) Alignment (R2-20210927)

#### ACADEMIC MULTI-YEAR CYCLE (2021-2022) (American Sign Language)

#### 3.1 OBJECTIVES AND ACTION STEPS FROM PREVIOUS ACADEMIC YEAR

Please list your program’s Objectives and Action Steps from the previous program review and provide an update on your progress toward meeting those objectives.

The prior year's annual report noted our plans to establish a non-credit ASL program at Oxnard College. The full-time instructor has applied to serve a sabbatical during Fall 2022 to create this program, which was well received by the Sabbatical Committee members during first reading. We are optimistic that we will be able to submit this program proposal in Fall 2022 and begin implementing courses the following Fall 2023, pending approval. A non-credit program will provide a more feasible pathway for families with deaf and hard of hearing children in our community to learn ASL. Both the Oxnard School District and Ventura Unified School District have expressed interest in a collaboration that will meet the specific cost, scheduling, and communication needs of working families with deaf/hard of hearing children.

We also made note of our goal to create additional credit courses, which has not yet been

accomplished. New courses are necessary to resolve the issue some students encounter when they are short units to earn our degree or certificate (this often results when students begin their coursework at Ventura College where ASL courses are weighted less than our 4 units). Currently we do not offer any course options beyond those required for the degree/certificate, leaving students with little recourse beyond looking to another institution to supplement the missing credit. Adding new courses will boost the rigor of our program as well and better prepare students transferring into Bachelor's-level programs in ASL-related fields. The full-time instructor has plans to write new courses for our degree and certificate during her Fall 2022 sabbatical. If her proposal is not approved, creating these courses will still be prioritized over the coming two years.

### **3.2 OBJECTIVES AND ACTION STEPS FOR THE CURRENT ACADEMIC YEAR**

Please list your program's Objectives and Action Steps for the **current** Academic Year.

We intend to continue working toward our goals from the previous year of developing a non-credit ASL program and expanding our current range of credit courses (see section 3.1, above).

We also plan to focus on outreach by increasing our visibility in the community and marketing our program in new ways. The full-time instructor has signed on to present at a local high school during OC College Readiness Days this Fall and will continue to look for and create opportunities to connect with students in our local K-12 schools and to network within our community.

The full-time ASL instructor is a member of the college's Anti-Racism Workgroup which is committed to eradicating racist policies and practices across our campus and driving equity-minded initiatives. This work will be a focus of our program, which may take the form of sharing or developing equity-focused professional development opportunities, participating in campus-wide or departmental conversations on equitable teaching practices, or promoting/creating civic engagement opportunities for teachers to partake in.

Advising and working closely with students in our ASL Club will continue to be a priority of our program as well. The ASL Club has been an active club on our campus over the past 8 years. The work our students have done to promote the college's goal of advancing social justice deserves recognition. Over the past year and a half alone, the student officers gave a presentation on "Understanding Audism" during our district's Diversity in Culture week, met with members of OC's executive cabinet to consult them on audism and advocate on behalf of our deaf/hard of hearing student body in the wake of the viral TikTok incident, started an audism awareness t-shirt fundraising campaign that raised \$500 for a local DHH advocacy organization, hosted a panel discussion of professional interpreters for students interested in the field, partnered with OC Live to host a movie screening and panel discussion, adapted bi-weekly social events into Zoom for students to engage one another and practice ASL, and collaborated with ASG to host a captioned drive-in movie night. This year, one of our part-time instructors came on board to co-advise the club along with the full-time faculty. We hope to continue collaborating in this shared mission of supporting our students and providing them meaningful opportunities to grow and impact our college.

Lastly, we intend to make promoting university transfer an objective of our program. We will approach this initiative by opening up a conversation about transfer goals in our department and providing teachers with a variety of tools to promote transfer in their classrooms and contribute to creating a transfer climate on our campus.

### **3.3 EXPLAIN ALIGNMENT WITH COLLEGE'S EDUCATIONAL MASTER PLAN GOALS**

Explain how your objectives align to the College's EMP goals.

Establishing a non-credit ASL program aligns with Objective IV of the college's Educational Master Plan, to strengthen the college's reputation on the local level by promoting the college's contribution to our community. There is a need for ASL classes that are accessible to working parents in our community who need to learn ASL to communicate with their deaf children. Locally, there are no programs of this nature in existence. Our A.A. and Certificate are not designed around the scheduling or contextual needs of this target population, and credit courses can be cost-prohibitive. Expanding non-credit offerings also falls under Objective II: Strengthening Access to Educational Opportunity. Speaking to students at the local high schools also aligns with Objective II, and adding new credit courses enhances student success. Promoting equity-focused professional development, conversations, and engagement align with EMP Objective III: Advance Social Justice and Equity-Minded Practices, as does advising the ASL Club. Promoting transfer aligns with the EMP's first objective of enhancing student success and increasing the number of students transferring to 4-year universities.

## **AMT 3.0.2 Educational Master Plan (EMP) Alignment (R2-20210927)**

### **ACADEMIC MULTI-YEAR CYCLE (2021-2022) (American Sign Language)**

### **3.4 REVIEWER'S COMMENTS ON SECTIONS 3.1 THRU 3.3**

Plans are in place to establish a non-credit ASL program at Oxnard College. The full-time instructor has applied to serve a sabbatical during Fall 2022 to submit proposal for Fall 2023. A non-credit program will provide a more feasible pathway for families with deaf and hard of hearing children in our community to learn ASL. Both the Oxnard School District and Ventura Unified School District have expressed interest

As noted: New courses are necessary to resolve the issue some students encounter when they are short units to earn our degree or certificate (this often results when students begin their coursework at Ventura College where ASL courses are weighted less than our 4 units).

The full-time ASL instructor is a member of the college's Anti-Racism Workgroup which is committed to eradicating racist policies and practices across our campus and driving equity-minded initiative

## **AMT 4.0.1 Student Learning Outcomes (R3-20210929)**

### **ACADEMIC MULTI-YEAR CYCLE (2021-2022) (American Sign Language)**

## 4.1 COURSE LEVEL ASSESSMENTS (CSLOs)

Click [HERE](#) to navigate to and review your CSLOs in Tableau.

### 4.1.1 Describe CSLO Data Discussions

Describe when and how substantive and collegial discussion of your SLO data took place.

We do not have substantial data to accurately assess CSLOs since the pandemic. This was an oversight on the part of the full-time instructor, who typically does input SLO data. Scores from the past few semesters were only recently entered and therefore were not available for review in time to submit this report. The scores that are available from 2019 and prior only include data from courses taught by the one full-time instructor and thus are limited in scope. Part-time instructors have been encouraged to complete SLO data in the past, but we have not been successful at getting this accomplished and starting a conversation around outcomes. This is an area we will focus on going forward.

### 4.1.2 Explain CSLO Discussion Outcomes

Explain how the discussion informs your program objectives, actions steps and resource requests.

Please see section 4.1.1, above.

## 4.2 PROGRAM LEVEL ASSESSMENTS (PSLOs)

Click [HERE](#) to navigate to and review your PSLOs in Tableau.

### 4.2.1 Describe PSLO Data Discussions

Describe when and how substantive and collegial discussion of your SLO data took place.

Please see section 4.1.1, above.

### 4.2.2 Explain PSLO Discussion Outcomes

Explain how the discussion informs your program objectives, actions steps and resource requests.

Please see section 4.1.1, above.

## AMT 4.0.2 Student Learning Outcomes (R2-20210927)

### ACADEMIC MULTI-YEAR CYCLE (2021-2022) (American Sign Language)

## 4.3 REVIEWER'S COMMENTS ON SECTIONS 4.1 THRU 4.2

In reference to the programs Objectives and Action steps for the current academic year. It is strongly recommended, to add the completion of SLO data gathered around outcomes as a current academic year goal.

A promising goal is the Establishment of a non-credit ASL program aligns with several EMP Objectives:

Promoting transfer aligns with the EMP's Objective I:

of enhancing student success and increasing the number of students transferring to 4-year universities.

Expanding non-credit offerings also falls under Objective II:  
Strengthening Access to Educational Opportunity. Speaking to students at the local high schools also aligns with Objective II,  
Objective III: Promoting equity-focused professional development, conversations, and engagement align with EMP  
Advance Social Justice and Equity-Minded Practices

## AMT 5.0.1 Key Indicators (R1-2210929)

### ACADEMIC MULTI-YEAR CYCLE (2021-2022) (American Sign Language)

#### 5.1 ENROLLMENT TRENDS

Click [HERE](#) to navigate to and review your your Key Indicators in Tableau.

##### 5.1.1 Enrollment Indicators

Have your enrollments increased, decreased, or remained relatively stable?

Enrollment fell to its lowest during the pandemic in the Spring of 2020 with 203 students, but recovered the following Fall 2020 when it rose to 241. We offered one less section that spring term rather than the 9 we have been maintaining most semesters, so this may have played a part in the decline in enrollment.

##### 5.1.2 Enrollment Assessment

What is your assessment of this trend?

Overall, our enrollment has been relatively consistent over the semesters we are assessing. It is encouraging to see that our enrollment figures have stayed mostly stable and on par with semesters prior to the pandemic, with the exception of the first semester in Spring 2020 in which we made the shift to remote learning. We are particularly pleased to see enrollment up in our advanced courses (ASL R103 and R104) since the establishment of our degree and certificate, which was an objective in developing these programs.

#### 5.2 PRODUCTIVITY

Click [HERE](#) to navigate to and review your your Key Indicators in Tableau.

##### 5.2.1 Productivity Indicators

Has your productivity increased, decreased, or remained relatively stable?

Productivity has trended lower during spring semesters, hovering in the high 300s, but was slightly higher in the fall terms.

##### 5.2.2 Productivity Assessment

What is your assessment of this trend?

Our productivity levels are indicative of the smaller class sizes we teach in ASL, which is best practice for language instruction and acquisition. The visual nature of ASL demands physical classroom space that allows for clear sight-lines between all students and the instructor, which further necessitates a lesser number of students. Our productivity rates are on par with other disciplines that also teach smaller classes.



## 5.3 RETENTION AND SUCCESS

Click [HERE](#) to navigate to and review your your Key Indicators in Tableau.

### 5.3.1 Retention Indicators

Have your retention rates increased, decreased, or remained relatively stable?

Across terms, our retention rates are notably high, exceeding college-wide rates and ranging at or above 90% in most semesters. Our success rates are on par with college-wide rates most terms.

### 5.3.2 Retention Assessment

What is your assessment of this trend? Be sure to identify and discuss any disparities in Retention and Success by instructional mode. Your observations can include discussion of impacts from COVID-19.

Despite lower enrollment in Spring 2020, our retention was remarkably high that term at 97.5%. This is significant to have been the case during this tumultuous semester when classes were abruptly moved online and students forced to adapt to a new learning modality. This was a particularly challenging transition for our discipline as we figured out how to ensure students received sufficient face-to-face practice in ASL, which is a critical part of the language acquisition process. Success rates that term were on par with other semesters, which may indicate that instructors were effective at making this transition to online learning a successful one for students; however, this may also be a result of relaxed expectations.

Our success rates did not vary too substantially across semesters so it is difficult to determine what may have caused slight deviations. They fell to their lowest in Fall 2019 and Spring 2018 but there does not appear to be any data or anecdotal observations as to what may have contributed to this decline. We experienced our highest success rate in Spring 2021, which may be an indication that instructors are becoming more skilled teaching in the online modality.

## AMT 5.0.2 Key Indicators

### ACADEMIC MULTI-YEAR CYCLE (2021-2022) (American Sign Language)

## 5.4 REVIEWER'S COMMENTS ON SECTIONS 5.1 THRU 5.3

### 5.4.1 Review of Data

Do the preparers' assessment of their program's key indicators demonstrate a thorough and accurate review of the data? Explain.

Pandemic declined enrollment numbers Spring 2020 , but improved fall 2020. Overall enrollment has been relatively consistent. Encouragingly, enrollment is up in advanced courses (ASL R103 and R104) since the establishment of our degree and certificate, which was an objective in developing these programs.

### 5.4.2 Programs Performance in Meeting the Needs of the Students

Based on the enrollment, productivity and success data for this program, what is your assessment of the program's performance in meeting the needs of our students?

Program productivity rates are on par with other disciplines in particular, during the pandemic. The program impressively adapted to providing new learning modalities for students providing online/virtually instruction. They also teach smaller classes which seems to correlate with high retention (90%) and persistence rates in upper level ASL courses. Equally encouraging, they experienced their highest success rate in Spring 2021, which may be an indication that instructors are becoming more skilled teaching in the online modality.

## AMT 6.0.1 Curriculum and Program Success (R1-20210929)

### ACADEMIC MULTI-YEAR CYCLE (2021-2022) (American Sign Language)

## 6.1 CURRICULUM REVISION AND DEVELOPMENT

### 6.1.1 Accomplishments

What did you accomplish during the last academic year in the area of curriculum (e.g., new or updated courses, deactivated courses)?

We did not add or update any new courses in the last academic year.

### 6.1.2 Plans

What are your curriculum plans for the next two or three academic years?

In line with the college's mission of advancing social justice and equity-minded practices (EMP Objective III), we plan to review all of our courses to ensure they are equitable and inclusive across the curriculum.

## 6.2 DEGREES AND CERTIFICATES AWARDED

Click [HERE](#) to navigate to and review your Degrees and Certificates Awarded in Tableau.

### 6.2.1 Active Degrees and Certificates

List all your program's active degrees and certificates.

There were 9 Certificates of Achievement in ASL awarded in AY 2020 - 2021.  
There were 2 Certificates of Achievement in ASL awarded in AY 2019 - 2020.

### 6.2.2 Degrees/Certificates Awarded to Students

During the previous academic year, how many students earned each of these awards?

There were 10 Associate in Arts in Deaf Studies degrees awarded in AY 2020 - 2021.  
There were 5 Associate in Arts in Deaf Studies degrees awarded in AY 2019 - 2020.

### 6.2.3 Improving Completion Rates

Discuss the steps your program is taking to improve the completion rates for these awards.

We are very pleased to see the increase in both degrees and certificates awarded since these pathways were first introduced in 2019. This is a positive trajectory which we intend to focus on increasing by promoting our programs across campus, talking directly with students about their educational options, and continuing to build a robust and rigorous ASL program that attracts students in our service area.

## AMT 6.0.2 Curriculum and Program Success

### ACADEMIC MULTI-YEAR CYCLE (2021-2022) (American Sign Language)

## 6.3 REVIEWER'S COMMENTS ON SECTIONS 6.1 THRU 6.2

Impressed by program commitment aligning with the college's mission of advancing social justice and equity-minded practices (EMP Objective III). In relation, they plan to review all courses to ensure they are equitable and inclusive across the curriculum.

Pleased to see the increase in both degrees and certificates awarded since Guided pathways were first introduced in 2019

## AMT 7.0 Additional Comments (Optional)

### ACADEMIC MULTI-YEAR CYCLE (2021-2022) (American Sign Language)

## 7.1 ADDITIONAL INFORMATION

Is there any additional information that you (the Preparer) would like to add to your program review?

The ASL program is in real need of a second full-time faculty instructor, which we have requested each year since 2014. Our program has consistently demonstrated its viability, steadily offering between 8 to 9 sections each semester spanning our range of courses, and sustaining retention, success, and productivity rates on par with college-wide levels. We have maintained successful dual enrollment programs at two area high schools (Pacifica High School in Oxnard and Rancho Campana High School in Camarillo), and continue to receive requests from other high schools to bring ASL courses to their students. Since instituting our A.A. in Deaf Studies degree and Certificate of Achievement in ASL, the number awarded of each has substantially increased in just the first two years.

Currently, we have only one full-time faculty member who was brought on as a replacement hire 2014. The need for an additional full-time instructor has always existed but the need has become more and more pressing with the creation of our new degree, certificate, and dual enrollment programs. Indeed, this need will continue to grow when we establish the non-credit ASL program. To staff our courses, we currently rely on four part-time instructors, each of whom are limited in how many classes they can teach by district work caps. We also share these instructors with Ventura College, which further reduces the number of courses they can teach for us in any given semester. Repeated efforts to recruit additional part-time teachers have proven futile, as there is an extremely sparse pool of candidates with qualifications to teach ASL.

Our staffing shortage makes it challenging to add new courses to those we offer, to establish new partnerships with local high schools, and to create a non-credit program. Our potential can only be realized if we have instructors to teach our courses. An additional faculty member will support the creation of new partnerships, courses, and pathways that allow us to grow and meet the needs of our students and community.

## **AMT 8.0.1 Career Education Only**

### **ACADEMIC MULTI-YEAR CYCLE (2021-2022) (American Sign Language)**

This section has no content

## **AMT 8.0.2 Career Education Only**

### **ACADEMIC MULTI-YEAR CYCLE (2021-2022) (American Sign Language)**

This section has no content

## **AMT 9.0 Summary Reviewer Comments for Multi-Year Report**

### **ACADEMIC MULTI-YEAR CYCLE (2021-2022) (American Sign Language)**

#### **9.1 MULTI-YEAR QUALITY AND THOROUGHNESS**

Does the quality and thoroughness of the report provide sufficient detail with which to form an accurate assessment of the program's strengths and challenges: Please explain.

YES, found the report to be thorough and informative.

#### **9.2 HIGHLIGHTS**

What is the program doing exceptionally well?

Impressed by program commitment aligning with the college's mission of advancing social justice and equity-minded practices (EMP Objective III).

It is promising to see the increase in both degrees and certificates awarded since Guided pathways were first introduced in 2019.

If significant value are their plans to establish a non-credit ASL program at Oxnard College. A non-credit program will provide a more feasible pathway for families with deaf and hard of hearing children in our community to learn ASL.

Impressively, through their efforts of promoting the ASL program in the Service area, as a result, both the Oxnard School District and Ventura Unified School District have expressed interest

Admirable to see that the full-time ASL instructor is a member of the college's Anti-Racism Workgroup which is committed to eradicating racist policies and practices across our campus and driving equity-minded initiative as reflected in their goals in relation to the EMP.

### **9.3 RATING**

Please rate the status and performance of this program: Exemplary, Good, Fair, Needs Improvement, Consider for Discontinuance and briefly explain your rationale.

Good work is being done with the ASL program. I would have stated exemplary if not for the lack of SLO data gathered and not provided.

It is strongly recommended, to add the completion of SLO data gathered around outcomes as a current academic year goal. In reference to the programs Objectives and Action steps for the current academic year.