Allan Hancock College Program Review
2015-16 Annual Update

Program and Department:	**American Sign Language (Dept. - Languages and Communication)**
Date submitted:	**June 30, 2016**
Submitted by:	**Ana M. Gomez de Torres**

SLOS report update □ Revised Plan of Action □

The Annual Update is conducted by all programs at the college and consists of an analysis of changes affecting the program as well as significant new funding needs for staff, resources, facilities, and equipment. It should be submitted or renewed every year by the end of the second week in April in anticipation of budget planning for the following year, which begins at the planning retreat in November. *Note that if there is no change from the previous year, you may simply resubmit the information in that report (or any portion that remains unchanged) from the prior year.

Programs and units should support their planning efforts with quantifiable data, conduct appropriate analyses, and make supportable conclusions. For your use, standardized IT data reports will be provided and sent to departments under separate cover. You may also report on your own internally-generated data. Labor market data is required for all vocational programs at least every two years.

Place your responses in the expandable text boxes below each question.

I. Program Mission (must align with college mission)

Describe the need that is met by the program or the purpose of the program. (Sample: *The Health, Physical Education, and Recreation Division is committed to providing excellent education opportunities to our students for their affective, cognitive and psychomotor development as they pursue sport, recreation, physical education, health education and wellness. We will encourage our students to further and sustain their individual endeavors toward the regular, lifelong pursuit of physical activity and a healthy lifestyle.)* In addition, for vocational programs only, data must show need and that "the program does not represent an unnecessary duplication of other vocational or occupational training programs in the area."

The American Sign Language program is dedicated to preparing students for entry-level employment and to pursue degrees in the fields of American Sign Language and Deaf Studies. Students completing this program will have a foundation on American Sign Language through the study of the language, culture, history and social norms of the Deaf Community, while acquiring basic ASL skills and an understanding of Deaf topics.

II. Progress on Comprehensive Program Review Final Plan of Action

Review the final plan of action (post validation) from the last comprehensive program review and any previous annual updates. Summarize the progress the program has made on recommendations targeted for this last year as well as any outstanding or incomplete items from previous years. What is the status of these recommendations? Include the original target date, action taken and results, and reasons for any changes.

Based on comprehensive program review done 2014-2015:

- ONGOING - P/CSLO data needs to be continuous and thorough. All CSLOs should be assessed for all sections of ASL that are offered.
- ONGOING - PT faculty need ongoing training of CSLO assessment and development of common evaluation rubrics for the tools used to assess CSLOs.
- PENDING - Development of two new courses, possibly (1) Classifiers, and (2) Fingerspelling, in preparation for the development of a degree and/or certificate. TARGET DATE: submission Fall 2016
- PENDING - Development of an AA/AS degree and/or certificate of achievement. TARGET DATE: submission Fall 2016
- PENDING - Explore increasing the units of ASL 120, 121, 124 from 3 units to 4 units each.
- PENDING - Development of an ASL Club in campus.
- PENDING - Development of an ASL Advisory Board.
- PENDING - Explore the DL conversion of ASL 138.
- PENDING - Research is recommended to investigate the possibility of offering hybrid sections of ASL 120, 121, 124.
- PENDING -Development of non-credit ASL Conversation classes to allow individuals to keep ASL skills up (since credit ASL courses are not repeatable). TARGET DATE: submission Fall 2016
- PENDING -Development of fee-based classes and/or Community Education classes designed to bring awareness of Deaf culture and social challenges to the campus and community at large. TARGET DATE: submission Fall 2016
- PENDING -Development of Professional Development workshops designed to bring awareness of Deaf culture, and to also assist faculty at large in the accommodation of Deaf students.

III. Program SLOs/Assessment

☐ Check here if any SLO's have changed since the last comprehensive program review and/or update.

What are your program student learning outcomes? Which of these have been assessed since the last comprehensive program review and/or update? How are they measured? What did the assessment data indicate about the strengths and weaknesses of your program? What changes have you made/do you plan based on these data? (You should report assessment information on page 4.)

ASL doesn't have an established program (degree and/or certificate). The current PSLO is:
Demonstrate knowledge and skills in ASL as well as engage in critical inquiry relating to topics in linguistics, literature, Deaf studies, cultural studies, media technology, and history.

IV. Course SLOs/Assessment

☑ Check here if any SLOs have changed since the last comprehensive program review and/or update.

What are your course student learning outcomes? Which of these has been assessed since the last comprehensive program review and/or update? How are they measured? What did the assessment data indicated about the strengths and weaknesses of your program? What changes have you made/do you plan based on these data? (You should report assessment information on page 4.)

ASL Course SLOs are as follows:

ASL 120:

- **ASL120 SLO1 - Demonstrate introductory knowledge of the history and literature of ASL.**
- **ASL120 SLO2 - Demonstrate beginning receptive ASL skills in vocabulary, structure and usage.**
- **ASL120 SLO3 - Demonstrate beginning expressive sign vocabulary, structure and usages in ASL.**
- **ASL120 SLO4 - Identify ASL culture and norms.**

ASL 121:

- **ASL121 SLO1 - Demonstrate intermediate knowledge of the history and literature of ASL.**
- **ASL121 SLO2 - Demonstrate intermediate receptive ASL skills in vocabulary, structure and usage.**
- **ASL121 SLO3 - Demonstrate intermediate expressive sign vocabulary, structure and usages in ASL.**

- **ASL121 SLO4 - Engage in ASL culture and norms.**

ASL 124:

- **ASL124 SLO1 - Demonstrate advanced knowledge of the history and literature of ASL.**
- **ASL124 SLO2 - Demonstrate advanced receptive ASL skills in vocabulary, structure and usage.**
- **ASL124 SLO3 - Demonstrate advanced expressive sign vocabulary, structure and usages in ASL.**
- **ASL124 SLO4 – Engage in ASL culture and norms.**

ASL 130:

- **ASL130 SLO1 - Demonstrate fluency in receptive ASL skills.**
- **ASL130 SLO2 - Demonstrate fluency in expressive ASL skills.**
- **ASL130 SLO3 - Engage in ASL culture and norms.**

ASL 138 (SLOs were developed):

- **ASL138 SLO1 – Demonstrate knowledge of the literature, art, and history of Dead culture.**
- **ASL138 SLO 2 – Demonstrate knowledge of the laws that have impacted the Deaf community.**
- **ASL138 SLO 3 – Explore the history of how the American Deaf community was founded and familiarize themselves with a time line of significant event and developments relating to the community.**
- **ASL138 SLO 4 – Acquire and apply knowledge of the Deaf community, Deaf Culture, and Deaf education by being able to explain these Deaf related issues and their importance to the Deaf community and our society.**

SLOs assessed:

- **ASL120 SLO 1, 2, 3, 4, & 5 in Spring and Fall 2015.**
- **ASL121 SLO 1, 2, 3, & 4 in Spring and Fall 2015.**
- **ASL138 SLO1, 2, 3, & 4 in Spring 2015.**

Data Analysis:
Current data in eLumen indicates that out of all students enrolled 45% meet standards and 28.33% exceed standards.

V. Internal/External Conditions

What external conditions have influenced the program in the past year? Have there been disciplinary or regulatory changes, changes in technology, advisory board recommendations, employer, or accreditation recommendations, demographics, labor market analyses, articulation changes, etc.? Summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review and /or annual update.

EXTERNAL CONDITIONS:

1. We currently offer ASL 120, 121, 124, 130 and 138 with three part-time instructors.

2. There is a lack of qualified part-time instructors in our area.

3. There is a high demand for ASL services to accommodate a larger community of Deaf students. Interpreters are in high demand in California, and job postings have been unfilled for years in our area due to lack of qualified interpreters.

4. Demand for interpreters to serve the growing community of Deaf people in Santa Barbara and San Luis Obispo counties. Current law states that Interpreters of the Deaf must have a BA and pass the interpreter performance test. There are currently NO ASL PROGRAMS on the Central Coast to fully equip Signers to pass this test.

5. ASL Hancock classes are usually full; Wait Lists at times list 20 students.

6. Recent law established the requirement for a Bachelor's Degree to all Interpreters, as well as pass a state certification, in order to find employment.

What internal conditions that have influenced the program in the past year? What are the program success and retention rates? (Include certification exam rates, if appropriate.) Degrees and certificates awarded? Have there been trends in SLOs/assessment or IT data; changes in technology, budget, staffing or resources; enrollment management or facilities issues; etc.?

INTERNAL CONDITIONS:

1. **This discipline only has three part-time instructors currently, which severely affects the department's ability to support its own responsibilities to evaluation, program review, yearly update, assessment design and implementation, cross-section training and communication between instructors regarding emerging issues in each level of instruction as well as outcomes collection, reporting, and publication.**
2. **STAFFING: No full-time instructor for ASL at this time. Finding qualified part-time instructors in our geographical area is difficult. Lack of adequate instructors affects the ability for the department to develop more ASL courses, and by default, the ability to develop certificates.**
3. **DL Offerings: Qualified part-time instructors in ASL who are also qualified to teach a DL section are needed. Without the ability to offer a DL version of ASL 138, for example, the program may not see much growth in the enrollment arena. Further, hybrid/blended sections of ASL 120, 121, and 124 would also capture non-traditional enrollment and well as increase current enrollment and meet demand for these courses.**
4. **AHC has a large community of Deaf students.**
5. **We do not have a full time instructor to provide consistent feedback on SLOs. This also hinders program growth.**

Retention and Student Success:

- **ASL 120: Retention was averaged at 89% with a success rate of 70%**
- **ASL 121: Retention was averaged at 93% with a success rate of 86.5%**
- **ASL 124: Retention was averaged at 64% with a success rate of 43%**
- **ASL 130: Retention was averaged at 91% with a success rate of 83%**
- **ASL 138: Retention was averaged at 100% with a success rate of 80%**
- **ASL 139: Retention was averaged at 100% with a success rate of 100%**
- **Program Trend Data: 89.5% retention and 72% Success.**

VIa. Update to Final Action Plan

If you change or modify a previous recommendation, provide an explanation for the change and a new target date. For new recommendations, provide target dates and data for support. For all items, show how they are related to assessment results where possible and provide approximate costs for resources requested. Resources may i budget, facilities, staffing, research support, professional development, marketing, etc. Not all recommendations will require resources. (Plan may cover period up to the next scheduled comprehensive program review.)

Previous recommendations:

- **One comprehensive program review (2014-2015) has been completed and on file for this discipline.**

New recommendations:

- **Full-time ASL instructor needed to meet offerings and demands in an area affected by lack of qualified ASL instructors.**

2015-16 PROGRAM REVIEW
VIb. Revised - Plan of Action (Annual Update)

During the academic year, 2014-2015 , the Spanish Faculty completed program review. The self-study and validation teams developed a final plan of action-post validation based on information in the self study and the recommendations of the validation team.

(If any plan was made and action not taken, please state the rationale for not pursuing that particular item. If action was delayed or postponed, provide an explanation and a new target date.)

CHANGES AND MODIFICATIONS

PLAN OF ACTION	ACTION TAKEN, RESULT AND STATUS

ADDITIONS

PLAN OF ACTION	TARGET DATE
Hire a qualified full-time ASL instructor	**Pending**
Develop an ASL Degree and/or Certificate	**Pending, with possible AP&P submission for Fall 2016**
Explore the development of a DL version of ASL 138	**Pending**
Review how the Language Lab can provide support for ASL students	**Pending**

RESOURCES NEEDED **(**Be sure there is sufficient justification and data contained in the narrative to support each of the items on your list.)

TYPE OF RESOURCE	LINE NO./SPECIFIC RESOURCE	APPROXIMATE COST
Facility Needs		
Technology Needs	**Research and purchase software that could be used for ASL students**	**$1,000**
Staffing Needs	**Full-time ASL instructor**	**$85,000**

Equipment (non-technology)		
Other Resources	**Stipends to generate/reward part-time instructors who openly and actively collaborate in (1) SLO assessment, review and revision, (2) assist in course review, and (3) assist in the program review annual update and/or comprehensive program review.**	**Existing training space available but stipend and/or financial compensation is needed for part-time instructors. The suggested cost is $100 per part-time instructor trained in SLO data collection and assessment.**

Program Review SLOs Report **Annual Update**	**Program: American Sign Language**	page ___1___ of __6___

Use one row for each course or program SLO

SLO	Semester conducted	Assessment collection process	Assessment method (s)	Review team	Date review completed	Recommendations for additional resources needed, staffing, program changes**
ASL120 SLO1 - Demonstrate introductory knowledge of the history and literature of	**Spring, Spring, & ongoing**	• **Mid Term Exam** • **Class presentation**	**Established rubric**	**Part-Time instructor and department chair**	**Spring & Fall 2015**	**Part-time faculty compensation would be good to continue assessing and entering data into eLumen.**

ASL.						
ASL120 SLO2 - Demonstrate beginning receptive ASL skills in vocabulary, structure and usage.	Spring, Spring, & ongoing	• Mid Term Exam • Class presentation	Established rubric	Part-Time instructor and department chair	Spring & Fall 2015	Part-time faculty compensation would be good to continue assessing and entering data into eLumen.
ASL120 SLO3 - Demonstrate beginning expressive sign vocabulary, structure and usages in ASL.	Spring, Spring, & ongoing	Final Exam	Established rubric	Part-Time instructor and department chair	Spring & Fall 2015	Part-time faculty compensation would be good to continue assessing and entering data into eLumen.
SLO	**Semester conducted**	**Assessment collection process**	**Assessment method (s)**	**Review team**	**Date review completed**	**Recommendations for additional resources needed, staffing, program changes****
ASL120 SLO4 - Identify ASL culture and norms.	Spring, Spring, & ongoing	Final Exam	Established rubric	Part-Time instructor and department chair	Spring & Fall 2015	Part-time faculty compensation would be good to continue assessing and entering data into eLumen.
ASL 120 SLO5 – Demonstrate the use of sign space, and the ability to use classifiers at an introductory level.	Spring, Spring, & ongoing	Final Exam	Established rubric	Part-Time instructor and department chair	Spring & Fall 2015	Part-time faculty compensation would be good to continue assessing and entering data into eLumen.
ASL121 SLO1 - Demonstrate intermediate	Spring, Fall, & ongoing	• Mid Term Exam • Class	Established rubric	Part-Time instructor and department	Spring & Fall 2015	Part-time faculty compensation would be good to continue assessing and

knowledge of the history and literature of ASL.		presentation		chair		entering data into eLumen.
ASL121 SLO2 - Demonstrate intermediate receptive ASL skills in vocabulary, structure and usage.	Spring, Fall, & ongoing	• Mid Term Exam • Class presentation	Established rubric	Part-Time instructor and department chair	Spring & Fall 2015	Part-time faculty compensation would be good to continue assessing and entering data into eLumen.
ASL121 SLO3 - Demonstrate intermediate expressive sign vocabulary, structure and usages in ASL.	Spring, Fall, ongoing	• Mid Term Exam • Class presentation	Established rubric	Part-Time instructor and department chair	Spring & Fall 2015	Part-time faculty compensation would be good to continue assessing and entering data into eLumen.
SLO	**Semester conducted**	**Assessment collection process**	**Assessment method (s)**	**Review team**	**Date review completed**	**Recommendations for additional resources needed, staffing, program changes****
ASL121 SLO4 - Engage in ASL culture and norms.	Spring, Fall, ongoing	Final Exam	Established rubric	Part-Time instructor and department chair	Spring & Fall 2015	Part-time faculty compensation would be good to continue assessing and entering data into eLumen.
ASL124 SLO1 - Demonstrate advanced knowledge of the history and literature of ASL.	N/A	Final Exam	Established rubric	Part-Time instructor and foreign language lead instructor	N/A	Needs to be assessed or data entered into eLumen.
ASL124 SLO2 - Demonstrate advanced receptive ASL	N/A	• Mid Term Exam • Class	Established rubric	Part-Time instructor and foreign language lead	N/A	Needs to be assessed or data entered into eLumen.

skills in vocabulary, structure and usage.		presentation		instructor		
ASL124 SLO3 - Demonstrate advanced expressive sign vocabulary, structure and usages in ASL	N/A	• Mid Term Exam • Class presentation	Established rubric	Part-Time instructor and foreign language lead instructor	N/A	Needs to be assessed or data entered into eLumen.
ASL124 SLO4 – Engage in ASL culture and norms.	N/A	Final Exam	Established rubric	Part-Time instructor and foreign language lead instructor	N/A	Needs to be assessed or data entered into eLumen.
SLO	**Semester conducted**	**Assessment collection process**	**Assessment method (s)**	**Review team**	**Date review completed**	**Recommendations for additional resources needed, staffing, program changes****
ASL 124 SLO5 – Demonstrate the use of sign space and the ability to map using a minimum of 4 placements.	N/A	Final Exam	Established rubric	Part-Time instructor and foreign language lead instructor	N/A	Needs to be assessed or data entered into eLumen.
ASL 124 SLO6 – Define and demonstrate conceptual accuracy.	N/A	Final Exam	Established rubric	Part-Time instructor and foreign language lead instructor	N/A	Needs to be assessed or data entered into eLumen.
ASL130 SLO1 - Demonstrate fluency in	N/A	• Mid Term Exam • Class	Established rubric	Part-Time instructor and foreign	N/A	Needs to be assessed or data entered into eLumen.

receptive ASL skills.		presentation		language lead instructor		
ASL130 SLO2 - Demonstrate fluency in expressive ASL skills.	N/A	• Mid Term Exam • Class presentation	Established rubric	Part-Time instructor and foreign language lead instructor	N/A	Needs to be assessed or data entered into eLumen.
ASL130 SLO3 - Engage in ASL culture and norms.	N/A	Final Exam	Established rubric	Part-Time instructor and foreign language lead instructor	N/A	Needs to be assessed or data entered into eLumen.
SLO	**Semester conducted**	**Assessment collection process**	**Assessment method (s)**	**Review team**	**Date review completed**	**Recommendations for additional resources needed, staffing, program changes****
ASL138 SLO1 – Demonstrate knowledge of the literature, art, and history of Deaf culture.	Spring, ongoing	Final Exam	Established rubric	Part-Time instructor and foreign language lead instructor	Spring 2015	Part-time faculty compensation would be good to continue assessing and entering data into eLumen.
ASL138 SLO2 – Demonstrate knowledge of the laws that have impacted the Deaf community.	Spring, ongoing	Final Exam	Established rubric	Part-Time instructor and foreign language lead instructor	Spring 2015	Part-time faculty compensation would be good to continue assessing and entering data into eLumen.
ASL 138 SLO3 – Explore the history of how	Spring, ongoing	Final Exam	Established rubric	Part-Time instructor and foreign	Spring 2015	Part-time faculty compensation would be good to continue assessing and

the American Deaf community was founded and familiarize themselves with a time line of significant events and developments relating to the community				**language lead instructor**		**entering data into eLumen.**
ASL 138 SLO4 – Acquire and apply knowledge of the Deaf community, Deaf Culture, and Deaf education by being able to explain these Deaf related issues and their importance to the Deaf community and our society.	**Spring, ongoing**	**Final Exam**	**Established rubric**	**Part-Time instructor and foreign language lead instructor**	**Spring 2015**	**Part-time faculty compensation would be good to continue assessing and entering data into eLumen.**

PERKINS IV Core Indicators of Performance by 6-digit Vocational TOP Code

Summary Detail Report for 2015-2016 Fiscal Year Planning

ALLAN HANCOCK COLLEGE

080200 Educational Aide (Teacher Assistant)

	Core 1 Skill Attainment			Core 2 Completions			Core 3 Persistence		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	0.00		1	100.00	1	1	100.00	1	1
Female	0.00		1	100.00	1	1	100.00	1	1
Male									
Non-traditional									
Displaced Homemaker									
Economically Disadvantaged									
Limited English Proficiency									
Single Parent									
Students with Disabilities									
Technical Preparation									
District	0.00		1	100.00	1	1	100.00	1	1
State	38.86	340	875	98.98	773	781	95.42	812	851

	Core 4 Employment			Core 5a NT Participation			Core 5b NT Completion		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	100.00	1	1	0.00		1	0.00		1
Female	100.00	1	1	0.00		1	0.00		1
Male									
Non-traditional				0.00		1	0.00		1
Displaced Homemaker									
Economically Disadvantaged									
Limited English Proficiency									
Single Parent									
Students with Disabilities									
Technical Preparation									
District	100.00	1	1	0.00		1	0.00		1
State	72.50	385	531	10.40	114	1,096	11.36	110	968

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed.

Performance Rate Less Than Goal is Shaded

Core 1 - Skill Attainment, GPA 2.0 & Above: 89.75% Performance Goal - (2012- 2013)
Core 2 - Completions, Certificates, Degrees and Transfer Ready: 82.00% Performance Goal - (2012- 2013)
Core 3 - Persistance in Higher Education: 86.75% Performance Goal - (2012- 2013)
Core 4 - Employment: 76.45% Performance Goal - (2012- 2013)
Core 5 - Training Leading to Non-traditional Employment: Greater than 17.05% Participation & 18.90% Completion - (2012- 2013)

Source: CCCCO MIS Database, EDD Base Wage File, CSU Chancellor's Offce,
UC Office of the President, 2000 Census, Student Loan Clearing House

Report Create Date: 02/01/2010

PERKINS IV Core Indicators of Performance by 6-digit Vocational TOP Code

Summary Detail Report for 2015-2016 Fiscal Year Planning

ALLAN HANCOCK COLLEGE

080210 Educational Aide (Teacher Assistant), Bilingual

	Core 1 Skill Attainment			Core 2 Completions			Core 3 Persistence		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	0.00		1	100.00	1	1	100.00	1	1
Female	0.00		1	100.00	1	1	100.00	1	1
Male									
Non-traditional									
Displaced Homemaker									
Economically Disadvantaged	0.00		1	100.00	1	1	100.00	1	1
Limited English Proficiency									
Single Parent	0.00		1	100.00	1	1	100.00	1	1
Students with Disabilities	0.00		1	100.00	1	1	100.00	1	1
Technical Preparation									
District	0.00		1	100.00	1	1	100.00	1	1
State	0.00		35	100.00	35	35	100.00	35	35

	Core 4 Employment			Core 5a NT Participation			Core 5b NT Completion		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total				0.00		1	0.00		1
Female				0.00		1	0.00		1
Male									
Non-traditional				0.00		1	0.00		1
Displaced Homemaker									
Economically Disadvantaged				0.00		1	0.00		1
Limited English Proficiency									
Single Parent				0.00		1	0.00		1
Students with Disabilities				0.00		1	0.00		1
Technical Preparation									
District				0.00		1	0.00		1
State	100.00	30	30	0.00		46	0.00		46

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed.

Performance Rate Less Than Goal is Shaded

Core 1 - Skill Attainment, GPA 2.0 & Above: 89.75% Performance Goal - (2012- 2013)
Core 2 - Completions, Certificates, Degrees and Transfer Ready: 82.00% Performance Goal - (2012- 2013)
Core 3 - Persistance in Higher Education: 86.75% Performance Goal - (2012- 2013)
Core 4 - Employment: 76.45% Performance Goal - (2012- 2013)
Core 5 - Training Leading to Non-traditional Employment: Greater than 17.05% Participation & 18.90% Completion - (2012- 2013)

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UC Office of the President, 2000 Census, Student Loan Clearing House

Report Create Date: 02/01/2010

PERKINS IV Core Indicators of Performance by Vocational TOP Code

Indicators for 2015-2016 Fiscal Year Planning

Summary by College for: ALLAN HANCOCK - ALLAN HANCOCK

To display 4 or 6 digit TOP codes, click on the plus sign to the left of the TOP code.

		Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
01	**AGRICULTURE AND NATURAL RESOURCES**	**100.00**	**63.64**	**84.09**	**80.00**	**31.82**	*42.86*
05	**BUSINESS AND MANAGEMENT**	**86.15**	**86.88**	**89.10**	**65.43**	**43.08**	**50.00**
06	**MEDIA AND COMMUNICATIONS**	**96.10**	**89.47**	**92.21**	**64.29**	**28.17**	**24.24**
07	**INFORMATION TECHNOLOGY**	**84.00**	*100.00*	**91.30**	*42.86*	**12.00**	*22.22*
08	**EDUCATION**	**95.00**	**77.78**	**90.00**	*62.50*	*0.00*	*0.00*
0802	EDUCATIONAL AIDE (TEACHER ASSISTANT)	*0.00*	*100.00*	*100.00*	*100.00*	*0.00*	*0.00*
0836	RECREATION	**100.00**	**75.00**	**89.47**	*57.14*		
09	**ENGINEERING AND INDUSTRIAL TECHNOLOGIES**	**92.17**	**76.80**	**87.50**	**70.51**	**9.85**	**16.16**
10	**FINE AND APPLIED ARTS**	**95.26**	**92.04**	**90.52**	**61.70**	**45.76**	**56.00**
12	**HEALTH**	**97.21**	**97.60**	**89.73**	**77.07**	**8.17**	**6.47**
13	**FAMILY AND CONSUMER SCIENCES**	**94.21**	**81.74**	**84.50**	**61.76**	**8.43**	**8.16**
14	**LAW**	**100.00**	*100.00*	**81.82**	*66.67*	**9.09**	*0.00*
21	**PUBLIC AND PROTECTIVE SERVICES**	**93.16**	**83.55**	**89.15**	**74.85**	**19.39**	**23.04**
22	**SOCIAL SCIENCES**	*100.00*	*75.00*	*80.00*	*100.00*		
30	**COMMERCIAL SERVICES**	**94.62**	**83.33**	**72.53**	**45.00**	**10.75**	**2.78**

Performance Rate Less Than Goal is Shaded | **Total Count is 10 or Greater** | *Total Count is Less Than 10*

Core 1 - Skill Attainment, GPA 2.0 & Above: 89.75% Performance Goal - (2012- 2013)
Core 2 - Completions, Certificates, Degrees and Transfer Ready: 82.00% Performance Goal - (2012- 2013)
Core 3 - Persistance in Higher Education: 86.75% Performance Goal - (2012- 2013)
Core 4 - Employment: 76.45% Performance Goal - (2012- 2013)
Core 5 - Training Leading to Non-traditional Employment: Greater than 17.05% Participation & 18.90% Completion - (2012- 2013)

Source: CCCCO MIS Database, EDD Base Wage File, CSU Chancellor's Offce, UC Office of the President, 2000 Census, Student Loan Clearing House

Report Create Date: 02/01/2010

PERKINS IV Core Indicators of Performance by Vocational TOP Code

Indicators for 2015-2016 Fiscal Year Planning

Summary Districtwide for ALLAN HANCOCK

To display 4 or 6 digit TOP codes, click on the plus sign to the left of the TOP code.

		Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
01	**AGRICULTURE AND NATURAL RESOURCES**	**100.00**	**63.64**	**84.09**	**80.00**	**31.82**	*42.86*
05	**BUSINESS AND MANAGEMENT**	**86.15**	**86.88**	**89.10**	**65.43**	**43.08**	**50.00**
06	**MEDIA AND COMMUNICATIONS**	**96.10**	**89.47**	**92.21**	**64.29**	**28.17**	**24.24**
07	**INFORMATION TECHNOLOGY**	**84.00**	**100.00**	**91.30**	**42.86**	**12.00**	**22.22**
08	**EDUCATION**	**95.00**	**77.78**	**90.00**	**62.50**	*0.00*	*0.00*
0802	EDUCATIONAL AIDE (TEACHER ASSISTANT)	*0.00*	*100.00*	*100.00*	*100.00*	*0.00*	*0.00*
0836	RECREATION	**100.00**	**75.00**	**89.47**	*57.14*		
09	**ENGINEERING AND INDUSTRIAL TECHNOLOGIES**	**92.17**	**76.80**	**87.50**	**70.51**	**9.85**	**16.16**
10	**FINE AND APPLIED ARTS**	**95.26**	**92.04**	**90.52**	**61.70**	**45.76**	**56.00**
12	**HEALTH**	**97.21**	**97.60**	**89.73**	**77.07**	**8.17**	**6.47**
13	**FAMILY AND CONSUMER SCIENCES**	**94.21**	**81.74**	**84.50**	**61.76**	**8.43**	**8.16**
14	**LAW**	**100.00**	*100.00*	**81.82**	*66.67*	**9.09**	*0.00*
21	**PUBLIC AND PROTECTIVE SERVICES**	**93.16**	**83.55**	**89.15**	**74.85**	**19.39**	**23.04**
22	**SOCIAL SCIENCES**	*100.00*	*75.00*	*80.00*	*100.00*		
30	**COMMERCIAL SERVICES**	**94.62**	**83.33**	**72.53**	**45.00**	**10.75**	**2.78**

Performance Rate Less Than Goal is Shaded | **Total Count is 10 or Greater** | *Total Count is Less Than 10*

Core 1 - Skill Attainment, GPA 2.0 & Above: 89.75% Performance Goal - (2012- 2013)
Core 2 - Completions, Certificates, Degrees and Transfer Ready: 82.00% Performance Goal - (2012- 2013)
Core 3 - Persistance in Higher Education: 86.75% Performance Goal - (2012- 2013)
Core 4 - Employment: 76.45% Performance Goal - (2012- 2013)
Core 5 - Training Leading to Non-traditional Employment: Greater than 17.05% Participation & 18.90% Completion - (2012- 2013)

Source: CCCCO MIS Database, EDD Base Wage File, CSU Chancellor's Offce,
UC Office of the President, 2000 Census, Student Loan Clearing House

Report Create Date: 02/01/2010

PERKINS IV Core Indicators of Performance by Vocational TOP Code

Indicators for 2015-2016 Fiscal Year Planning

Statewide

To display 4 or 6 digit TOP codes, click on the plus sign to the left of the TOP code.

		Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
01	**AGRICULTURE AND NATURAL RESOURCES**	**91.48**	**83.13**	**84.89**	**64.94**	**37.74**	**39.23**
02	**ARCHITECTURE AND RELATED TECHNOLOGIES**	**92.31**	**91.42**	**87.40**	**57.33**	**29.39**	**30.57**
03	**ENVIRONMENTAL SCIENCES AND TECHNOLOGIES**	**89.76**	**80.33**	**67.73**	**69.48**	**32.14**	**37.73**
04	**BIOLOGICAL SCIENCES**	**85.61**	**94.75**	**83.15**	**65.09**	**57.52**	**56.74**
05	**BUSINESS AND MANAGEMENT**	**84.20**	**88.08**	**84.66**	**57.94**	**42.91**	**46.40**
06	**MEDIA AND COMMUNICATIONS**	**93.41**	**85.21**	**83.28**	**56.58**	**35.75**	**37.24**
07	**INFORMATION TECHNOLOGY**	**90.93**	**85.56**	**83.22**	**57.71**	**18.95**	**17.83**
08	**EDUCATION**	**78.76**	**91.81**	**85.71**	**66.62**	**19.23**	**16.08**
0801	EDUCATION, GENERAL	*100.00*		**100.00**			
0802	EDUCATIONAL AIDE (TEACHER ASSISTANT)	**37.70**	**99.08**	**93.97**	**72.00**	**9.84**	**10.09**
0809	SPECIAL EDUCATION	**67.21**	**90.43**	**86.59**	**56.34**	**23.08**	**20.87**
0835	PHYSICAL EDUCATION	**71.27**	**90.03**	**88.65**	**63.37**	**42.86**	**0.00**
0836	RECREATION	**100.00**	**75.76**	**83.33**	**50.00**		
0837	HEALTH EDUCATION	*100.00*	*100.00*	**66.67**	**0.00**		
0850	SIGN LANGUAGE	**91.57**	**89.37**	**86.67**	**71.10**	**0.00**	**0.00**
	085000 SIGN LANGUAGE	**94.67**	**80.95**	**86.67**	**63.83**		
	085010 SIGN LANGUAGE INTERPRETING	**90.45**	**89.74**	**81.04**	**73.12**	**0.00**	**0.00**
0860	EDUCATIONAL TECHNOLOGY	**88.37**	*71.43*	**53.49**	**82.61**		
0899	OTHER EDUCATION	*100.00*	*100.00*	**80.00**	**100.00**		
09	**ENGINEERING AND INDUSTRIAL TECHNOLOGIES**	**89.66**	**67.40**	**77.96**	**67.86**	**6.30**	**8.15**
10	**FINE AND APPLIED ARTS**	**92.06**	**86.21**	**84.33**	**54.43**	**44.82**	**46.91**
12	**HEALTH**	**86.09**	**96.14**	**80.30**	**72.29**	**17.59**	**17.59**
13	**FAMILY AND CONSUMER SCIENCES**	**90.25**	**84.65**	**83.74**	**63.78**	**14.50**	**14.04**
14	**LAW**	**93.94**	**87.34**	**80.57**	**62.65**	**23.19**	**23.99**
15	**HUMANITIES (LETTERS)**	**76.47**	**80.00**	**94.12**	*20.00*		
16	**LIBRARY SCIENCE**	**87.07**	**94.38**	**80.14**	**76.76**	**16.33**	**16.35**
17	**MATHEMATICS**	**100.00**	**92.31**	**91.30**	*100.00*	**56.52**	**46.15**
19	**PHYSICAL SCIENCES**	*25.00*	*100.00*	*50.00*	*50.00*	*100.00*	*100.00*
20	**PSYCHOLOGY**	**100.00**	*100.00*	**100.00**	*0.00*		
21	**PUBLIC AND PROTECTIVE SERVICES**	**83.44**	**84.07**	**83.20**	**75.43**	**29.85**	**31.77**
22	**SOCIAL SCIENCES**	**76.70**	**93.59**	**82.84**	**63.71**	*100.00*	*100.00*

Source: CCCCO MIS Database, EDD Base Wage File, CSU Chancellor's Offce,
UC Office of the President, 2000 Census, Student Loan Clearing House

Report Create Date: 02/01/2010

PERKINS IV Core Indicators of Performance by Vocational TOP Code

Indicators for 2015-2016 Fiscal Year Planning

Statewide

To display 4 or 6 digit TOP codes, click on the plus sign to the left of the TOP code.

		Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
30	**COMMERCIAL SERVICES**	**90.43**	**79.66**	**74.16**	**57.31**	**9.89**	**12.05**
49	**INTERDISCIPLINARY STUDIES**	**88.99**	**75.49**	**85.91**	**72.22**	*0.00*	*0.00*

Performance Rate Less Than Goal is Shaded | **Total Count is 10 or Greater** | *Total Count is Less Than 10*

Core 1 - Skill Attainment, GPA 2.0 & Above: % Performance Goal - (2012- 2013)
Core 2 - Completions, Certificates, Degrees and Transfer Ready: % Performance Goal - (2012- 2013)
Core 3 - Persistance in Higher Education: % Performance Goal - (2012- 2013)
Core 4 - Employment: % Performance Goal - (2012- 2013)
Core 5 - Training Leading to Non-traditional Employment: Greater than % Participation & % Completion - (2012- 2013)

Source: CCCCO MIS Database, EDD Base Wage File, CSU Chancellor's Offce,
UC Office of the President, 2000 Census, Student Loan Clearing House

Report Create Date: 02/01/2010

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Interpreters and Translators
2015 Wages

Geography	Median Hourly	Median Annually
California	$21.98	$45,730
$23		
$24		
$46,845		
$49,441		
East Bay Area	$24.39	$50,729
Eastern Sierra Region	$21.40	$44,513
Fresno County	$18.22	$37,892
Imperial County	$34.29	$71,323
Inland Empire Area	$17.96	$37,344
Kern County	$17.99	$37,415
Kings County	$21.24	$44,179
Los Angeles County	$31.55	$65,624
Merced County	$17.53	$36,462
Monterey County	$9.31	$19,357
North Coast Region	$32.38	$67,338
Northern Mountains Region	$20.09	$41,776
Sacramento Metro Area	$25.21	$52,422
San Benito and Santa Clara Counties	$30.99	$64,448
San Diego County	$22.60	$47,008
San Francisco Bay Area	$17.50	$36,391
San Joaquin County	$17.36	$36,107
San Luis Obispo County	$17.82	$37,050
Santa Cruz County	$27.13	$56,438
Shasta County	$20.20	$42,009
Solano County	$24.26	$50,475
Sonoma County	$20.85	$43,367
Stanislaus County	$17.21	$35,783
Sutter and Yuba Counties	$21.10	$43,895

Tulare County	$15.38	$32,001
Ventura County	$17.02	$35,398

Source: Employment Development Department
Labor Market Information Division
https://www.labormarketinfo.edd.ca.gov/

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Interpreters and Translators Estimated Employment and Projected Growth					
Geographic Area (Estimated Year-Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Additional Openings Due to Net Replacements
California (2012-2022)	9,700	13,400	3,700	38.1	1,300
East Bay Area (2012-2022)	430	560	130	30.2	60
Eastern Sierra Region (2012-2022)	20	20		.0	
Fresno County (2012-2022)	340	460	120	35.3	50
Imperial County (2012-2022)	30	30		.0	
Inland Empire Area (2012-2022)	610	810	200	32.8	80
Kings County (2012-2022)	50	60	10	20.0	10
Los Angeles County (2012-2022)	2,550	3,390	840	32.9	350
Merced County (2012-2022)	90	120	30	33.3	10
Monterey County (2012-2022)	1,080	1,810	730	67.6	150
North Coast Region (2012-2022)	90	110	20	22.2	10
North Valley Region (2012-2022)	20	30	10	50.0	
Orange County (2012-2022)	350	470	120	34.3	50

Sacramento Metro Area (2012-2022)	540	830	290	53.7	70
San Benito and Santa Clara Counties (2012-2022)	380	510	130	34.2	50
San Diego County (2012-2022)	670	920	250	37.3	90
San Francisco Bay Area (2012-2022)	860	1,210	350	40.7	120
San Joaquin County (2012-2022)	300	390	90	30.0	40
San Luis Obispo County (2012-2022)	80	120	40	50.0	10
Shasta County (2012-2022)	170	220	50	29.4	20
Solano County (2012-2022)	110	140	30	27.3	20
Sonoma County (2012-2022)	100	140	40	40.0	10
Stanislaus County (2012-2022)	130	160	30	23.1	20
Ventura County (2012-2022)	60	80	20	33.3	10

Source: Employment Development Department
Labor Market Information Division
https://www.labormarketinfo.edd.ca.gov/

Projections of Employment by Occupation, 2012 - 2022

Selections:

TOP Code(s):

- 085000 Sign Language

Geography: California
Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2012 Employment	Annual Job Openings (1)
273091	Interpreters and Translators	9,700	510
	Total	9,700	510

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

(2)This occupation has been suppressed due to confidentiality.

Table Generated on 6/30/2016 9:09:52 PM

Save or View in Excel | Back to Occupation List | New Search

Award Recipient Wages - Parameter Selection Area

Select College: Alameda;Allan Hancock;Ame

Select Program Type: 085000

Select Award Type: AA/AS Degree;Chancellor's C

View Report

Export To -> Excel CSV Text

Records Per Page: 10

Simple Layout Advanced Layout

Award Recipient Wages - Report Data & Format Area

Report Area

Award Recipient Wages			
	Award Year 2002-2003 - 2009-2010		
	Median Wage 3 Years After Award	Total Awards	Award to Wage Match Rate
Berkeley City			
Sign Language-085000			
Chancellor's Office Approved Certificates Recipient	$25,886	30	67 %

Award Recipient Wages - Parameter Selection Area

Select Program Type: 085010

Select Award Type: AA/AS Degree;Chancellor's C

View Report

Export To -> Excel CSV Text

Records Per Page: 10

Simple Layout Advanced Layout

Award Recipient Wages - Report Data & Format Area

Report Area

Award Recipient Wages							
	Award Years 2004-2005 to 2008-2009						
	Median Wage 2 Years Before Award	Median Wage 2 Years After Award	Median Wage 5 Years After Award	Total Awards	Total number of award recipients with matched wage records at 2 years before	Total number of award recipients with matched wage records at 2 years after	Total number of award recipients with matched wage records at 5 years after
Sign Language Interpreting-085010							
AA/AS Degree Recipient	$21,557	$27,437	$29,951	77	68	59	55
Chancellor's Office Approved Certificates Recipient	$23,630	$29,202	$36,213	101	84	80	71

California Community Colleges Chancellor's Office

Management Information Systems Data Mart

Home | Students | Courses | Student Services | Outcomes | Faculty & Staff

You are here : Data Mart > Outcomes > System Wage Tracker

Award Recipient Wages - Parameter Selection Area

Select Program Type: 085010

Select Award Type: AA/AS Degree;Chancellor's C

View Report

Export To -> Excel CSV Text

Records Per Page: 10

Simple Layout Advanced Layout

Award Recipient Wages - Report Data & Format Area

Report Area

Award Recipient Wages			
	Award Years 2004-2005 to 2008-2009		
	Median Wage 2 Years Before Award	Median Wage 2 Years After Award	Median Wage 5 Years After Award
Sign Language Interpreting-085010			
AA/AS Degree Recipient	$21,557	$27,437	$29,951
Chancellor's Office Approved Certificates Recipient	$23,630	$29,202	$36,213

Training Program Summary

Back

American Sign Language (ASL)

A program that focuses on American Sign Language as a visual and motor medium of communication and discourse for deaf individuals and deaf culture. Includes instruction in the development of ASL, ASL morphology and syntax, signing technique, English translation of ASL, formal and colloquial ASL, and ASL transcription.

Training Providers for American Sign Language (ASL) in California

Provider Name	Program Name
Berkeley City College	American Sign Language (ASL)
Los Angeles Pierce College	American Sign Language (ASL)
Hope International University	American Sign Language (ASL)
American River College	American Sign Language (ASL)
American River College	American Sign Language (ASL)
Redlands Adult School	American Sign Language (ASL)
Fallbrook Union High School District	American Sign Language (ASL)
San Diego County ROP Oceanside Unified School District	American Sign Language (ASL)

Occupations for American Sign Language (ASL) in California

Occupation Title	Estimated Year - Projected Year	Employment		Employment Change		Minimum Educational Requirement	View Video
		Estimated	Projected	Number	Percent		
Interpreters and Translators	2012 - 2022	9,700	13,400	3,700	38.1	Long-term on-the-job training (> 12 months)	
Interpreters and Translators	2012 - 2022	9,700	13,400	3,700	38.1	Long-term on-the-job training (> 12 months)	

Spring 2016 Program Review
Annual Update - SLO Data

Review this data to respond to Questions III. Program SLOs/Assessment and IV. Course SLOs/Assessment of the annual update template.

*******You do not need to attach ALL reports to your annual update.*** *Ideally you will snip out important data to insert into your narrative and then provide your analysis. You can use the snipping tool on a PC in the start menu or use Shift + Command + 4 on a Mac.*

Reports included in data packet:

1. ILO/PSLO Summary Map by Course/Context
2. SLO Performance – ILO/PSLO Overall
3. Course Statistics and Evidence
4. SLO Performance – By Department, Course, CSLO

Things to consider:

1. ILO/PSLO Summary Map by Course/Context - Review your mapping form (#1)
   - Do your course SLOs align correctly with your program SLOs? If not, address what changes you would like to make and record them in your annual update.

2. SLO Performance – ILO/PSLO Overall - Review the overall program assessment data (#2)
   - How are your students performing at the program level? In this case approximately 12% of students are below the standard. This is acceptable and doesn't raise any flags. If this number was higher (specifically 30% or above) you would want to address this in your narrative and provide actions to work to improve this in the future.

Report Totals by Term:

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2015	398	73.16%	83	15.26%	60	11.03%	3	0.55%	544	100.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	120	71.43%	21	12.50%	27	16.07%	0	0.00%	168	100.00%
Total	**518**	**72.75%**	**104**	**14.61%**	**87**	**12.22%**	**3**	**0.42%**	**712**	**100.00%**

3. Course Statistics and Evidence - Review the Course Statistics and Evidence report (#3).
   - This shows a summary of the courses in your discipline, do they all have SLOs, are they mapped, do they have assessments, etc. Does anything stand out you need to fix or address? Also this shows each course, its SLOs and assessments for F15/U15/S15 and any course improvement plans (if they were completed for these terms). If you don't see your course improvement plans, you may only have completed plans at the section level. Contact Jennie to get a report of section plans.
   - Review your course improvement plans to see what might stand out, such as changes to be made, and highlight them within your narrative. You don't need to address everything, but you might pick 1-3 items. In this example below, due to too many assessments, this program wants to simplify their

SLOs. That should be recorded in the narrative to “close the loop” and as a potential goal for the next year.

Action Plans

Spring 2015

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> [redacted] - Spring 2015					
What did the assessment data indicate about the strengths of your course?		Anonymous	86% of students met or exceeded standard. In Health Sciences we have a different grading criteria then other areas of the college. 75% is the minimum standard. So students are held to a higher standard.	2016-02-04	
What did the assessment data indicate about the weaknesses of your course?		Anonymous	13% of students were below the expectation. Below 75%	2016-02-04	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?		Anonymous	We have too many assessments for this course-(five). We will be simplify the SLO's and feel like they will be more manageable in the future.	2016-02-04	

4. SLO Performance – By Department, Course, CSLO - Review the SLO Performance (#4).

- For the terms selected, this will show which SLOs for each course have assessment data. This report will assist you when you review your assessment plan to see if you are on track *to assess ALL SLOs at least once within a six year cycle*.

Contact Jennie Robertson at x3880 or jrobertson@hancockcollege.edu if you want to make changes to your mappings, or if you want additional reports from eLumen or to schedule training.

ILO/PSLO Summary Map by Course/Context

Selected SLOs: PSLOs for American Sign Language
Course Group: Courses for American Sign Language

	American Sign Language Program Outcomes
Courses / SLOs	ASL PSLO1 - Demonstrate knowledge and skills in ASL as well as engage in critical inquiry relating to topics in linguistics, literature, Deaf studies, cultural studies, media technology, and history.
ASL120	5
ASL121	4
ASL124	4
ASL130	3
ASL138	4
	20

SLO Performance - ILO/PSLO Overall

Program: American Sign Language Date: 02/18/2016

Terms: Fall 2015, Summer 2015, Spring 2015

PSLO: ASL PSLO1 - Demonstrate knowledge and skills in ASL as well as engage in critical inquiry relating to topics in linguistics, literature, Deaf studies, cultural studies, media technology, and history.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2015	18	9.23%	104	53.33%	68	34.87%	5	2.56%	195	100.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	135	39.13%	139	40.29%	39	11.30%	32	9.28%	345	100.00%
Total	**153**	**28.33%**	**243**	**45.00%**	**107**	**19.81%**	**37**	**6.85%**	**540**	**100.00%**

Report Totals by Term:

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Fall 2015	18	9.23%	104	53.33%	68	34.87%	5	2.56%	195	100.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	135	39.13%	139	40.29%	39	11.30%	32	9.28%	345	100.00%
Total	**153**	**28.33%**	**243**	**45.00%**	**107**	**19.81%**	**37**	**6.85%**	**540**	**100.00%**

Grand Totals:

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
Total	153	28.33%	243	45.00%	107	19.81%	37	6.85%	540	100.00%

Course Statistics And Evidence

American Sign Language

Date: 02/18/2016

Terms: Fall 2015, Summer 2015, Spring 2015

Summary

Statistic	Count	Courses/Contexts
Courses	5	ASL120, ASL121, ASL124, ASL130, ASL138
Courses with CSLOs	5	ASL120, ASL121, ASL124, ASL130, ASL138
Courses without CSLOs	0	
Courses with CSLOs mapped to PSLOs	5	ASL120, ASL121, ASL124, ASL130, ASL138
Courses without CSLOs mapped to PSLOs	0	
Courses with directly assessed PSLOs	0	
Courses with CSLOs mapped to ILOs	5	ASL120, ASL121, ASL124, ASL130, ASL138
Courses without CSLOs mapped to ILOs	0	
Courses with directly assessed ILOs	0	
Courses with Assessments	3	ASL120, ASL121, ASL138
Courses with all Assessments scored	3	ASL121, ASL120, ASL138
Courses with some Assessments scored	0	
Courses without any Assessment scored	0	
Courses without Assessments	2	ASL124, ASL130
Courses with Action Plans	5	ASL120, ASL121, ASL124, ASL130, ASL138
Courses with all Action Plans answered	0	
Courses with some Action Plans answered	3	ASL121, ASL120, ASL138
Courses without any Action Plan answered	2	ASL130, ASL124
Courses without Action Plans	0	

ASL120 - American Sign Language 1

SLOs

CSLOs	» ASL120 SLO1 - Demonstrate introductory knowledge of the history and literature of ASL. » ASL120 SLO2 - Demonstrate beginning receptive ASL skills in vocabulary, structure and usage. » ASL120 SLO3 - Demonstrate beginning expressive sign vocabulary, structure and usages in ASL. » ASL120 SLO4 - Identify ASL culture and norms. » ASL120 SLO5 - Demonstrate the use of sign space, and the ability to use classifiers at an introductory level.
Mapped PSLOs	» ASL PSLO1 - Demonstrate knowledge and skills in ASL as well as engage in critical inquiry relating to topics in linguistics, literature, Deaf studies, cultural studies, media technology, and history.
Mapped ILOs	» ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

Assessments

Spring 2015

Final Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
ASL120 SLO1 - Demonstrate introductory knowledge of the history and literature of ASL.	25 of 54	44%	44%	12%	4
ASL120 SLO2 - Demonstrate beginning receptive ASL skills in vocabulary, structure and usage.	25 of 54	44%	44%	12%	4
ASL120 SLO3 - Demonstrate beginning expressive sign vocabulary, structure and usages in ASL.	25 of 54	52%	36%	12%	4
ASL120 SLO4 - Identify ASL culture and norms.	25 of 54	52%	36%	12%	4
ASL120 SLO5 - Demonstrate the use of sign space, and the ability to use classifiers at an introductory level.	25 of 54	44%	44%	12%	4

Fall 2015

Final Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
ASL120 SLO1 - Demonstrate introductory knowledge of the history and literature of ASL.	30 of 83	6.67%	53.33%	40%	1
ASL120 SLO2 - Demonstrate beginning receptive ASL skills in vocabulary, structure and usage.	30 of 83	6.67%	53.33%	40%	1
ASL120 SLO3 - Demonstrate beginning expressive sign vocabulary, structure and usages in ASL.	30 of 83	6.67%	53.33%	40%	1
ASL120 SLO4 - Identify ASL culture and norms.	30 of 83	6.67%	53.33%	40%	1
ASL120 SLO5 - Demonstrate the use of sign space, and the ability to use classifiers at an introductory level.	30 of 83	6.67%	53.33%	40%	1

Action Plans

Spring 2015

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> American Sign Language >> ASL120 - Spring 2015					
What did the assessment data indicate about the strengths of your course?		Anonymous	Students appear to be successful in engaging in cultural norms and in expressive language.	2015-09-02	
What did the assessment data indicate about the weaknesses of your course?		Anonymous	Students struggle with their receptive sign skills.	2015-09-02	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?		Anonymous	I plan on incorporating more receptive skills practice and implementing more Sign DVD's, so students gain more exposure to Sign.	2015-09-02	

ASL121 - American Sign Language 2

SLOs

CSLOs	» ASL121 SLO1 - Demonstrate intermediate knowledge of the history and literature of ASL » ASL121 SLO2 - Demonstrate intermediate receptive ASL skills in vocabulary, structure and usage. » ASL121 SLO3 - Demonstrate intermediate expressive sign vocabulary, structure and usages in ASL » ASL121 SLO4 - Engage in ASL culture and norms.

Mapped PSLOs	» ASL PSLO1 - Demonstrate knowledge and skills in ASL as well as engage in critical inquiry relating to topics in linguistics, literature, Deaf studies, cultural studies, media technology, and history.
Mapped ILOs	» ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

Assessments

Spring 2015

Final Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
ASL121 SLO1 - Demonstrate intermediate knowledge of the history and literature of ASL	22 of 53	40.91%	54.55%	4.55%	3
ASL121 SLO2 - Demonstrate intermediate receptive ASL skills in vocabulary, structure and usage.	22 of 53	40.91%	54.55%	4.55%	3
ASL121 SLO3 - Demonstrate intermediate expressive sign vocabulary, structure and usages in ASL	22 of 53	40.91%	54.55%	4.55%	3
ASL121 SLO4 - Engage in ASL culture and norms.	22 of 53	40.91%	54.55%	4.55%	3

Fall 2015

Final Exam for ASL121

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
ASL121 SLO1 - Demonstrate intermediate knowledge of the history and literature of ASL	10 of 24	20%	60%	20%	0
ASL121 SLO2 - Demonstrate intermediate receptive ASL skills in vocabulary, structure and usage.	10 of 24	20%	60%	20%	0
ASL121 SLO3 - Demonstrate intermediate expressive sign vocabulary, structure and usages in ASL	10 of 24	20%	60%	20%	0
ASL121 SLO4 - Engage in ASL culture and norms.	10 of 24	20%	60%	20%	0

Action Plans

Spring 2015

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> American Sign Language >> ASL121 - Spring 2015					
What did the assessment data indicate about the strengths of your course?		Anonymous	Students seem to do equally well in all areas.	2015-09-02	
What did the assessment data indicate about the weaknesses of your course?		Anonymous	I'm not sure that I see a weakness?	2015-09-02	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?		Anonymous	I intend on implementing more one on one exercises to develop receptive skills as well as expressive skills.	2015-09-02	

ASL124 - American Sign Language 3

SLOs

CSLOs	» ASL124 SLO1 - Demonstrate advanced knowledge of the history and literature of ASL » ASL124 SLO2 - Demonstrate advanced receptive ASL skills in vocabulary, structure and usage. » ASL124 SLO3 - Demonstrate advanced (expressive) sign vocabulary, structure and usages in ASL » ASL124 SLO4 - Engage in ASL culture and norms.
Mapped PSLOs	» ASL PSLO1 - Demonstrate knowledge and skills in ASL as well as engage in critical inquiry relating to topics in linguistics, literature, Deaf studies, cultural studies, media technology, and history.
Mapped ILOs	» ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

ASL130 - Conversational ASL

SLOs

CSLOs	» ASL130 SLO1 - Demonstrate fluency in receptive ASL skills. » ASL130 SLO2 - Demonstrate fluency in expressive ASL skills. » ASL130 SLO3 - Engage in ASL culture and norms.
Mapped PSLOs	» ASL PSLO1 - Demonstrate knowledge and skills in ASL as well as engage in critical inquiry relating to topics in linguistics, literature, Deaf studies, cultural studies, media technology, and history.
Mapped ILOs	» ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

ASL138 - History of Deaf

SLOs

CSLOs	» ASL138 SLO1 - Demonstrate knowledge of the literature, art, and history of Deaf culture. » ASL138 SLO2 - Demonstrate knowledge of the laws that have impacted the Deaf community. » ASL138 SLO3 - Explore the history of how the American Deaf community was founded and familiarize themselves with a time line of significant events and developments relating to the community. » ASL138 SLO4 - Acquire and apply knowledge of the Deaf community, Deaf Culture, and Deaf education by being able to explain these Deaf related issues and their importance to the Deaf community and our society.
Mapped PSLOs	» ASL PSLO1 - Demonstrate knowledge and skills in ASL as well as engage in critical inquiry relating to topics in linguistics, literature, Deaf studies, cultural studies, media technology, and history.
Mapped ILOs	» ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

Assessments

Spring 2015

Final Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
ASL138 SLO1 - Demonstrate knowledge of the literature, art, and history of Deaf culture.	25 of 25	40%	40%	20%	0
ASL138 SLO2 - Demonstrate knowledge of the laws that have impacted the Deaf community.	25 of 25	40%	40%	20%	0
ASL138 SLO3 - Explore the history of how the American Deaf community was founded and familiarize themselves with a time line of significant events and developments relating to the community.	25 of 25	40%	40%	20%	0
ASL138 SLO4 - Acquire and apply knowledge of the Deaf community, Deaf Culture, and Deaf education by being able to explain these Deaf related issues and their importance to the Deaf community and our society.	25 of 25	40%	40%	20%	0

Action Plans

Spring 2015

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> American Sign Language >> ASL138 - Spring 2015					
What did the assessment data indicate about the strengths of your course?		Anonymous	Students seemed to do equally well in all areas of the course.	2015-09-02	
What did the assessment data indicate about the weaknesses of your course?		Anonymous	20% of students were below college standards. That seems high to me.	2015-09-02	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?		Anonymous	I plan on using more Power Point presentations and more interactive group assignments to keep students engaged and supplement their reading.	2015-09-02	

SLO Performance - By Department, Course, CSLO

Program: American Sign Language Date: 03/01/2016

Terms: Fall 2015, Summer 2015, Spring 2015

ASL120: American Sign Language 1

ASL120 SLO1 - Demonstrate introductory knowledge of the history and literature of ASL.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	2	6.67%	16	53.33%	12	40.00%	30	100.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	11	44.00%	11	44.00%	3	12.00%	25	100.00%
Totals	**13**	**23.64%**	**27**	**49.09%**	**15**	**27.27%**	**55**	**100.00%**

ASL120 SLO2 - Demonstrate beginning receptive ASL skills in vocabulary, structure and usage.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	2	6.67%	16	53.33%	12	40.00%	30	100.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	11	44.00%	11	44.00%	3	12.00%	25	100.00%
Totals	**13**	**23.64%**	**27**	**49.09%**	**15**	**27.27%**	**55**	**100.00%**

ASL120 SLO3 - Demonstrate beginning expressive sign vocabulary, structure and usages in ASL.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	2	6.67%	16	53.33%	12	40.00%	30	100.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	13	52.00%	9	36.00%	3	12.00%	25	100.00%
Totals	**15**	**27.27%**	**25**	**45.45%**	**15**	**27.27%**	**55**	**100.00%**

ASL120 SLO4 - Identify ASL culture and norms.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	2	6.67%	16	53.33%	12	40.00%	30	100.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	13	52.00%	9	36.00%	3	12.00%	25	100.00%
Totals	**15**	**27.27%**	**25**	**45.45%**	**15**	**27.27%**	**55**	**100.00%**

ASL120 SLO5 - Demonstrate the use of sign space, and the ability to use classifiers at an introductory level.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	2	6.67%	16	53.33%	12	40.00%	30	100.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	11	44.00%	11	44.00%	3	12.00%	25	100.00%
Totals	**13**	**23.64%**	**27**	**49.09%**	**15**	**27.27%**	**55**	**100.00%**

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	10	6.67%	80	53.33%	60	40.00%	150	100.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	59	47.20%	51	40.80%	15	12.00%	125	100.00%
Totals	**69**	**25.09%**	**131**	**47.64%**	**75**	**27.27%**	**275**	**100.00%**

ASL121: American Sign Language 2

ASL121 SLO1 - Demonstrate intermediate knowledge of the history and literature of ASL

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	2	20.00%	6	60.00%	2	20.00%	10	100.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	9	40.91%	12	54.55%	1	4.55%	22	100.00%
Totals	**11**	**34.38%**	**18**	**56.25%**	**3**	**9.38%**	**32**	**100.00%**

ASL121 SLO2 - Demonstrate intermediate receptive ASL skills in vocabulary, structure and usage.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	2	20.00%	6	60.00%	2	20.00%	10	100.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	9	40.91%	12	54.55%	1	4.55%	22	100.00%
Totals	**11**	**34.38%**	**18**	**56.25%**	**3**	**9.38%**	**32**	**100.00%**

ASL121 SLO3 - Demonstrate intermediate expressive sign vocabulary, structure and usages in ASL

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	2	20.00%	6	60.00%	2	20.00%	10	100.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	9	40.91%	12	54.55%	1	4.55%	22	100.00%
Totals	**11**	**34.38%**	**18**	**56.25%**	**3**	**9.38%**	**32**	**100.00%**

ASL121 SLO4 - Engage in ASL culture and norms.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	2	20.00%	6	60.00%	2	20.00%	10	100.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	9	40.91%	12	54.55%	1	4.55%	22	100.00%
Totals	**11**	**34.38%**	**18**	**56.25%**	**3**	**9.38%**	**32**	**100.00%**

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	8	20.00%	24	60.00%	8	20.00%	40	100.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	36	40.91%	48	54.55%	4	4.55%	88	100.00%
Totals	**44**	**34.38%**	**72**	**56.25%**	**12**	**9.38%**	**128**	**100.00%**

ASL124: American Sign Language 3

ASL124 SLO1 - Demonstrate advanced knowledge of the history and literature of ASL

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	**0**	**0.00%**	**0**	**0.00%**	**0**	**0.00%**	**0**	**0.00%**

ASL124 SLO2 - Demonstrate advanced receptive ASL skills in vocabulary, structure and usage.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	**0**	**0.00%**	**0**	**0.00%**	**0**	**0.00%**	**0**	**0.00%**

ASL124 SLO3 - Demonstrate advanced (expressive) sign vocabulary, structure and usages in ASL

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	**0**	**0.00%**	**0**	**0.00%**	**0**	**0.00%**	**0**	**0.00%**

ASL124 SLO4 - Engage in ASL culture and norms.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	**0**	**0.00%**	**0**	**0.00%**	**0**	**0.00%**	**0**	**0.00%**

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Totals	**0**	**0.00%**	**0**	**0.00%**	**0**	**0.00%**	**0**	**0.00%**

ASL130: Conversational ASL

ASL130 SLO1 - Demonstrate fluency in receptive ASL skills.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	**0**	**0.00%**	**0**	**0.00%**	**0**	**0.00%**	**0**	**0.00%**

ASL130 SLO2 - Demonstrate fluency in expressive ASL skills.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	**0**	**0.00%**	**0**	**0.00%**	**0**	**0.00%**	**0**	**0.00%**

ASL130 SLO3 - Engage in ASL culture and norms.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	**0**	**0.00%**	**0**	**0.00%**	**0**	**0.00%**	**0**	**0.00%**

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	**0**	**0.00%**	**0**	**0.00%**	**0**	**0.00%**	**0**	**0.00%**

ASL138: History of Deaf

ASL138 SLO1 - Demonstrate knowledge of the literature, art, and history of Deaf culture.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	10	40.00%	10	40.00%	5	20.00%	25	100.00%
Totals	**10**	**40.00%**	**10**	**40.00%**	**5**	**20.00%**	**25**	**100.00%**

ASL138 SLO2 - Demonstrate knowledge of the laws that have impacted the Deaf community.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	10	40.00%	10	40.00%	5	20.00%	25	100.00%
Totals	**10**	**40.00%**	**10**	**40.00%**	**5**	**20.00%**	**25**	**100.00%**

ASL138 SLO3 - Explore the history of how the American Deaf community was founded and familiarize themselves with a time line of significant events and developments relating to the community.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	10	40.00%	10	40.00%	5	20.00%	25	100.00%
Totals	**10**	**40.00%**	**10**	**40.00%**	**5**	**20.00%**	**25**	**100.00%**

ASL138 SLO4 - Acquire and apply knowledge of the Deaf community, Deaf Culture, and Deaf education by being able to explain these Deaf related issues and their importance to the Deaf community and our society.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	10	40.00%	10	40.00%	5	20.00%	25	100.00%
Totals	**10**	**40.00%**	**10**	**40.00%**	**5**	**20.00%**	**25**	**100.00%**

Totals for Cslos

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	40	40.00%	40	40.00%	20	20.00%	100	100.00%
Totals	**40**	**40.00%**	**40**	**40.00%**	**20**	**20.00%**	**100**	**100.00%**

Report Totals:

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Fall 2015	18	9.47%	104	54.74%	68	35.79%	190	100.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	135	43.13%	139	44.41%	39	12.46%	313	100.00%
Totals	**153**	**30.42%**	**243**	**48.31%**	**107**	**21.27%**	**503**	**100.00%**

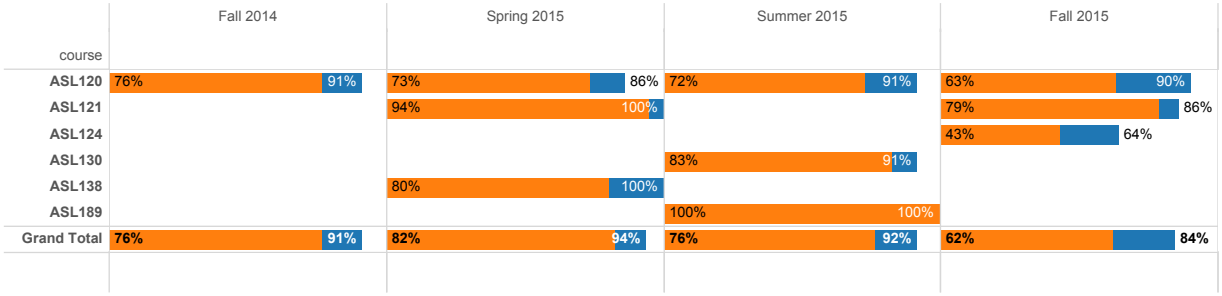
Multi Term Display

Fall 2014, Spring 2015, Summer 2015 and 1 more ASL Outcomes

	Fall 2014	Spring 2015	Summer 2015	Fall 2015
Sections	2.0	5.0	4.0	6.0
Headcount	68.0	135.0	72.0	148.0
Enrollment	68.0	141.0	72.0	148.0
retained	62.0	132.0	66.0	125.0
Retention %	91.18%	93.62%	91.67%	84.46%
success	52.0	116.0	55.0	92.0
Success %	76.47%	82.27%	76.39%	62.16%
FTES	7.0	14.6	7.4	15.4

Fall 2014, Spring 2015, Summer 2015 and 1 more Retention & Success

Click on course name to get retention/success by course demographics



Fall 2014, Spring 2015, Summer 2015 and 1 more Enrollment, FTES, Retention & Success AHC Data

	Fall 2014	Spring 2015	Summer 2015	Fall 2015
Sections	1,141	1,209	355	1,177
Headcount	11,084	11,249	5,593	10,982
Enrollment	29,153	28,984	8,789	28,471
Retention %	86.83%	85.44%	89.56%	86.43%
Success %	69.80%	71.38%	77.44%	70.25%
FTES	3,900	4,048	1,009	3,807

Term
Multiple values

subject_code
ASL

Credit Status
Multiple values

ETHNICITY
All

Gender
All

age_category
All

Enrollment Status
All

Measure Names
Retention %
Success %

Choose 'AHC Data' to see data for the entire college. Choose 'Course Data' and pick a course to see individual course data.

Select a Sheet
AHC Data

course
All

Multi Year Display Demographics

Term	subject_code	course	Credit Status	Ethnicity or Age	Gender or Enrollment Status
Multiple values	ASL	All	Multiple values	Ethnicity	Gender

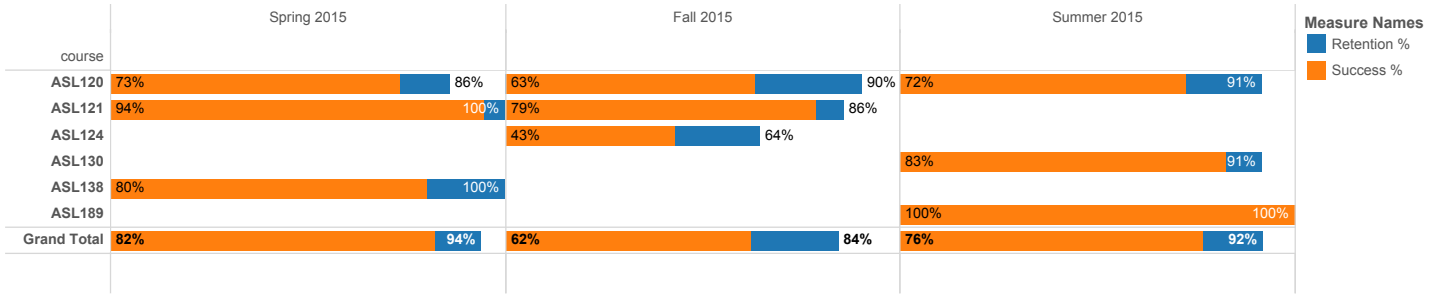
ETHNICITY	Gender	age_category	Enrollment Status
Multiple values	All	All	All

Use two filters above to choose between displaying the four demographic options.

	Spring 2015		Summer 2015		Fall 2015	
ETHNICITY	Headcount	FTES	Headcount	FTES	Headcount	FTES
Asian	1.00	0.10	1.00	0.10	2.00	0.21
Black	1.00	0.10	2.00	0.21	8.00	0.83
Filipono	2.00	0.21	1.00	0.10	1.00	0.10
Hispanic	72.00	7.56	36.00	3.73	76.00	7.91
Native Am	2.00	0.21			5.00	0.52
Pacific Islander	1.00	0.10	2.00	0.21	2.00	0.21
White	56.00	6.32	30.00	3.10	54.00	5.61

	Spring 2015		Summer 2015		Fall 2015	
Gender	Headcount	FTES	Headcount	FTES	Headcount	FTES
Female	104.0	11.4	53.0	5.5	115.0	12.0
Male	31.0	3.2	19.0	2.0	33.0	3.4
Grand Total	135.0	14.6	72.0	7.4	148.0	15.4

Spring 2015, Fall 2015, Summer 2015 Retention & Success ASL



Multi Year Display Demographics

Term	subject_code	course	Credit Status	Ethnicity or Age	Gender or Enrollment Status
Multiple values	ASL	All	Multiple values	Ethnicity	Gender

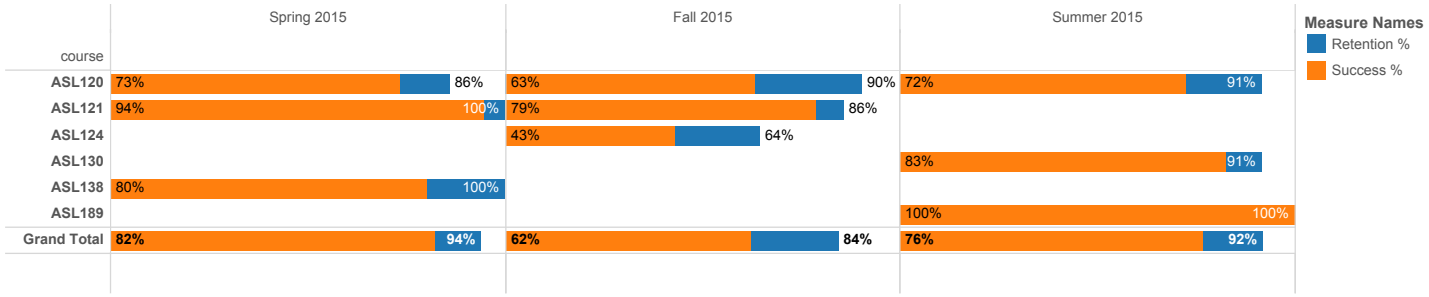
ETHNICITY	Gender	age_category	Enrollment Status
Multiple values	All	All	All

Use two filters above to choose between displaying the four demographic options.

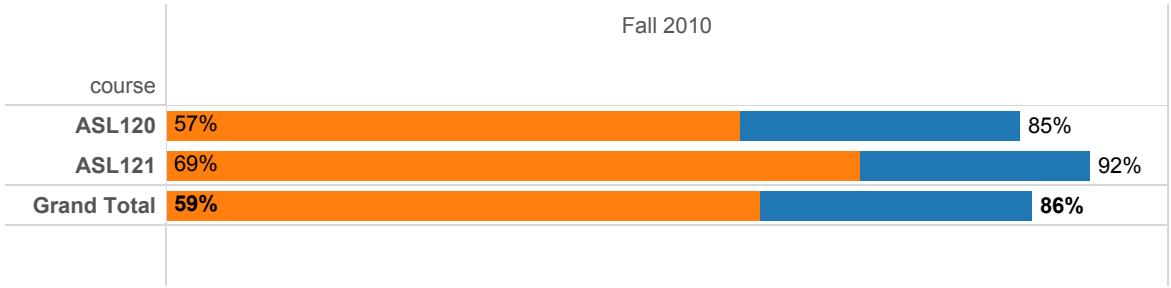
	Spring 2015		Summer 2015		Fall 2015	
ETHNICITY	Headcount	FTES	Headcount	FTES	Headcount	FTES
Asian	1.00	0.10	1.00	0.10	2.00	0.21
Black	1.00	0.10	2.00	0.21	8.00	0.83
Filipono	2.00	0.21	1.00	0.10	1.00	0.10
Hispanic	72.00	7.56	36.00	3.73	76.00	7.91
Native Am	2.00	0.21			5.00	0.52
Pacific Islander	1.00	0.10	2.00	0.21	2.00	0.21
White	56.00	6.32	30.00	3.10	54.00	5.61

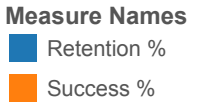
	Spring 2015		Summer 2015		Fall 2015	
Gender	Headcount	FTES	Headcount	FTES	Headcount	FTES
Female	104.0	11.4	53.0	5.5	115.0	12.0
Male	31.0	3.2	19.0	2.0	33.0	3.4
Grand Total	135.0	14.6	72.0	7.4	148.0	15.4

Spring 2015, Fall 2015, Summer 2015 Retention & Success ASL

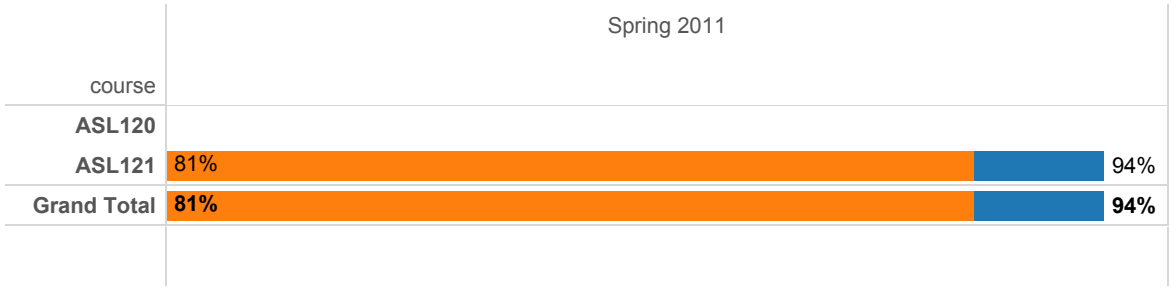


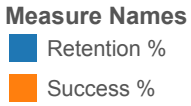
Fall 2010 & Spring 2011 Retention & Success





Fall 2010 & Spring 2011 Retention & Success





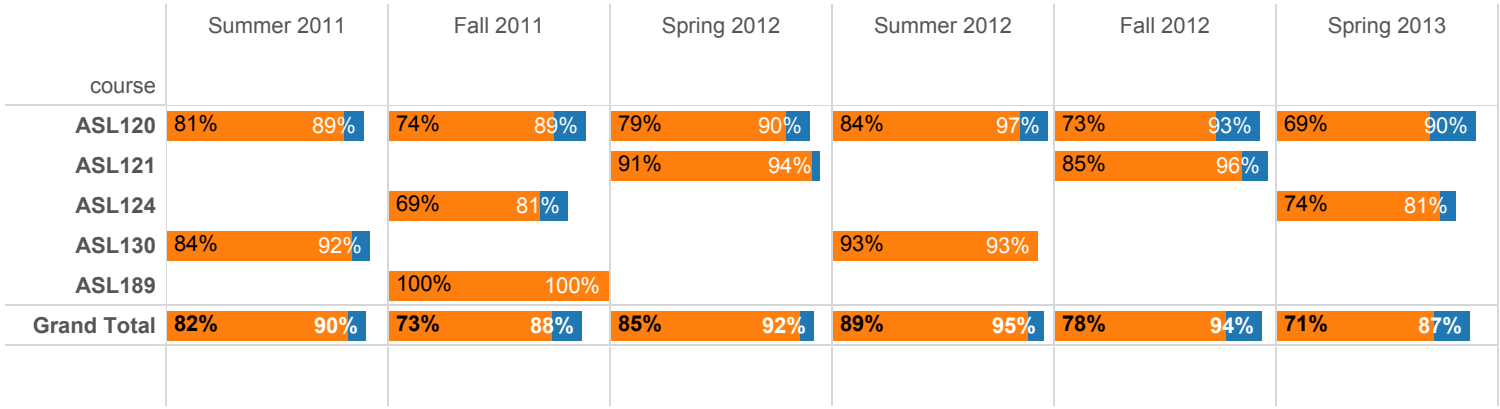
Summer 2008, Fall 2008, Spring 2009 and 6 more Enrollment, FTES, Retention & Success AHC Data

	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
Sections	415	1,274	1,201	262	1,114	1,238	348	1,178	1,240
Headcount	5,746	11,690	12,098	4,637	11,253	12,728	6,230	12,131	12,689
Enrollment	9,071	30,223	30,506	7,161	29,913	32,406	10,179	32,211	33,109
Retention %	92.66%	88.36%	86.84%	88.58%	87.98%	88.82%	84.71%	85.14%	84.72%
Success %	77.71%	69.66%	70.25%	77.55%	68.49%	72.75%	72.20%	67.32%	68.82%
FTES	1,013	4,462	5,149	940	4,019	4,688	1,249	4,221	4,132

Fall 2010 & Spring 2011 ASL Outcomes

	Fall 2010	Spring 2011
Sections	3.00	1.00
Headcount	81.00	31.00
Enrollment	81.00	31.00
retained	70.00	29.00
Retention %	86.42%	93.55%
success	48.00	25.00
Success %	59.26%	80.65%
FTES	8.49	3.31

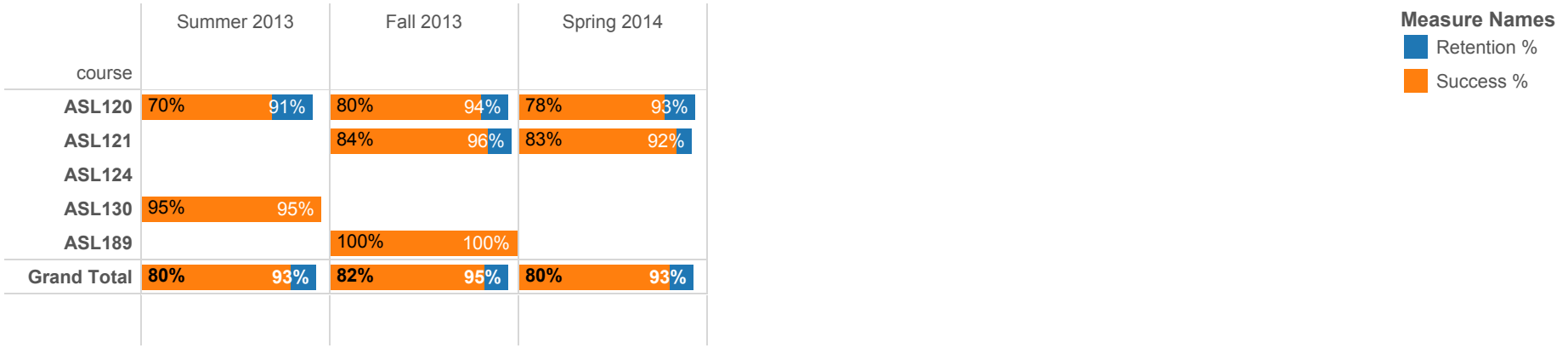
Summer 2011, Fall 2011, Spring 2012 and 6 more Retention & Success



Measure Names

- Retention %
- Success %

Summer 2011, Fall 2011, Spring 2012 and 6 more Retention & Success



Measure Names

- Retention %
- Success %

Summer 2011, Fall 2011, Spring 2012 and 6 more Enrollment, FTES, Retention & Success AHC Data

	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
Sections	314	1,023	1,146	293	1,004	1,087	285	1,069	1,141
Headcount	5,798	10,957	11,736	5,551	10,883	11,361	5,421	10,922	11,293
Enrollment	9,242	29,219	30,988	8,784	28,559	29,609	8,455	28,612	29,369
Retention %	85.50%	86.69%	84.65%	89.79%	86.62%	86.17%	89.13%	86.97%	85.23%
Success %	74.32%	68.63%	69.09%	77.33%	69.63%	70.38%	77.46%	70.56%	70.22%
FTES	1,072	3,881	3,854	1,001	3,745	3,776	978	3,813	3,824

Summer 2011, Fall 2011, Spring 2012 and 6 more ASL Outcomes

	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
Sections	2.00	3.00	2.00	2.00	2.00	2.00	2.00	5.00	2.00
Headcount	61.00	64.00	74.00	61.00	67.00	69.00	54.00	98.00	81.00
Enrollment	61.00	64.00	74.00	61.00	67.00	69.00	54.00	98.00	81.00
retained	55.00	56.00	68.00	58.00	63.00	60.00	50.00	93.00	75.00
Retention %	90.16%	87.50%	91.89%	95.08%	94.03%	86.96%	92.59%	94.90%	92.59%
success	50.00	47.00	63.00	54.00	52.00	49.00	43.00	80.00	65.00
Success %	81.97%	73.44%	85.14%	88.52%	77.61%	71.01%	79.63%	81.63%	80.25%
FTES	6.32	6.63	7.78	6.32	6.94	7.24	5.25	10.14	8.51

	Fall 2010		Spring 2011	
Enrollment Status	Headc..	FTES	Headc..	FTES
First Time	26.00	2.73		
First Time Transf..	6.00	0.63		
Returning	8.00	0.83	1.00	0.11
Continuing	38.00	3.98	29.00	3.10
N/A	3.00	0.32	1.00	0.11
Grand Total	81.00	8.49	31.00	3.31

	Fall 2010		Spring 2011	
age_category	Headc..	FTES	Headc..	FTES
Under 19	30.00	3.14	10.00	1.07
20-24	23.00	2.41	11.00	1.18
25-29	12.00	1.25	4.00	0.43
30-34	3.00	0.32	1.00	0.11
35-39	3.00	0.32	1.00	0.11
40-49	4.00	0.42	1.00	0.11
50+	6.00	0.63	3.00	0.32

	Summer 2011		Fall 2011		Spring 2012		Summer 2012		Fall 2012		Spring 2013		Summer 2013		Fall 2013		Spring 2
Enrollment Status	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..
First Time	1.00	0.10	5.00	0.52	1.00	0.10	4.00	0.41	7.00	0.73	1.00	0.10	5.00	0.49	18.00	1.87	1.00
First Time Transf..			2.00	0.21	4.00	0.42	5.00	0.52	1.00	0.10	1.00	0.11	1.00	0.10	4.00	0.41	
Returning	12.00	1.24	5.00	0.52	3.00	0.31	10.00	1.04	14.00	1.45	4.00	0.42	4.00	0.39	1.00	0.10	9.00
Continuing	41.00	4.25	51.00	5.28	62.00	6.52	38.00	3.94	40.00	4.14	59.00	6.18	39.00	3.79	70.00	7.24	69.00
N/A	7.00	0.73	1.00	0.10	4.00	0.43	4.00	0.41	5.00	0.52	4.00	0.42	5.00	0.49	5.00	0.52	2.00
Grand Total	61.00	6.32	64.00	6.63	74.00	7.78	61.00	6.32	67.00	6.94	69.00	7.24	54.00	5.25	98.00	10.14	81.00

	ing 2014
Enrollment Status	FTES
First Time	0.10
First Time Transf..	
Returning	0.93
Continuing	7.26
N/A	0.21
Grand Total	8.51

	Summer 2011		Fall 2011		Spring 2012		Summer 2012		Fall 2012		Spring 2013		Summer 2013		Fall 2013		Spring 2
age_category	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..
Under 19	19.00	1.97	18.00	1.87	23.00	2.42	25.00	2.59	23.00	2.38	24.00	2.52	25.00	2.43	36.00	3.73	27.00
20-24	22.00	2.28	25.00	2.59	27.00	2.84	21.00	2.18	33.00	3.42	29.00	3.05	16.00	1.55	42.00	4.35	32.00
25-29	5.00	0.52	5.00	0.51	9.00	0.94	5.00	0.52	4.00	0.41	2.00	0.21	4.00	0.39	8.00	0.83	8.00
30-34	4.00	0.41	3.00	0.31	2.00	0.21	1.00	0.10	3.00	0.31	3.00	0.31	2.00	0.19	3.00	0.31	1.00
35-39	1.00	0.10	3.00	0.31	4.00	0.42	2.00	0.21	2.00	0.21	2.00	0.21	2.00	0.19	3.00	0.31	1.00
40-49	6.00	0.62	7.00	0.73	6.00	0.63	2.00	0.21	1.00	0.10	4.00	0.42	2.00	0.19	5.00	0.51	8.00
50+	4.00	0.41	3.00	0.31	3.00	0.31	5.00	0.52	1.00	0.10	5.00	0.53	3.00	0.29	1.00	0.10	4.00

	ing 2014
age_category	FTES
Under 19	2.84
20-24	3.38
25-29	0.84
30-34	0.10
35-39	0.10
40-49	0.83
50+	0.42

	Fall 2010		Spring 2011	
ETHNICITY	Headc..	FTES	Headc..	FTES
Asian	2.00	0.21	2.00	0.21
Black	3.00	0.31		
Filipino	1.00	0.10		
Hispanic	35.00	3.68	11.00	1.18
Native American	2.00	0.21	1.00	0.11
Other	1.00	0.10	1.00	0.11
Pacific Islander	1.00	0.10	1.00	0.11
Unknown	2.00	0.21	1.00	0.11
White	34.00	3.56	14.00	1.50

	Fall 2010		Spring 2011	
Gender	Headc..	FTES	Headc..	FTES
Female	62.00	6.49	20.00	2.14
Male	19.00	2.00	11.00	1.18
Grand Total	81.00	8.49	31.00	3.31

	Summer 2011		Fall 2011		Spring 2012		Summer 2012		Fall 2012		Spring 2013		Summer 2013		Fall 2013		Spring 2
ETHNICITY	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..
Asian	3.00	0.31			2.00	0.21	1.00	0.10	2.00	0.21	1.00	0.10	1.00	0.10	2.00	0.21	2.00
Black	1.00	0.10					2.00	0.21	1.00	0.10	2.00	0.21	4.00	0.39	2.00	0.21	
Filipino	2.00	0.21	1.00	0.10	1.00	0.11	3.00	0.31	2.00	0.21	4.00	0.42			4.00	0.41	3.00
Hispanic	26.00	2.69	32.00	3.32	35.00	3.67	34.00	3.52	38.00	3.94	37.00	3.88	35.00	3.40	52.00	5.38	41.00
Native American	2.00	0.21									2.00	0.21			2.00	0.21	1.00
Pacific Islander	1.00	0.10	1.00	0.10							1.00	0.10	1.00	0.10	1.00	0.10	
White	26.00	2.69	30.00	3.10	36.00	3.79	21.00	2.18	24.00	2.49	22.00	2.32	13.00	1.26	35.00	3.63	34.00

	ing 2014
ETHNICITY	FTES
Asian	0.21
Black	
Filipino	0.31
Hispanic	4.29
Native American	0.11
Pacific Islander	
White	3.58

	Summer 2011		Fall 2011		Spring 2012		Summer 2012		Fall 2012		Spring 2013		Summer 2013		Fall 2013		Spring 2(
Gender	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..
Female	45.00	4.66	46.00	4.76	59.00	6.20	49.00	5.08	48.00	4.97	55.00	5.77	43.00	4.18	77.00	7.97	59.00
Male	15.00	1.55	18.00	1.87	15.00	1.58	12.00	1.24	19.00	1.97	14.00	1.47	11.00	1.07	21.00	2.17	22.00
Unknown	1.00	0.10															
Grand Total	61.00	6.32	64.00	6.63	74.00	7.78	61.00	6.32	67.00	6.94	69.00	7.24	54.00	5.25	98.00	10.14	81.00

	ring 2014
Gender	FTES
Female	6.20
Male	2.31
Unknown	
Grand Total	8.51