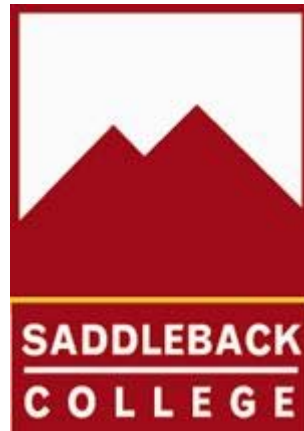


**Saddleback College
Program Review for American Sign
Language/Interpreting Program**



Submitted on Spring 2006

Table of Contents

Team Members and Approval Page.....	3
Program Review Checklist	4
Program Overview.....	5
Review Report.....	8
Needs Assessment.....	22
Appendices.....	24

Program Review Team Members and Approvals

Program Review Team Chair:

Rita Tamer

Program Review Team Members:

Don Potter

Approvals:

Division Dean

Program Review Chair

Academic Senate President

Vice President of Instruction

Submitted in 2006

Program Review Checklist

Date Completed	Action
1/06	Contact Program Review Chair for orientation
1/06	Form Program Review Team
5/06	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
5/06	Solicit input from faculty and students
5/06	Determine if additional research is needed
4/06	Contact College Research Analyst if necessary
4/06	Write Program Review report
5/06	Submit report to Dean and Program Review Chair for approval
	Report submitted to Academic Senate for approval
	Report submitted to Office of Instruction for approval
	Report submitted to College President and the Office of Institutional Effectiveness
	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, 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 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 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

This is the first program review to be conducted.

D. 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.
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.
 - 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.
 - iv. There might be a possibility to one day have a Distance Ed course offered Tele-Ed or blackboard is a future goal to reach those students who are unable to physically attend Saddleback Community College campus.
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 modified.
- ii. There are different types of sign language 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.

Section II: Review Report

A. Faculty and Staff

1. 1 Department Chair/full time instructor
2. 1 full time instructor
3. 5 adjunct instructors; 2 Deaf, 3 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; 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.
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 and are encouraged to join the ASL Club.

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. Add 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 2001 to Fall 2005. 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.

**Sign Language Program
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
2001	Spring	149	106	52	9	9	27	1	0	40	26	419	75.4%	90.5%
	Summer	31	13	7	1	2	1	0	0	2	2	59	88.1%	96.6%
	Fall	179	86	32	1	4	10	0	0	30	20	362	82.3%	91.7%
2002	Spring	207	105	38	20	17	13	0	2	20	23	445	83.1%	95.5%
	Summer	30	6	5	2	0	3	0	0	2	0	48	89.6%	95.8%
	Fall	250	106	33	15	6	17	3	3	25	22	480	84.2%	94.8%
2003	Spring	159	105	67	0	25	25	3	2	35	14	435	76.1%	92.0%
	Summer	24	16	3	0	0	0	0	2	0	0	45	95.6%	100.0%
	Fall	99	139	72	1	34	53	0	0	31	11	440	70.7%	93.0%
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	12	4	4	0	6	7	2	139	83.5%	95.0%
	Fall	153	147	60	13	13	27	1	2	27	22	465	80.2%	94.2%

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, 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).

**Sign Language Program
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
SL I	2001	Spring	67	40	18	3	4	17	0	0	18	11	178	71.9%	89.9%
		Summer	31	13	7	1	2	1	0	0	2	2	59	88.1%	96.6%
		Fall	95	41	16	0	3	8	0	0	18	8	189	80.4%	90.5%
	2002	Spring	99	53	27	0	12	10	0	0	16	11	228	78.5%	93.0%
		Summer	22	2	2	0	0	0	0	0	0	0	26	100.0%	100.0%
		Fall	146	52	15	3	2	13	0	1	12	10	254	85.0%	95.3%
	2003	Spring	73	48	40	0	9	14	0	0	15	11	210	76.7%	92.9%
		Summer	20	9	2	0	0	0	0	2	0	0	33	93.9%	100.0%
		Fall	57	70	36	0	15	26	0	0	11	5	220	74.1%	95.0%
	2004	Spring	76	72	31	1	11	14	0	1	12	9	227	79.3%	94.7%
		Summer	20	9	4	0	1	0	0	0	3	1	38	86.8%	92.1%
		Fall	111	82	20	3	3	25	1	0	8	5	258	83.7%	96.9%
	2005	Spring	95	67	32	2	5	18	0	0	8	3	230	85.2%	96.5%
		Summer	30	7	8	1	2	2	0	0	1	1	52	88.5%	98.1%
		Fall	80	78	38	1	5	17	0	0	12	5	236	83.5%	94.9%

Grade XX = None of the above/unknown.

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

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**Sign Language Program
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
SL 2	2001	Spring	50	19	8	2	2	6	0	0	2	6	95	83.2%	97.9%
		Fall	52	13	9	0	1	1	0	0	6	2	84	88.1%	92.9%
2002	Spring	70	14	5	2	5	0	0	0	2	1	99	91.9%	98.0%	
	Summer	8	4	3	2	0	3	0	0	2	0	22	77.3%	90.9%	
	Fall	42	23	12	0	4	2	3	0	2	6	94	81.9%	97.9%	
2003	Spring	50	29	17	0	10	4	2	0	9	0	121	79.3%	92.6%	
	Summer	4	7	1	0	0	0	0	0	0	0	12	100.0%	100.0%	
	Fall	15	38	19	0	10	13	0	0	6	3	104	69.2%	94.2%	
2004	Spring	31	36	9	0	1	6	0	0	3	1	87	87.4%	96.6%	
	Summer	10	4	2	0	0	1	0	0	1	0	18	88.9%	94.4%	
	Fall	30	26	12	1	6	4	0	1	5	3	88	78.4%	94.3%	
2005	Spring	47	34	13	0	6	10	0	0	5	1	116	81.0%	95.7%	
	Summer	19	10	3	0	1	1	0	0	1	0	35	91.4%	97.1%	
	Fall	28	17	11	0	6	5	1	0	2	0	70	80.0%	97.1%	

Grade XX = None of the above/unknown.

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

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

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

			Grades								success	retention		
			A	B	C	CR	D	F	NC	W	XX	Total		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
SL 3	2001	Spring	11	16	12	1	0	1	0	4	1	46	87.0%	91.3%
		Fall	22	13	7	1	0	0	0	1	2	46	93.5%	97.8%
	2002	Spring	18	17	3	0	0	1	0	0	4	43	88.4%	100.0%
		Fall	48	18	0	1	0	0	0	3	3	73	91.8%	95.9%
	2003	Spring	13	11	4	0	3	0	0	3	2	36	77.8%	91.7%
		Fall	9	11	11	0	8	12	0	4	2	57	54.4%	93.0%
	2004	Spring	8	12	5	2	6	7	1	3	2	46	58.7%	93.5%
		Fall	9	15	7	0	4	4	1	5	6	51	60.8%	90.2%
	2005	Spring	6	18	5	0	5	4	0	3	2	43	67.4%	93.0%
		Summer	13	6	2	0	1	0	0	3	1	26	80.8%	88.5%
		Fall	17	18	5	0	2	1	0	3	0	46	87.0%	93.5%

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

			Grades								success	retention		
			A	B	C	CR	D	F	NC	W	XX	Total		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
SL 4	2001	Spring	7	9	2	0	1	1	0	3	1	24	75.0%	87.5%
		Fall	8	5	0	0	0	1	0	1	2	17	76.5%	94.1%
	2002	Spring	5	11	0	1	0	0	0	0	1	18	94.4%	100.0%
		Fall	6	3	0	0	0	2	1	0	0	12	75.0%	100.0%
	2003	Spring	8	6	2	0	0	5	0	6	1	28	57.1%	78.6%
		Fall	4	8	2	1	0	1	0	5	1	22	68.2%	77.3%
	2004	Spring	11	6	0	1	1	3	0	1	3	26	69.2%	96.2%
		Fall	3	6	0	0	0	0	0	0	0	9	100.0%	100.0%
	2005	Spring	1	9	1	0	0	0	0	1	0	12	91.7%	91.7%
		Summer	0	5	1	0	0	1	0	0	0	7	85.7%	100.0%
		Fall	9	8	2	0	0	1	0	0	0	20	95.0%	100.0%

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**Sign Language Program
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
SL 101	2001	Spring	9	9	4	0	1	1	0	0	4	1	29	75.9%	86.2%
	2002	Spring	11	4	1	1	0	2	0	0	0	1	20	85.0%	100.0%
	2003	Spring	7	8	0	0	2	0	1	0	2	0	20	75.0%	90.0%
	2004	Spring	14	2	2	0	0	0	0	0	1	1	20	90.0%	95.0%
	2005	Spring	18	4	2	0	0	0	0	0	2	0	26	92.3%	92.3%
		Fall	9	14	2	0	0	3	0	0	7	11	46	54.3%	84.8%
SL 103	2001	Spring	0	3	2	0	1	0	0	0	2	1	9	55.6%	77.8%
		Fall	1	4	0	0	0	0	0	0	2	2	9	55.6%	77.8%
	2002	Fall	3	3	4	0	0	0	0	0	3	0	13	76.9%	76.9%
	2003	Fall	4	5	3	0	1	0	0	0	2	0	15	80.0%	86.7%
	2004	Fall	4	7	1	0	0	0	0	1	2	1	16	75.0%	87.5%
	2005	Fall	3	5	1	0	0	0	0	0	1	2	12	75.0%	91.7%
SL 104	2001	Spring	0	4	2	0	0	0	0	0	2	1	9	66.7%	77.8%
		Fall	0	5	0	0	0	0	0	0	1	2	8	62.5%	87.5%
	2002	Fall	5	3	2	0	0	0	0	0	3	0	13	76.9%	76.9%
	2003	Fall	6	5	1	0	0	1	0	0	2	0	15	80.0%	86.7%
	2004	Fall	7	3	1	0	0	1	0	1	2	1	16	68.8%	87.5%
	2005	Fall	5	3	1	0	0	0	0	0	1	2	12	75.0%	91.7%

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**Sign Language Program
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
SL 105	2001	Spring	2	2	1	2	0	1	0	0	3	1	12	58.3%	75.0%
		Fall	1	2	0	0	0	0	0	0	1	2	6	50.0%	83.3%
	2002	Spring	1	4	1	0	0	0	0	0	0	1	7	85.7%	100.0%
	2003	Spring	3	2	2	0	1	1	0	1	0	0	10	70.0%	100.0%
	2004	Spring	1	6	5	0	1	0	0	0	0	1	14	85.7%	100.0%
	2005	Spring	3	3	3	0	0	0	0	0	0	1	10	90.0%	100.0%
SL 106	2001	Spring	1	3	1	1	0	0	0	0	2	3	11	54.5%	81.8%
		Fall	0	3	0	0	0	0	0	0	0	0	3	100.0%	100.0%
	2002	Spring	3	2	1	0	0	0	0	0	0	1	7	85.7%	100.0%
	2003	Spring	5	1	2	0	0	1	0	1	0	0	10	80.0%	100.0%
	2004	Spring	5	3	4	0	0	1	0	0	0	1	14	85.7%	100.0%
	2005	Spring	7	2	0	0	0	0	0	0	0	1	10	90.0%	100.0%
SL 107	2001	Spring	2	1	2	0	0	0	1	0	0	0	6	83.3%	100.0%
	2002	Fall	0	4	0	0	0	0	0	0	0	0	4	100.0%	100.0%
	2003	Fall	4	2	0	0	0	0	0	0	1	0	7	85.7%	85.7%
	2004	Fall	5	5	1	0	0	0	0	0	0	0	11	100.0%	100.0%
	2005	Fall	2	4	0	0	0	0	0	0	0	0	6	100.0%	100.0%

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**Sign Language Program
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
SL 105	2001	Spring	2	2	1	2	0	1	0	0	3	1	12	58.3%	75.0%
		Fall	1	2	0	0	0	0	0	0	1	2	6	50.0%	83.3%
	2002	Spring	1	4	1	0	0	0	0	0	0	1	7	85.7%	100.0%
	2003	Spring	3	2	2	0	1	1	0	1	0	0	10	70.0%	100.0%
	2004	Spring	1	6	5	0	1	0	0	0	0	1	14	85.7%	100.0%
	2005	Spring	3	3	3	0	0	0	0	0	0	1	10	90.0%	100.0%
SL 106	2001	Spring	1	3	1	1	0	0	0	0	2	3	11	54.5%	81.8%
		Fall	0	3	0	0	0	0	0	0	0	0	3	100.0%	100.0%
	2002	Spring	3	2	1	0	0	0	0	0	0	1	7	85.7%	100.0%
	2003	Spring	5	1	2	0	0	1	0	1	0	0	10	80.0%	100.0%
	2004	Spring	5	3	4	0	0	1	0	0	0	1	14	85.7%	100.0%
	2005	Spring	7	2	0	0	0	0	0	0	0	1	10	90.0%	100.0%
SL 107	2001	Spring	2	1	2	0	0	0	1	0	0	0	6	83.3%	100.0%
	2002	Fall	0	4	0	0	0	0	0	0	0	0	4	100.0%	100.0%
	2003	Fall	4	2	0	0	0	0	0	0	1	0	7	85.7%	85.7%
	2004	Fall	5	5	1	0	0	0	0	0	0	0	11	100.0%	100.0%
	2005	Fall	2	4	0	0	0	0	0	0	0	0	6	100.0%	100.0%

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, 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).

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

			Grades					success	retention
			CR	NC	W	XX	Total		
			Count	Count	Count	Count	Count	Percent	Percent
SL 189	2002	Spring	16	2	2	3	23	69.6%	91.3%
		Fall	11	1	2	3	17	64.7%	88.2%
	2005	Summer	11	6	2	0	19	57.9%	89.5%
		Fall	12	2	1	2	17	70.6%	94.1%

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).

2. Classes such as SL 103- SL 107 were only offered once a year, but now they are offered every semester because of the higher demand of more students wanting to finish the program with either a certificate and/or a degree. We have made this change in hopes of having more students completing the program instead of waiting a semester or two to finish up their courses.
3. Starting in Spring 2006, the American Sign Language/Interpreting Program has attended a departmental meeting for Counseling and DSPS in hopes to answer any questions they may have in regards to the program. This informative presentation will be provided on an annual basis. The Department Chair attends the meetings with the counselors to update them on changes to the ASL/Interpreting Program
4. 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. A weakness for student success is that there are not enough full time faculty available to provide the office hours needed to support the student needs. Several times a faculty member is needed to conduct testing outside of class time for students and are unable to provide them with adequate testing because of this.
7. 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 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 is 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 fact that the doors all have windows visually distracting the students from instruction
 - ii. The location of the classroom which is directly in front of the restrooms again distracting the students from instruction.
 - iii. The hallways that have very high echo making it loud 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 25-30 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 so any salary requirements, if this were to be instituted, 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 1/20.

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 program needs to determine if enrollment will increase if we move to make ASL Interpreting a Degree program. This would allow for the provision of a stronger program. It would also make students eligible to begin the process of becoming a nationally certified interpreter and increase their employment possibilities.
3. 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 college has hired a Director of Public Information and Marketing. The program needs to explore additional opportunities for the promotion of our classes.

Section IV: Appendices

A. Program Organizational Chart

Health Science, Human Services & Emeritus Institute

<u>Health Sciences</u>	<u>Human Services Institute</u>	<u>Emeritus</u>
Nursing	Human Services Generalist	PE
Paramedics	Alcohol & Drug Studies	Liberal & Fine Arts and Humanities
Emergency Medical Technician		
Medical Assistant	Family Services	
Phlebotomy	Corrections & Criminal Justice	
ASL/Interpreting	Eating Disorders	
	Victim Services	

B. Five-Year Program Staffing Profile

Position	Staffing Levels for Each of the Previous Five Years					% Change From Year 1 to Year 5
	2001	2002	2003	2004	2005	
Administration	0	0	0	0	0	0
Bargaining Classified Staff FT	0	0	0	0	0	0
Bargaining Classified Staff PT	0	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	0	0	0	1	1	5
Faculty FT	1	1	1	1	2	100
Faculty PT	10	9	11	8	7	30

C. SLO Assessment Forms

**Instructional Program
American Sign Language
September 2005**

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 community and to recognize the multicultural nature of the deaf community.</p>	<p>1. Graduates of the ASL program will demonstrate basic conversational fluency in ASL.</p> <p>2. Students will be able to identify cultural similarities and differences between the Deaf community and other cultural groups.</p> <p>3. Students in the capstone course (SL 4) will demonstrate receptive and expressive skills such as fingerspelling, numbers, sentences and specific aspects of language in ASL/Spoken English.</p>	<p>1. 70% of candidates who take the National Interpreting Certification Written Examination will achieve a passing score.</p> <p>2. Using a rubric, 90% of students completing SL 1 and SL 101 will achieve "satisfactory or better" on written assignments concerning Deaf event experiences, interviews and personal development plans.</p> <p>3. Using a testing rubric, 85% of the students who complete the capstone course (SL 4) will achieve 70% or better on test of basic conversational fluency in ASL.</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

D. Data Sets

Sign Language Program Review Data Set

The following pages include:

Course Section Count

C1 & End of Term Headcount

Sign Language Program Students' Duplicated Headcount

- a. Gender**
- b. Zip Code**
- c. Ethnicity**
- d. Educational Goal**

Degree/Award Data for 04-05

**Data Source: SOCCCD Management Information System (MIS) Data Warehouse April 2006
Prepared by Denice Inciong, Research and Planning Analyst, Saddleback College**

Sign Language Program
Course and Section Count by Term and Year

	Fall					Summer					Spring				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
	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	Section Count	Section Count
SL 1	6	7	7	8	8	2	1	1	2	2	7	7	7	8	8
SL 2	3	3	4	3	3	0	1	1	1	2	3	3	4	3	4
SL 3	2	3	2	2	2	0	0	0	0	1	1	2	2	2	2
SL 4	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1
SL 101	0	0	0	0	1	0	0	0	0	0	1	1	1	1	1
SL 103	1	1	1	1	1	0	0	0	0	0	1	0	0	0	0
SL 104	1	1	1	1	1	0	0	0	0	0	1	0	0	0	0
SL 105	1	0	0	0	0	0	0	0	0	0	1	1	1	1	1
SL 106	1	0	0	0	0	0	0	0	0	0	1	1	1	1	1
SL 107	0	1	1	1	1	0	0	0	0	0	1	0	0	0	0
SL 189	0	1	0	0	1	0	0	0	0	1	0	1	0	0	0
Total	16	18	17	17	19	2	2	2	3	7	18	17	17	17	18

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

	Fall					Summer					Spring				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
	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	C1 Headcount	C1 Headcount
SL 1	183	252	219	258	235	59	26	33	38	52	176	228	209	227	230
SL 2	84	94	104	88	69	.	22	12	18	35	95	99	121	87	115
SL 3	45	72	57	51	45	.	.	.	.	26	46	43	36	46	43
SL 4	17	12	22	9	20	.	.	.	.	7	24	18	28	26	12
SL 101	.	.	.	.	0	.	.	.	.	.	29	20	20	20	26
SL 103	9	12	15	16	12	.	.	.	.	.	9	.	.	.	.
SL 104	8	13	15	16	12	.	.	.	.	.	9	.	.	.	.
SL 105	6	.	.	.	.	.	.	.	.	.	12	6	10	14	10
SL 106	3	.	.	.	.	.	.	.	.	.	11	6	10	14	10
SL 107	.	4	7	11	6	.	.	.	.	.	6	.	.	.	.
SL 189	.	17	.	.	17	.	.	.	.	19	.	23	.	.	.
Total	355	476	439	449	416	59	48	45	56	139	417	443	434	434	446

**Sign Language Program
End of Term Enrollment by Course/Term/Year**

	Fall					Summer					Spring				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
	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	End of Term Enrollment	End of Term Enrollment
SL 1	189	254	220	258	236	59	26	33	38	52	178	228	210	227	230
SL 2	84	94	104	88	70	0	22	12	18	35	95	99	121	87	116
SL 3	46	73	57	51	46	0	0	0	0	26	46	43	36	46	43
SL 4	17	12	22	9	20	0	0	0	0	7	24	18	28	26	12
SL 101	0	0	0	0	46	0	0	0	0	0	29	20	20	20	26
SL 103	9	13	15	16	12	0	0	0	0	0	9	0	0	0	0
SL 104	8	13	15	16	12	0	0	0	0	0	9	0	0	0	0
SL 105	6	0	0	0	0	0	0	0	0	0	12	7	10	14	10
SL 106	3	0	0	0	0	0	0	0	0	0	11	7	10	14	10
SL 107	0	4	7	11	6	0	0	0	0	0	6	0	0	0	0
SL 189	0	17	0	0	17	0	0	0	0	19	0	23	0	0	0
Total	362	480	440	449	465	59	48	45	56	139	419	445	435	434	447

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

		F		M		X		Total	
		Count	Row %	Count	Row %	Count	Row %	Count	Row %
2001	Spring	339	80.9%	80	19.1%	0	.0%	419	100.0%
	Summer	49	83.1%	10	16.9%	0	.0%	59	100.0%
	Fall	285	78.7%	77	21.3%	0	.0%	362	100.0%
2002	Spring	336	75.5%	109	24.5%	0	.0%	445	100.0%
	Summer	33	68.8%	15	31.3%	0	.0%	48	100.0%
	Fall	369	76.9%	111	23.1%	0	.0%	480	100.0%
2003	Spring	334	76.8%	101	23.2%	0	.0%	435	100.0%
	Summer	29	64.4%	16	35.6%	0	.0%	45	100.0%
	Fall	339	77.0%	101	23.0%	0	.0%	440	100.0%
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	103	74.1%	36	25.9%	0	.0%	139	100.0%
	Fall	347	74.6%	117	25.2%	1	.2%	465	100.0%

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

		Ethnic Groups																	
		Asian		African American		Hispanic		American Indian/Alaskan Native		Other		Pacific Islander		White		Unknown		Total	
		Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %
2001	Spring	18	4.3%	2	.5%	37	8.8%	4	1.0%	1	.2%	2	.5%	325	77.6%	30	7.2%	419	100.0%
	Summer	5	8.5%	3	5.1%	5	8.5%	0	.0%	1	1.7%	0	.0%	42	71.2%	3	5.1%	59	100.0%
	Fall	19	5.2%	7	1.9%	24	6.6%	4	1.1%	3	.8%	4	1.1%	278	76.8%	23	6.4%	362	100.0%
2002	Spring	20	4.5%	4	.9%	29	6.5%	3	.7%	4	.9%	4	.9%	353	79.3%	28	6.3%	445	100.0%
	Summer	4	8.3%	1	2.1%	4	8.3%	1	2.1%	0	.0%	0	.0%	31	64.6%	7	14.6%	48	100.0%
	Fall	21	4.4%	9	1.9%	39	8.1%	8	1.7%	7	1.5%	1	.2%	360	75.0%	35	7.3%	480	100.0%
2003	Spring	17	3.9%	10	2.3%	39	9.0%	2	.5%	6	1.4%	0	.0%	327	75.2%	34	7.8%	435	100.0%
	Summer	6	13.3%	4	8.9%	5	11.1%	0	.0%	0	.0%	0	.0%	27	60.0%	3	6.7%	45	100.0%
	Fall	16	3.6%	9	2.0%	32	7.3%	2	.5%	5	1.1%	4	.9%	343	78.0%	29	6.6%	440	100.0%
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	5	3.6%	2	1.4%	18	12.9%	3	2.2%	3	2.2%	0	.0%	92	66.2%	16	11.5%	139	100.0%
	Fall	24	5.2%	12	2.6%	48	10.3%	3	.6%	9	1.9%	6	1.3%	330	71.0%	33	7.1%	465	100.0%

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

	2001				2002				2003				2004				2005			
	Spring		Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring		Fall	
	Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column %
AA/AS and transfer	107	25.5%	95	26.2%	122	27.4%	108	22.5%	103	23.7%	123	28.0%	111	25.6%	105	23.4%	113	25.3%	131	28.2%
Transfer w/o AA/AS	37	8.8%	28	7.7%	39	8.8%	33	6.9%	33	7.6%	25	5.7%	31	7.1%	40	8.9%	42	9.4%	53	11.4%
AA/AS w/o transfer	0	.0%	3	.8%	6	1.3%	5	1.0%	4	.9%	2	.5%	3	.7%	3	.7%	3	.7%	1	.2%
2-yr Voc. w/o transfer	6	1.4%	10	2.8%	10	2.2%	12	2.5%	11	2.5%	5	1.1%	6	1.4%	7	1.6%	12	2.7%	7	1.5%
Voc. certif. w/o transfer	39	9.3%	30	8.3%	37	8.3%	55	11.5%	48	11.0%	54	12.3%	62	14.3%	57	12.7%	43	9.6%	58	12.5%
Discover interests	26	6.2%	24	6.6%	38	8.5%	37	7.7%	20	4.6%	18	4.1%	18	4.1%	21	4.7%	24	5.4%	24	5.2%
Acquire job skills	38	9.1%	33	9.1%	40	9.0%	40	8.3%	38	8.7%	36	8.2%	37	8.5%	44	9.8%	36	8.1%	29	6.2%
Update job skills	15	3.6%	17	4.7%	11	2.5%	8	1.7%	7	1.6%	6	1.4%	7	1.6%	7	1.6%	7	1.6%	11	2.4%
Maintain cert. or lisc.	4	1.0%	3	.8%	3	.7%	4	.8%	5	1.1%	4	.9%	2	.5%	1	.2%	0	.0%	1	.2%
Ed. development	50	11.9%	44	12.2%	46	10.3%	54	11.3%	50	11.5%	47	10.7%	39	9.0%	34	7.6%	37	8.3%	30	6.5%
Basic Skills	0	.0%	2	.6%	2	.4%	3	.6%	2	.5%	1	.2%	3	.7%	6	1.3%	5	1.1%	6	1.3%
HS or GED	29	6.9%	19	5.2%	34	7.6%	54	11.3%	45	10.3%	53	12.0%	49	11.3%	57	12.7%	45	10.1%	48	10.3%
Undecided	68	16.2%	54	14.9%	56	12.6%	67	14.0%	69	15.9%	66	15.0%	66	15.2%	67	14.9%	80	17.9%	66	14.2%
Unknown	0	.0%	0	.0%	1	.2%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
Total	419	100.0%	362	100.0%	445	100.0%	480	100.0%	435	100.0%	440	100.0%	434	100.0%	449	100.0%	447	100.0%	465	100.0%

E. Others

