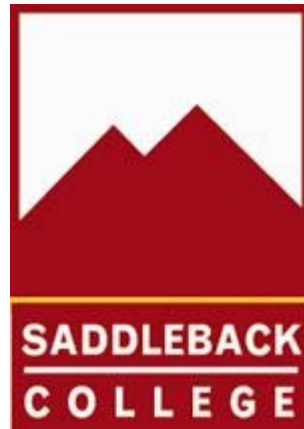


**Saddleback College
Program Review for American Sign
Language/Interpreting Program**



Submitted on Spring 2009

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Program Review Team Members and Approvals

Program Review Team Chair:

Rita Tamer

Program Review Team Members:

None

Approvals:

Division Dean

Program Review Chair

Academic Senate President

Vice President of Instruction

Program Review Checklist

Date Completed	Action
N/A	Contact Program Review Chair for orientation
N/A	Form Program Review Team
April 2009	Gather documents (Org Chart/Staffing Profile/AUO Assessment Forms/Data Sets)
N/A	Solicit input from faculty and students
N/A	Determine if additional research is needed
April 2009	Contact College Research Analyst if necessary
April 2009	Write Program Review report
April 2009	Submit report to Dean or Program Review Chair for approval
	Report submitted to Academic Senate
	Report submitted to President and Vice President of Instruction
	Report posted to the IE web site
	Presentation to the Planning and Budget Committee

Section I: Program Overview

A. The Mission of the Program and its Link to the College's Mission and Goals

1. To prepare students to fulfill a variety of roles such as job coaches, teaching assistants, and interpreters.
2. To provide access to society for members of the Deaf Community.
3. Exhibiting respect for the multicultural nature of this community.
4. Support an environment of teamwork, professional development, personal encouragement and support among all department faculty, staff and students.
5. Maintain and/or increase department wide courses and/or program enrollments.
6. Facilitate student retention in certificate programs and courses.
7. Conduct curriculum reviews and student learning outcome activities to support successful college and program accreditations.
8. Increase simulation learning.

B. Historical Background and Unique Characteristics of the Program

1. The Sign Language program was part of Early Childhood Development program as Educational Assistant/Interpreter for the Deaf and in 1978 it became it's own program (at least that what it looks like from the paperwork I have).

SL 1 changed from SL 32 in 2001; from SL 132 in 1995; from SE 132 in 1990; from SE 133A in 1984; which was new in 1977 as SE 133A.

SL 1 has been offered as a hybrid course since Spring 2009.

SL 2 has been offered as a hybrid course since Spring 2009.

SL 2 changed from SL 33 in 2001; from SL 133 in 1995; from SE 133 in 1990; from SE 133B in 1984; which was new in 1977 as SE 133B.

SL 3 changed from SL 34 in 2001; from SL 134 in 1995; from SE 134 in 1990; which was new in 1977.

SL 4 changed from SL 35 in 2001; from SL 135 in 1995; from SE 135 in 1990; which was new in 1977.

SL 101 has been offered as a completely online course since Spring 2009.

SL 103 changed from SL 136 in 2001; from SE 136 in 1995; from

SE 135 in 1987; which was new in 1977.

SL 104 changed from SL 138 in 2001; from SE 138 in 1990; from SE 138AB in 1983; which was new in 1978.

SL 105 changed from SL 140 in 2001; from SE 140 in 1990; which was new in 1987.

SL 106 changed from SL 139 in 2001; from SE 139 in 1990; from SE 139AB in 1983.

SL 107 changed from SL 141 in 2001; from SE 141 in 1990; which was new in 1987.

2. The American Sign Language program has been successfully established at Saddleback Community College since the early 90's.
3. The very first sign class was offered in the early 80's.
4. Saddleback College Sign Language Interpreting was approved by the state chancellor in 1987.
5. Now, in 2006, the ASL/Interpreting program has 30 units to attain a certificate which allows students to interpret in a variety of settings.

C. Progress Since the Last Program Review

Through carefully planning ahead and offering courses that are used to transfer along with new schedules, we are now at a place where we can again offer upper division courses without fear of cancelling them due to low enrollment.

D. Discussion of how SLO's have been utilized by the Program

Through the use of SLO's, this program has been able to monitor and assess the successful completion of SL 1 students at a rate of 70% or higher. We have also been able to monitor the SL 101 class as a completely online course for the first time and to make sure that 70% or higher complete the course successfully. And finally, that enrollment numbers have risen due to proper scheduling and monitoring of SL 2 and SL 3 courses which will now allow us to offer SL 4 which has not been offered since 2006.

E. Current Strengths, Opportunities, and Challenges

1. Strengths

- i. These classes fulfill the G.E. and foreign language requirements
- ii. Both high school and international students can take these classes that transfer credit over to their schools.
- iii. The credits are UC and CSU transferable
- iv. These classes are not only taken to fulfill coursework required to attain a degree or certificate, but for personal academic enrichment.
- v. SL 1 and SL 2 are now available as a hybrid course which will allow students to take the course via classroom and internet.
- vi. SL 101 is now available completely online which allows anyone in the world to register for this class.
- vii. Some classes offer exams on scantron and video now in order to standardize the pace of the exams.
- viii. All vocabulary is standardized for each level of Sign Language.

2. Opportunities

- i. Since the growth of the program, increasing number of students are interested in taking ASL which is a visual language as opposed to other foreign languages that are auditory.
- ii. Classes have been modified to meet the current day to day needs such as usage of computers and DVD's, and internet with the use of Blackboard which will reach those students who are unable to physically attend Saddleback Community College campus.
- iii. And with the above (ii), additional classes will be added in the future that have not been taught before at Saddleback Community College such as a Linguistics course.

3. Challenges

- i. The diverse learning styles and student demographics of the Sign Language Interpreting students strategies creates the need for modified testing accommodations and teaching procedures need to be modified.
- ii. There are different types of sign languages that are out there and it is difficult to find instructors who are qualified to teach American Sign Language.
- iii. The teacher student ratio is 30 to 1 and that makes it very difficult to teach a visual language class.
- iv. It would be best to be able to have a smaller ratio, such as 15 to 1, so that the details of the language can be observed.
- v. Due to a new law that requires students to have a B.A. in anything plus a Certificate has made it more difficult for students to take the upper levels at Saddleback therefore

classes such as SL 4 have been cancelled several times. SL 4 has not been offered since 2006, but with proper planning we will be able to offer SL 4 again in Fall 2009.

Section II: Review Report

A. Faculty and Staff

1. 1 Department Chair/full time instructor
2. 6 adjunct instructors; 5 Deaf, 1 Hearing

B. Curriculum and Instruction

1. The American Sign Language/Interpreting program offers students the opportunity to either get a degree and/or certificate. Most of the classes do transfer over and fulfills the G.E. requirement and/or foreign language requirement.
2. Different methods are used to evaluate the program's offerings such as comparing and matching of other college's and universities curriculum; student evaluations for instructors and Department Chair evaluations of instructor and classroom.
3. Since the program has been established, it has gone through a lot of changes. For example, SL 101, Deaf Culture, is now being offered as a Distance Ed class. Another course, called Implications of Deafness, is no longer offered because it was redundant to the teachings of the SL 101 course. Testing is now also done through the use of videotapes, DVD's and scantrons. SL 1 and SL 2 are also taught as hybrid courses.
4. *Table 2.1* lists the courses offered in American Sign Language, the date of the most recent course outline update, transferability of the courses to the UC and CSU systems and the degree support.
5. Saddleback College offers an Associate in Science Degree. This is the completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 which qualifies the student for this degree.
6. Saddleback College offers the option of just attaining a certificate in American Sign language/Interpreting.
7. Saddleback College offers an Associate in Arts Degree. This is to complete at least 18 units in a single subject or related disciplines and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 which qualifies the student for this degree.
8. Contents of the courses are evaluated every five years and on an as needed basis. The curriculum is revised and sent to the curriculum committee for approval.
9. Learning goals and objectives are documented in the course curriculum. In addition, each instructor lists learning objectives and

goals in the course syllabus handed out the first day of class. The American Sign Language/Interpreting faculty utilize a variety of methods to assess students and determine if the learning objectives/goals are met. The methods include: weekly quizzes, exams, homework assignments, signed presentations, and attending of Deaf Community events.

10. The following are *recommendations* to improve the American Sign Language/Interpreting Program:
- i. Add more courses to facilitate growth.
 - ii. Continue to look for qualified instructors who can teach various levels of ASL.
 - iii. Add new courses to help strengthen the program.
 - iv. Create more Distance Ed courses.

Table 2.1
American Sign Language and Interpreting courses offered at Saddleback College.

Course	Course Outline Update Date	Degree Support and Transferability
American Sign Language SL 1	Fall 2001	-AA/AS -CSU transferable area C2 -UC transferable -IGETC area 6A -Provider approved by the California Board of Registered Nursing
American Sign Language SL 2	Fall 2003	-AA/AS -CSU transferable area C2 -UC transferable -Provider approved by the California Board of Registered Nursing
American Sign Language SL 3	Fall 2003	-AA/AS -CSU transferable area C2 -UC transferable -IGETC area 3B
American Sign Language SL 4	Fall 2003	-AA/AS -CSU transferable area C2 -UC transferable

		-IGETC area 3B -Provider approved by the California Board of Registered Nursing
Deaf Culture and Its History SL 101	Spring 2005	-AA/AS -Transferable to CSU and Private
Sign Language Interpreting I SL 103	Fall 2004	-AA/AS -Transferable to CSU and Private -Provider approved by the California Board of Registered Nursing
Sign Language Interpreting I Lab SL 104	Fall 2004	-AA/AS -Transferable to CSU and Private
Sign Language Interpreting II SL 105	Fall 2004	-AA/AS -Transferable to CSU and Private
Sign Language Interpreting II Lab SL 106	Fall 2004	-AA/AS -Transferable to CSU and Private
Interpreting Sign to Voice SL 107	Fall 2004	-AA/AS -Transferable to CSU and Private
Fingerspelling and Numbers SL 189	Spring 2005	-AA/AS -Transferable to CSU and Private

C. Student Success

1. The American Sign Language/Interpreting Program has high average retention and course completion rates (see *Table 2.2-2.8*) for all classes that were offered from Spring 2005 to Fall 2008. With continued interest in American Sign Language to fulfill a foreign language requirement and interest to better ones self, Saddleback College can expect an increasing demand for more SL 1 courses.

**American Sign Language
Summary of All Courses by Grade/Success/Retention**

		Grades										success	retention	
		A	B	C	CR	D	F	I	NC	W	XX	Total		
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
2004	Spring	146	137	56	4	20	31	0	2	20	18	434	79.0%	95.4%
	Summer	30	13	6	0	1	1	0	0	4	1	56	87.5%	92.9%
	Fall	169	144	42	4	13	34	1	4	22	16	449	80.0%	95.1%
2005	Spring	177	137	56	2	16	32	0	0	19	8	447	83.2%	95.7%
	Summer	62	28	14	1	4	4	0	0	5	2	120	87.5%	95.8%
	Fall	154	146	60	1	13	27	1	0	26	20	448	80.6%	94.2%
2006	Spring	150	149	82	1	24	31	2	1	40	23	503	75.9%	92.0%
	Summer	33	18	8	0	3	2	0	0	1	0	65	90.8%	98.5%
	Fall	150	132	55	4	19	28	1	0	34	29	452	75.4%	92.5%
2007	Spring	158	118	66	22	21	32	0	7	23	34	481	75.7%	95.2%
	Summer	47	31	15	0	1	0	0	0	6	15	115	80.9%	94.8%
	Fall	87	109	42	2	10	19	2	0	20	7	298	80.5%	93.3%
2008	Spring	107	108	40	0	7	31	0	0	23	17	333	76.6%	93.1%

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

**American Sign Language
Courses by Grade/Success/Retention**

			Grades										success	retention	
			A	B	C	CR	D	F	I	NC	W	XX			
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent	
SL 1	2004	Spring	76	72	31	1	11	14	0	1	12	9	79.30	94.71	
		Summer	20	9	4	0	1	0	0	0	3	1	86.84	92.11	
		Fall	111	82	20	3	3	25	1	0	8	5	83.72	96.90	
	2005	Spring	95	67	32	2	5	18	0	0	8	3	85.22	96.52	
		Summer	30	7	8	1	2	2	0	0	1	1	88.46	98.08	
		Fall	80	78	38	1	5	17	0	0	12	5	83.47	94.92	
	2006	Spring	73	73	43	0	10	24	0	1	13	8	77.14	94.69	
		Summer	25	11	7	0	3	2	0	0	1	0	87.76	97.96	
		Fall	76	62	28	4	15	17	0	0	24	10	72.03	89.83	
	2007	Spring	74	65	32	1	15	16	0	2	16	14	73.19	93.19	
		Summer	22	16	8	0	1	0	0	0	3	0	92.00	94.00	
		Fall	58	70	29	2	8	14	2	0	13	3	79.90	93.47	
2008	Spring	71	84	25	0	5	27	0	0	13	13	75.63	94.54		
SL 2	2004	Spring	31	36	9	0	1	6	0	0	3	1	87.36	96.55	
		Summer	10	4	2	0	0	1	0	0	1	0	88.89	94.44	
		Fall	30	26	12	1	6	4	0	1	5	3	78.41	94.32	
	2005	Spring	47	34	13	0	6	10	0	0	5	1	81.03	95.69	
		Summer	19	10	3	0	1	1	0	0	1	0	91.43	97.14	
		Fall	28	17	11	0	6	5	1	0	2	0	80.00	97.14	
	2006	Spring	40	28	16	0	8	4	1	0	7	6	76.36	93.64	
		Summer	8	7	1	0	0	0	0	0	0	0	100.00	100.00	
		Fall	36	28	14	0	4	4	0	0	6	2	82.98	93.62	
	2007	Spring	43	28	15	1	3	12	0	1	1	0	83.65	99.04	
		Summer	15	8	6	0	0	0	0	0	1	2	90.63	96.88	
		Fall	23	29	7	0	0	2	0	0	4	4	85.51	94.20	
2008	Spring	29	20	11	0	1	4	0	0	3	2	85.71	95.71		
SL 3	2004	Spring	8	12	5	2	6	7	0	1	3	2	58.70	93.48	
		Fall	9	15	7	0	4	4	0	1	5	6	60.78	90.20	
	2005	Spring	6	18	5	0	5	4	0	0	3	2	67.44	93.02	
		Summer	13	6	2	0	1	0	0	0	3	1	80.77	88.46	
	2006	Spring	16	8	7	0	2	0	1	0	0	2	86.11	100.00	
		Fall	11	7	5	0	0	3	1	0	1	1	79.31	96.55	
	2007	Spring	17	4	9	1	2	2	0	0	1	4	77.50	97.50	
		Fall	6	10	6	0	2	3	0	0	3	0	73.33	90.00	
	2008	Spring	7	4	4	0	1	0	0	0	7	2	60.00	72.00	
	SL 4	2004	Spring	11	6	0	1	1	3	0	0	1	3	69.23	96.15
			Fall	3	6	0	0	0	0	0	0	0	0	100.00	100.00
		2005	Spring	1	9	1	0	0	0	0	0	1	0	91.67	91.67
Summer			0	5	1	0	0	1	0	0	0	0	85.71	100.00	
2006		Spring	9	8	2	0	0	1	0	0	0	0	95.00	100.00	
		Fall	6	11	4	0	0	1	0	0	1	1	87.50	95.83	
2007	Spring	1	4	2	0	0	0	0	0	0	2	77.78	100.00		
2007	Spring	3	7	6	0	1	1	0	0	1	0	84.21	94.74		

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).
The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).
The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

**American Sign Language
Courses by Grade/Success/Retention**

			Grades								success	retention	
			A	B	C	CR	D	F	NC	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
SL 101	2004	Spring	14	2	2	0	0	0	0	1	1	90.00	95.00
	2005	Spring	18	4	2	0	0	0	0	2	0	92.31	92.31
		Fall	9	14	2	0	0	3	0	7	11	54.35	84.78
	2006	Spring	3	7	6	1	2	0	0	11	6	47.22	69.44
		Fall	8	11	0	0	0	2	0	3	12	52.78	91.67
	2007	Spring	8	7	1	1	0	1	0	0	12	56.67	100.00
Summer		7	5	1	0	0	0	0	2	12	48.15	92.59	
SL 103	2004	Fall	4	7	1	0	0	0	1	2	1	75.00	87.50
	2005	Fall	3	5	1	0	0	0	0	1	2	75.00	91.67
	2006	Spring	5	6	2	0	0	0	0	3	0	81.25	81.25
		Fall	3	3	1	0	0	1	0	0	1	77.78	100.00
SL 104	2004	Fall	7	3	1	0	0	1	1	2	1	68.75	87.50
	2005	Fall	5	3	1	0	0	0	0	1	2	75.00	91.67
	2006	Spring	4	7	0	0	2	0	0	3	0	68.75	81.25
		Fall	4	2	1	0	0	1	0	0	1	77.78	100.00
SL 105	2004	Spring	1	6	5	0	1	0	0	0	1	85.71	100.00
	2005	Spring	3	3	3	0	0	0	0	0	1	90.00	100.00
	2006	Spring	1	5	2	0	0	1	0	1	0	80.00	90.00
		Fall	3	6	2	0	0	0	0	0	0	100.00	100.00
	2007	Spring	4	2	1	0	0	0	0	0	1	87.50	100.00

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

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**American Sign Language
Courses by Grade/Success/Retention**

			Grades							success	retention	
			A	B	C	CR	F	NC	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
SL 106	2004	Spring	5	3	4	0	1	0	0	1	85.71	100.00
	2005	Spring	7	2	0	0	0	0	0	1	90.00	100.00
	2006	Spring	2	4	2	0	1	0	1	0	80.00	90.00
		Fall	5	6	0	0	0	0	0	0	100.00	100.00
	2007	Spring	3	3	1	0	0	0	0	1	87.50	100.00
SL 107	2004	Fall	5	5	1	0	0	0	0	0	100.00	100.00
	2005	Fall	2	4	0	0	0	0	0	0	100.00	100.00
	2006	Fall	3	3	2	0	0	0	0	0	100.00	100.00
	2007	Spring	6	2	1	0	0	0	1	1	81.82	90.91
		Summer	3	2	0	0	0	0	0	1	83.33	100.00
SL 201	2007	Spring	0	0	0	18	0	4	3	1	69.23	88.46

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

2. Classes such as SL 103- SL 107 were only offered once a year, but now they are not offered for the time being. We are waiting to strengthen our lower levels first before we begin to offer Interpreting courses again.
3. The Learning Assistance Lab (LAP) has several students, that were recommended by faculty, who tutor various levels of American Sign Language. They help students review vocabulary and practice any weak areas that the student feels they need to strengthen.
5. Strengths in student success can be attributed to the faculty in their knowledge of the language and culture. Their expertise in the language and culture helps the students better understand the material being taught in the classroom.
6. It is imperative that in order to evaluate student learning objectives more efficiently, we need to be able to more easily capture data and access our students' pre and post test scores. Currently, we do this evaluation manually. We need a customized computer program that can help us evaluate student scores by semesters which will assist with identification of trends, curriculum needs, class scheduling and any possible lab needs.
8. All classrooms used for the ASL/Interpreting Program are supplied with overhead projection systems, DVD/VCR combo, and computers are used for instructional needs.

D. Facilities, Technical Infrastructure, and Resources

1. The size, type and quality of the programs current physical space is affecting the program's ability to fulfill its mission and service its current offerings in a positive way.
 - i. Moving into a new building in Fall of 2005 was definitely a plus for the program. We were able to have it designed to accommodate the program in several ways such as the use of computers and videos that are overhead.
 - ii. A platform in placed in the two main classrooms to help the students better view the instructor. There needs to be clear vision for both the instructor and student.
2. There are some problems that arise from this new building.
 - i. The location of the classroom which is directly in front of the restrooms which distracts the students from instruction. A blind was placed in the window for usage.
 - ii. The hallways are extremely loud and have very high echoes when people are having a conversation while walking past the classroom.
3. The library holdings have been a concern in the past few years only because of the fact that several items are out dated and need revisions to be purchased. This concern includes both books and videotapes/DVDs.
 - i. Back in 2003, a search was conducted to see the books available and several of them needed revisions.
 - ii. Since SL 101 has become a Distance Ed course, several more books and videos have been made available to students that are more current.
 - iii. Books and videos for class use are also placed on reserve for those students that cannot afford to purchase the required textbooks for the courses.
4. The American Sign Language/ Interpreting Program's projected needs in facilities, technology, and other resources are in great need of more up to date videos, books, DVDs and more financial support to attain a Sign Lab that will help better support the physical skills needed for students.

E. Service, Community Outreach, and Economic Development (optional)

Section III: Needs Assessment

A. Human Resource Needs

1. Language Lab Technician/Instructor: It is critical that we implement a language lab to provide on-going access to language acquisition and interpreting practice opportunities beyond the classroom. Appropriate staff is necessary to do so. The current salary for a full time lab technician at SBC is currently between \$36,000 - \$45,600 per year.
2. Classified staff needs to provide adequate information to the public regarding both aspects of the program. One way to accomplish this is to develop better printed materials detailing the program, to be handed out to the general public. It is important that staff are knowledgeable enough to answer questions and portray a positive image of the programs.

B. Instructional Needs

1. Student/Teacher ratio for the Sign Language classes is not conducive to successful student learning. There are five parameters for every sign taught. It is impossible for instructors to verify the correct formation of every sign when attempting to watch 30-35 students simultaneously. This is compounded by the fact that there is no written form of ASL. Class sizes need to be reduced or instructors need a mechanism by which they may consistently have assistants in the classroom. There are currently no positions as an Instructional Aid at SBC or any salary requirements, if this were to be instituted, it would have to still be determined. It is recommended by the Conference of Interpreter Trainers that teacher/student ratios for interpreting be limited to 1/12. An acceptable ratio for sign language would be 1/15.

C. Research Needs

1. There is a need to determine if graduates of the Interpreting Program are successful in obtaining employment which utilizes the skills obtained. This may be achieved through student surveys to be conducted one year after graduation from the Interpreting Program. This would require access to accurate contact information for these alumni.

2. The success of any ASL/Interpreter Preparation Program is dependent on the support of both the Deaf and interpreting communities. The program needs to conduct a survey to determine the perception of our program by these communities.

D. Technical, Equipment and Other Resource Needs

1. The language and cultural resources related to Sign Language and Interpreting have expanded dramatically. The department has not kept up with these changes. DVDs/Videotapes which are antiquated must be replaced with up-to-date materials.
2. Students must have ready access in time and location to an adequate supply of current books, journals, periodicals, computers, video and audio material, and other reference materials related to the curriculum.

E. Facilities Needs

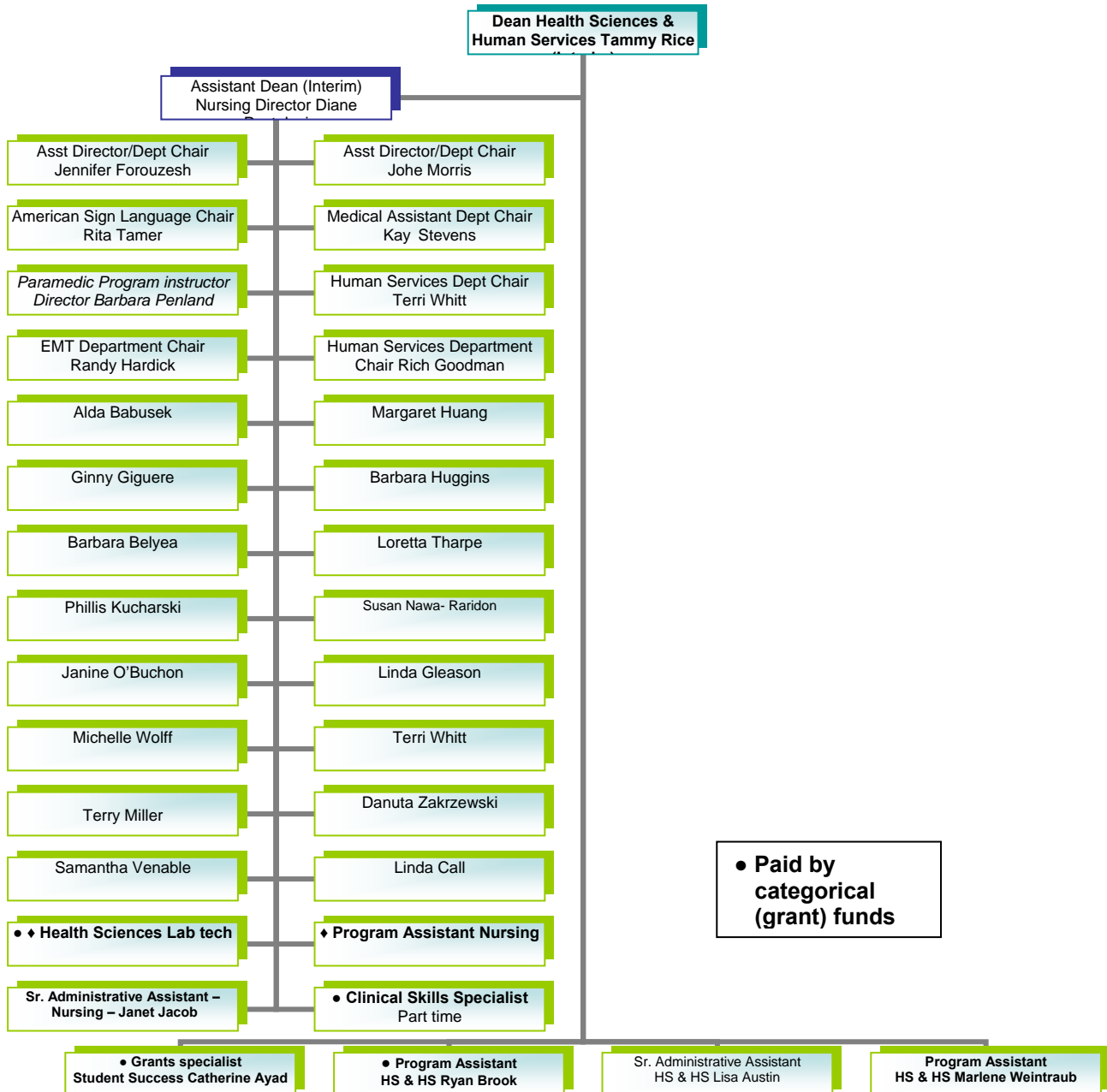
1. There is currently no space on campus which meets the need of ASL/Interpreting students to practice their skills. In order to support successful student outcomes the college needs to provide an appropriate language lab.

F. Marketing and Outreach Needs

1. The ASL and Interpreting program has marketed the program on a very limited basis, through MySite and Class Schedule listings as well as a one page handout available at campus wide events. The Program has managed to contact nearby high schools and offer ASL on their campuses, but the program needs to explore additional opportunities for the promotion of our classes.

Section IV: Appendices

A. Program Organizational Chart



B. Five-Year Program Staffing Profile

Position	Staffing Levels for Each of the Previous Five Years					% Change From Year 1 to Year 5
	2005	2006	2007	2008	2009	
Administration	0	0	0	0	0	0
Bargaining Classified Staff FT	0	0	0	0	0	0
Bargaining Classified Staff PT	1	0	0	0	1	10
Non-bargaining Classified Staff FT	0	0	0	0	0	0
Non-bargaining Classified Staff PT	0	0	0	0	0	0
Student Workers	1	1	0	1	1	0
Faculty FT	2	2	1	1	1	50
Faculty PT	7	6	6	7	5	30

C. SLO Assessment Forms

**Instructional Program
American Sign Language
April 2009**

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
<p>College Mission: To provide access to learning opportunities that promote student success; to foster intellectual growth, individual expression, and character development; and to support a dynamic and diverse environment of innovation and collegiality.</p> <p>The Mission of the ASL Program at Saddleback College is to prepare students to fulfill a variety of roles in interpreting ASL, to provide access for members of the deaf</p>	<p>1. Students who complete SL 1 will have basic competence in American Sign Language</p>	<p>1. 70% of students who complete SL 1 have basic competence in American Sign Language.</p> <p>2. Base on Final grades.</p>	<p>All 9 sections of SL 1 showed that 70% of students who completed SL 1 did have basic competence in American Sign Language based on their Final grades.</p>	<p>Continue to monitor and assess.</p>

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
<p>community and to recognize the multicultural nature of the deaf community.</p>	<p>2. Students will be able to identify cultural similarities and differences between the Deaf community and other cultural groups.</p> <p>3. Increase</p>	<p>2. 70% of students completing SL1 and SL101 will achieve "satisfactory or better" on this completely online course.</p>	<p>Based on the registration</p>	<p>Results pending. Due date May 2009.</p>

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
	enrollment in SL2 and SL 3	3. Registration data. Comparing SL 2 and SL 3 enrollment numbers of current academic year to prior academic year.	data from the Office of Research and Planning for the Unduplicated Headcount it showed that in Fall 2007 SL 2 had 81 students and Fall 2008 SL 2 had 74 students. Fall 2007 SL 3 had 40 students and Fall 2008 had 47 students.	Continue to offer classes the same way along with monitoring and continuous assessment.

D. Data Sets

Sign Language Program Review Data Set April 2009

The following pages include:

1. **Course Section Count**
2. **C1 & End of Term Headcount**
3. **Overview of Courses, Grades, Success/Retention**
4. **Course Grades, Success/Retention**
5. **American Sign Language Duplicated Headcount**
 - a. **Gender**
 - b. **Zip Code**
 - c. **Age Groups**
 - d. **Ethnicity**
 - e. **Educational Goal**

**Data Source: SOCCCD Management Information System (MIS) Data Warehouse April 2009
Prepared by Shouka Torabi, Research and Planning Specialist, Saddleback College**

Section Count

Foods and Nutrition Course and Section Count by Term and Year

	Fall				Summer				Spring				
	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007	2008
	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count
SL 1	8	8	8	6	2	2	3	2	8	8	9	8	8
SL 2	3	3	3	3	1	2	1	2	3	4	4	4	2
SL 3	2	2	1	1	0	1	0	0	2	2	2	2	1
SL 4	1	1	1	0	0	1	0	0	1	1	1	1	0
SL 101	0	1	1	0	0	0	0	1	1	1	1	1	0
SL 103	1	1	1	0	0	0	0	0	0	0	1	0	0
SL 104	1	1	1	0	0	0	0	0	0	0	1	0	0
SL 105	0	0	1	0	0	0	0	0	1	1	1	1	0
SL 106	0	0	1	0	0	0	0	0	1	1	1	1	0
SL 107	1	1	1	0	0	0	0	1	0	0	0	1	0
SL 201	0	0	0	0	0	0	0	0	0	0	0	1	0
Total	17	18	19	10	3	6	4	6	17	18	21	20	11

Census Headcount

**American Sign Language
C1 Headcount by Course/Term/Year**

	Fall				Summer				Spring				
	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007	2008
	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount
SL 1	258	235	236	199	38	52	48	0	227	230	245	235	238
SL 2	88	69	94	69	18	35	16	0	87	115	110	104	70
SL 3	51	45	29	30	.	26	.	.	46	43	36	40	25
SL 4	9	20	9	.	.	7	.	.	26	12	24	19	.
SL 101	.	0	0	.	.	.	.	0	20	26	0	0	.
SL 103	16	12	9	.	.	.	.	.	.	.	16	.	.
SL 104	16	12	9	.	.	.	.	.	.	.	16	.	.
SL 105	.	.	11	.	.	.	.	.	14	10	10	8	.
SL 106	.	.	11	.	.	.	.	.	14	10	10	8	.
SL 107	11	6	8	.	.	.	.	0	.	.	.	11	.
SL 201	.	.	.	.	.	.	.	.	.	.	.	26	.
Total	449	399	416	298	56	120	64	0	434	446	467	451	333

End of Term Count

American Sign Language End of Term Enrollment by Course/Term/Year

	Fall				Summer				Spring				
	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007	2008
	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment
SL 1	258	236	236	199	38	52	49	50	227	230	245	235	238
SL 2	88	70	94	69	18	35	16	32	87	116	110	104	70
SL 3	51	46	29	30	0	26	0	0	46	43	36	40	25
SL 4	9	20	9	0	0	7	0	0	26	12	24	19	0
SL 101	0	46	36	0	0	0	0	27	20	26	36	30	0
SL 103	16	12	9	0	0	0	0	0	0	0	16	0	0
SL 104	16	12	9	0	0	0	0	0	0	0	16	0	0
SL 105	0	0	11	0	0	0	0	0	14	10	10	8	0
SL 106	0	0	11	0	0	0	0	0	14	10	10	8	0
SL 107	11	6	8	0	0	0	0	6	0	0	0	11	0
SL 201	0	0	0	0	0	0	0	0	0	0	0	26	0
Total	449	448	452	298	56	120	65	115	434	447	503	481	333

Summary of All Courses by Grade/Success/Retention

**American Sign Language
Summary of All Courses by Grade/Success/Retention**

		Grades										success	retention	
		A	B	C	CR	D	F	I	NC	W	XX	Total		
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
2004	Spring	146	137	56	4	20	31	0	2	20	18	434	79.0%	95.4%
	Summer	30	13	6	0	1	1	0	0	4	1	56	87.5%	92.9%
	Fall	169	144	42	4	13	34	1	4	22	16	449	80.0%	95.1%
2005	Spring	177	137	56	2	16	32	0	0	19	8	447	83.2%	95.7%
	Summer	62	28	14	1	4	4	0	0	5	2	120	87.5%	95.8%
	Fall	154	146	60	1	13	27	1	0	26	20	448	80.6%	94.2%
2006	Spring	150	149	82	1	24	31	2	1	40	23	503	75.9%	92.0%
	Summer	33	18	8	0	3	2	0	0	1	0	65	90.8%	98.5%
	Fall	150	132	55	4	19	28	1	0	34	29	452	75.4%	92.5%
2007	Spring	158	118	66	22	21	32	0	7	23	34	481	75.7%	95.2%
	Summer	47	31	15	0	1	0	0	0	6	15	115	80.9%	94.8%
	Fall	87	109	42	2	10	19	2	0	20	7	298	80.5%	93.3%
2008	Spring	107	108	40	0	7	31	0	0	23	17	333	76.6%	93.1%

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary SL 1, SL 2, SL 3, and SL 4 by Grade/Success/Retention

**American Sign Language
Courses by Grade/Success/Retention**

			Grades									success	retention		
			A	B	C	CR	D	F	I	NC	W	XX			
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent	
SL 1	2004	Spring	76	72	31	1	11	14	0	1	12	9	79.30	94.71	
		Summer	20	9	4	0	1	0	0	0	3	1	86.84	92.11	
		Fall	111	82	20	3	3	25	1	0	8	5	83.72	96.90	
	2005	Spring	95	67	32	2	5	18	0	0	8	3	85.22	96.52	
		Summer	30	7	8	1	2	2	0	0	1	1	88.46	98.08	
		Fall	80	78	38	1	5	17	0	0	12	5	83.47	94.92	
	2006	Spring	73	73	43	0	10	24	0	1	13	8	77.14	94.69	
		Summer	25	11	7	0	3	2	0	0	1	0	87.76	97.96	
		Fall	76	62	28	4	15	17	0	0	24	10	72.03	89.83	
	2007	Spring	74	65	32	1	15	16	0	2	16	14	73.19	93.19	
		Summer	22	16	8	0	1	0	0	0	3	0	92.00	94.00	
		Fall	58	70	29	2	8	14	2	0	13	3	79.90	93.47	
2008	Spring	71	84	25	0	5	27	0	0	13	13	75.63	94.54		
SL 2	2004	Spring	31	36	9	0	1	6	0	0	3	1	87.36	96.55	
		Summer	10	4	2	0	0	1	0	0	1	0	88.89	94.44	
		Fall	30	26	12	1	6	4	0	1	5	3	78.41	94.32	
	2005	Spring	47	34	13	0	6	10	0	0	5	1	81.03	95.69	
		Summer	19	10	3	0	1	1	0	0	1	0	91.43	97.14	
		Fall	28	17	11	0	6	5	1	0	2	0	80.00	97.14	
	2006	Spring	40	28	16	0	8	4	1	0	7	6	76.36	93.64	
		Summer	8	7	1	0	0	0	0	0	0	0	100.00	100.00	
		Fall	36	28	14	0	4	4	0	0	6	2	82.98	93.62	
	2007	Spring	43	28	15	1	3	12	0	1	1	0	83.65	99.04	
		Summer	15	8	6	0	0	0	0	0	1	2	90.63	96.88	
		Fall	23	29	7	0	0	2	0	0	4	4	85.51	94.20	
2008	Spring	29	20	11	0	1	4	0	0	3	2	85.71	95.71		
SL 3	2004	Spring	8	12	5	2	6	7	0	1	3	2	58.70	93.48	
		Fall	9	15	7	0	4	4	0	1	5	6	60.78	90.20	
	2005	Spring	6	18	5	0	5	4	0	0	3	2	67.44	93.02	
		Summer	13	6	2	0	1	0	0	0	3	1	80.77	88.46	
		Fall	18	17	5	0	2	1	0	0	3	0	86.96	93.48	
	2006	Spring	16	8	7	0	2	0	1	0	0	2	86.11	100.00	
		Fall	11	7	5	0	0	3	1	0	1	1	79.31	96.55	
	2007	Spring	17	4	9	1	2	2	0	0	1	4	77.50	97.50	
		Fall	6	10	6	0	2	3	0	0	3	0	73.33	90.00	
	2008	Spring	7	4	4	0	1	0	0	0	7	2	60.00	72.00	
	SL 4	2004	Spring	11	6	0	1	1	3	0	0	1	3	69.23	96.15
			Fall	3	6	0	0	0	0	0	0	0	0	100.00	100.00
2005		Spring	1	9	1	0	0	0	0	0	1	0	91.67	91.67	
		Summer	0	5	1	0	0	1	0	0	0	0	85.71	100.00	
		Fall	9	8	2	0	0	1	0	0	0	0	95.00	100.00	
2006		Spring	6	11	4	0	0	1	0	0	1	1	87.50	95.83	
	Fall	1	4	2	0	0	0	0	0	0	2	77.78	100.00		
2007	Spring	3	7	6	0	1	1	0	0	1	0	84.21	94.74		

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).
The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).
The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of SL 101, SL 103, SL 104, & SL 105 by Grade/Success/Retention

**American Sign Language
Courses by Grade/Success/Retention**

			Grades								success	retention	
			A	B	C	CR	D	F	NC	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
SL 101	2004	Spring	14	2	2	0	0	0	0	1	1	90.00	95.00
	2005	Spring	18	4	2	0	0	0	0	2	0	92.31	92.31
		Fall	9	14	2	0	0	3	0	7	11	54.35	84.78
	2006	Spring	3	7	6	1	2	0	0	11	6	47.22	69.44
		Fall	8	11	0	0	0	2	0	3	12	52.78	91.67
	2007	Spring	8	7	1	1	0	1	0	0	12	56.67	100.00
Summer		7	5	1	0	0	0	0	2	12	48.15	92.59	
SL 103	2004	Fall	4	7	1	0	0	0	1	2	1	75.00	87.50
	2005	Fall	3	5	1	0	0	0	0	1	2	75.00	91.67
	2006	Spring	5	6	2	0	0	0	0	3	0	81.25	81.25
		Fall	3	3	1	0	0	1	0	0	1	77.78	100.00
SL 104	2004	Fall	7	3	1	0	0	1	1	2	1	68.75	87.50
	2005	Fall	5	3	1	0	0	0	0	1	2	75.00	91.67
	2006	Spring	4	7	0	0	2	0	0	3	0	68.75	81.25
		Fall	4	2	1	0	0	1	0	0	1	77.78	100.00
SL 105	2004	Spring	1	6	5	0	1	0	0	0	1	85.71	100.00
	2005	Spring	3	3	3	0	0	0	0	0	1	90.00	100.00
	2006	Spring	1	5	2	0	0	1	0	1	0	80.00	90.00
		Fall	3	6	2	0	0	0	0	0	0	100.00	100.00
	2007	Spring	4	2	1	0	0	0	0	0	1	87.50	100.00

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of SL 106, SL 107, & SL 201 by Grade/Success/Retention

**American Sign Language
Courses by Grade/Success/Retention**

			Grades							success	retention	
			A	B	C	CR	F	NC	W	XX		
			Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
SL 106	2004	Spring	5	3	4	0	1	0	0	1	85.71	100.00
	2005	Spring	7	2	0	0	0	0	0	1	90.00	100.00
	2006	Spring	2	4	2	0	1	0	1	0	80.00	90.00
		Fall	5	6	0	0	0	0	0	0	100.00	100.00
	2007	Spring	3	3	1	0	0	0	0	1	87.50	100.00
SL 107	2004	Fall	5	5	1	0	0	0	0	0	100.00	100.00
	2005	Fall	2	4	0	0	0	0	0	0	100.00	100.00
	2006	Fall	3	3	2	0	0	0	0	0	100.00	100.00
	2007	Spring	6	2	1	0	0	0	1	1	81.82	90.91
		Summer	3	2	0	0	0	0	0	1	83.33	100.00
SL 201	2007	Spring	0	0	0	18	0	4	3	1	69.23	88.46

CAPTION= Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Gender by Year/Term

**American Sign Language
Gender by Year/Term
Duplicated Headcount**

		F		M		X		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
2004	Spring	321	74.0%	113	26.0%	0	.0%	434	100.0%
	Summer	43	76.8%	13	23.2%	0	.0%	56	100.0%
	Fall	348	77.5%	101	22.5%	0	.0%	449	100.0%
2005	Spring	330	73.8%	117	26.2%	0	.0%	447	100.0%
	Summer	86	71.7%	34	28.3%	0	.0%	120	100.0%
	Fall	330	73.7%	117	26.1%	1	.2%	448	100.0%
2006	Spring	364	72.4%	139	27.6%	0	.0%	503	100.0%
	Summer	41	63.1%	24	36.9%	0	.0%	65	100.0%
	Fall	320	70.8%	127	28.1%	5	1.1%	452	100.0%
2007	Spring	360	74.8%	117	24.3%	4	.8%	481	100.0%
	Summer	76	66.1%	37	32.2%	2	1.7%	115	100.0%
	Fall	195	65.4%	100	33.6%	3	1.0%	298	100.0%
2008	Spring	226	67.9%	105	31.5%	2	.6%	333	100.0%

Courses by Zip Code

American Sign Language by Zip Code Duplicated Headcount

		Saddleback		Irvine		Out of District		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
2004	Spring	399	91.9%	9	2.1%	26	6.0%	434	100.0%
	Summer	44	78.6%	4	7.1%	8	14.3%	56	100.0%
	Fall	409	91.1%	11	2.4%	29	6.5%	449	100.0%
2005	Spring	415	92.8%	12	2.7%	20	4.5%	447	100.0%
	Summer	109	90.8%	3	2.5%	8	6.7%	120	100.0%
	Fall	409	91.3%	14	3.1%	25	5.6%	448	100.0%
2006	Spring	451	89.7%	19	3.8%	33	6.6%	503	100.0%
	Summer	56	86.2%	2	3.1%	7	10.8%	65	100.0%
	Fall	408	90.3%	14	3.1%	30	6.6%	452	100.0%
2007	Spring	420	87.3%	20	4.2%	41	8.5%	481	100.0%
	Summer	100	87.0%	3	2.6%	12	10.4%	115	100.0%
	Fall	273	91.6%	15	5.0%	10	3.4%	298	100.0%
2008	Spring	310	93.1%	8	2.4%	15	4.5%	333	100.0%

Age Group Distribution by Year/Term

**American Sign Language
Age Group Distribution by Year/Term
Duplicated Headcount**

		Age Groups															
		Below 17		18-21		22-25		26-35		36-50		51-65		Over 65		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
2004	Spring	80	18.4%	210	48.4%	43	9.9%	47	10.8%	35	8.1%	19	4.4%	0	.0%	434	100.0%
	Summer	6	10.7%	30	53.6%	5	8.9%	4	7.1%	7	12.5%	3	5.4%	1	1.8%	56	100.0%
	Fall	100	22.3%	222	49.4%	45	10.0%	30	6.7%	33	7.3%	19	4.2%	0	.0%	449	100.0%
2005	Spring	87	19.5%	234	52.3%	46	10.3%	34	7.6%	28	6.3%	18	4.0%	0	.0%	447	100.0%
	Summer	32	26.7%	57	47.5%	14	11.7%	3	2.5%	9	7.5%	5	4.2%	0	.0%	120	100.0%
	Fall	94	21.0%	221	49.3%	51	11.4%	40	8.9%	32	7.1%	10	2.2%	0	.0%	448	100.0%
2006	Spring	98	19.5%	277	55.1%	55	10.9%	32	6.4%	30	6.0%	11	2.2%	0	.0%	503	100.0%
	Summer	20	30.8%	26	40.0%	8	12.3%	2	3.1%	5	7.7%	3	4.6%	1	1.5%	65	100.0%
	Fall	75	16.6%	234	51.8%	61	13.5%	31	6.9%	31	6.9%	17	3.8%	3	.7%	452	100.0%
2007	Spring	71	14.8%	251	52.2%	59	12.3%	34	7.1%	39	8.1%	27	5.6%	0	.0%	481	100.0%
	Summer	27	23.5%	43	37.4%	18	15.7%	13	11.3%	10	8.7%	4	3.5%	0	.0%	115	100.0%
	Fall	59	19.8%	166	55.7%	32	10.7%	15	5.0%	19	6.4%	6	2.0%	1	.3%	298	100.0%
2008	Spring	71	21.3%	194	58.3%	31	9.3%	11	3.3%	21	6.3%	4	1.2%	1	.3%	333	100.0%

Ethnicity by Year/Term

**American Sign Language
Ethnicity by Year/Term
Duplicated Headcount**

		Ethnic Groups																	
		Asian		African American		Hispanic		American Indian/Alaskan Native		Other		Pacific Islander		White		Unknown		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
2004	Spring	14	3.2%	6	1.4%	43	9.9%	3	.7%	6	1.4%	6	1.4%	327	75.3%	29	6.7%	434	100.0%
	Summer	6	10.7%	1	1.8%	7	12.5%	0	.0%	0	.0%	0	.0%	34	60.7%	8	14.3%	56	100.0%
	Fall	20	4.5%	11	2.4%	36	8.0%	3	.7%	4	.9%	4	.9%	336	74.8%	35	7.8%	449	100.0%
2005	Spring	25	5.6%	8	1.8%	45	10.1%	1	.2%	5	1.1%	4	.9%	325	72.7%	34	7.6%	447	100.0%
	Summer	4	3.3%	2	1.7%	15	12.5%	2	1.7%	3	2.5%	0	.0%	82	68.3%	12	10.0%	120	100.0%
	Fall	24	5.4%	12	2.7%	45	10.0%	3	.7%	8	1.8%	6	1.3%	318	71.0%	32	7.1%	448	100.0%
2006	Spring	31	6.2%	6	1.2%	57	11.3%	3	.6%	5	1.0%	7	1.4%	358	71.2%	36	7.2%	503	100.0%
	Summer	4	6.2%	1	1.5%	4	6.2%	0	.0%	3	4.6%	0	.0%	46	70.8%	7	10.8%	65	100.0%
	Fall	22	4.9%	7	1.5%	44	9.7%	5	1.1%	1	.2%	3	.7%	332	73.5%	38	8.4%	452	100.0%
2007	Spring	26	5.4%	4	.8%	48	10.0%	2	.4%	4	.8%	3	.6%	359	74.6%	35	7.3%	481	100.0%
	Summer	0	.0%	0	.0%	10	8.7%	1	.9%	1	.9%	0	.0%	91	79.1%	12	10.4%	115	100.0%
	Fall	17	5.7%	5	1.7%	25	8.4%	1	.3%	5	1.7%	4	1.3%	217	72.8%	24	8.1%	298	100.0%
2008	Spring	19	5.7%	2	.6%	39	11.7%	3	.9%	7	2.1%	6	1.8%	226	67.9%	31	9.3%	333	100.0%

Educational Goals by Year/Term

**American Sign Language
Educational Goals by Year/Term
Duplicated Headcount**

	2004				2005				2006				2007				2008	
	Spring		Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring	
	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
AA/AS and transfer	111	25.6%	105	23.4%	113	25.3%	128	28.6%	121	24.1%	124	27.4%	115	23.9%	94	31.5%	97	29.5%
Transfer w/o AA/AS	31	7.1%	40	8.9%	42	9.4%	51	11.4%	30	6.0%	33	7.3%	36	7.5%	24	8.1%	32	9.7%
AA/AS w/o transfer	3	.7%	3	.7%	3	.7%	1	.2%	1	.2%	3	.7%	5	1.0%	4	1.3%	7	2.1%
2-yr Voc. w/o transfer	6	1.4%	7	1.6%	12	2.7%	7	1.6%	12	2.4%	8	1.8%	5	1.0%	3	1.0%	3	.9%
Voc. certif. w/o transfer	62	14.3%	57	12.7%	43	9.6%	58	12.9%	44	8.7%	36	8.0%	37	7.7%	20	6.7%	10	3.0%
Discover interests	18	4.1%	21	4.7%	24	5.4%	21	4.7%	34	6.8%	19	4.2%	36	7.5%	14	4.7%	16	4.9%
Acquire job skills	37	8.5%	44	9.8%	36	8.1%	27	6.0%	33	6.6%	40	8.8%	28	5.8%	5	1.7%	13	4.0%
Update job skills	7	1.6%	7	1.6%	7	1.6%	11	2.5%	4	.8%	6	1.3%	12	2.5%	5	1.7%	3	.9%
Maintain cert. or lisc.	2	.5%	1	.2%	0	.0%	1	.2%	1	.2%	4	.9%	2	.4%	3	1.0%	3	.9%
Ed. development	39	9.0%	34	7.6%	37	8.3%	27	6.0%	50	9.9%	40	8.8%	47	9.8%	28	9.4%	35	10.6%
Basic Skills	3	.7%	6	1.3%	5	1.1%	6	1.3%	6	1.2%	8	1.8%	11	2.3%	2	.7%	5	1.5%
HS or GED	49	11.3%	57	12.7%	45	10.1%	48	10.7%	68	13.5%	55	12.2%	59	12.3%	37	12.4%	48	14.6%
Undecided	66	15.2%	67	14.9%	80	17.9%	62	13.8%	99	19.7%	76	16.8%	88	18.3%	58	19.5%	57	17.3%
Unknown	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	1	.3%	0	.0%
Total	434	100.0%	449	100.0%	447	100.0%	448	100.0%	503	100.0%	452	100.0%	481	100.0%	298	100.0%	329	100.0%