

2015-16 Program Review

American Sign Language/Interpreting



Prepared By GWC Office of Institutional Effectiveness

2015-16 Program Review

American Sign Language/Interpreting

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Notes and Definitions

The following data tables and charts have been provided to each department at Golden West College in order to assist them in completing a comprehensive review of each of their programs. Program Review is the primary mechanism by which Golden West College identifies the objectives and resources needed to fulfill our educational mission. It is also an opportunity for each department to document its plans for improving student success and sharing that information with the college community. Each department is asked to review all of its programs (instructional and non-instructional) on the same three-year cycle. It is important for all departments to participate in the Program Review process, since programs that do not complete a review are not eligible to receive additional funding for one-time requests, classified positions, faculty positions, or facilities requests.

- **Enrollment** refers to the count of students enrolled in courses in the specified discipline each term or academic year. If a student enrolls in multiple courses in a discipline, they will be counted more than once.
 - **Note:** In some cases, enrollment counts differ slightly across the tables included in this report. These minor discrepancies occur, because different data sets are needed for different parts of the report. These unique data sets often contain some small discrepancies. However, the larger trends over the multi-year period being reviewed are consistent across the data sets used.
- **Unduplicated headcount** refers to the unduplicated count of students enrolled in courses in a given discipline in the specified semester or academic year. It differs from the enrollment count, since students will only be counted once in the unduplicated headcount, even if they enroll in multiple courses in a given discipline.
 - **Note:** The unduplicated headcounts included in this report are unduplicated for each academic year by discipline. Counts across disciplines or for the entire college are duplicated.
- **Retention** refers to the percentage of students who enrolled in a course in a specified discipline who did not withdraw and received a valid grade.
- **Success** refers to the percentage of students who enrolled in a course in a specified discipline and received a passing or satisfactory grade (defined as grades of A, B, C, P, IA, IB, IC, or IPP).
 - **Note:** Retention and success rates are calculated using the duplicated enrollment count of students, since many students enroll in more than one course in a discipline in a given semester.

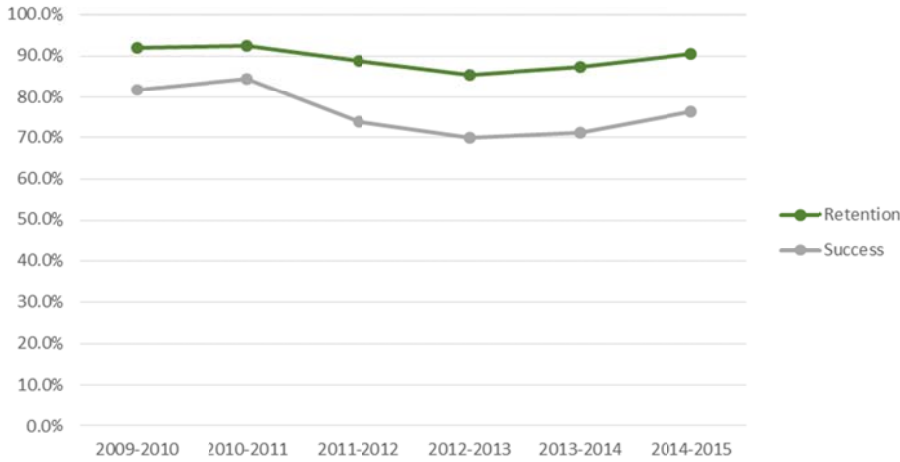


PROGRAM REVIEW – SUMMARY DASHBOARD

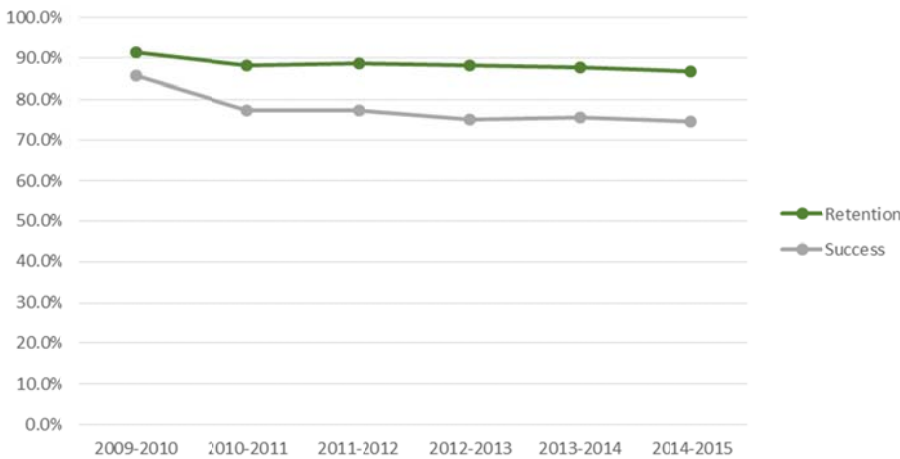
2015-16

American Sign Language/Interpreting

Overall Retention & Success Rates (Fall)



Overall Retention & Success Rates (Spring)



Gaps in Success Rates by Student Ethnicity, 2014-2015 Academic Year

	Total Enrolled	% of Total Enrolled	Success Rate	Avg. Success Rate	Success Rate Gap (Compared to Avg.)	Successful Completions Lost
Am. Indian/Alaska Native	--	--	--	75.7%	--	--
Asian	104	9.6%	81.7%	75.7%	6.0%	--
Black or African American	27	2.5%	77.8%	75.7%	2.0%	--
Hispanic	418	38.4%	67.7%	75.7%	-8.0%	34
Nat. Hawaiian / Pac. Islander	11	--	63.6%	75.7%	-12.1%	2
Two or More	62	5.7%	79.0%	75.7%	3.3%	--
Unknown	23	2.1%	73.9%	75.7%	-1.8%	1
White	438	40.3%	81.5%	75.7%	5.8%	--
Total	1,088					

Note: For those disciplines that have labs, enrollment data do not include dependent lab sections. In cases where the total enrollment for a particular ethnic group is 10 or less, data have been excluded from the analysis in order to protect individuals' privacy.

Three-Year Trend Summary

FALL	
Three-Year Trend	
Enrollment	
Total Enrollment	↑
Enrollment/Section	↓
Average Fill Rate	↓
Overall Retention and Success	
Retention	↑
Success	↑
Success Rates by Student Ethnicity	
Am. Indian/Alaska Native	--
Asian	↑
Black or African American	--
Hispanic/Latino	↑
Nat. Hawaiian / Pac. Islander	--
White	↑
Two or More Races	↑
Unknown	↓
Success Rates by Gender	
Female	↑
Male	↓
SPRING	
Three-Year Trend	
Enrollment	
Total Enrollment	↑
Enrollment/Section	↓
Average Fill Rate	↓
Overall Retention and Success	
Retention	↓
Success	↓
Success Rates by Student Ethnicity	
Am. Indian/Alaska Native	--
Asian	↓
Black or African American	↓
Hispanic/Latino	↓
Nat. Hawaiian / Pac. Islander	--
White	↑
Two or More Races	↑
Unknown	--
Success Rates by Gender	
Female	↓
Male	↑
Awards	
Three-Year Trend	
Certificates Awarded	↑
Degrees Awarded	↑



PROGRAM REVIEW – SUMMARY DASHBOARD 2015-16

American Sign Language/Interpreting

Enrollment, Sections, and Fill Rate

FALL

	Enrollment	Max. Seats	Total Sections	Enrollment/ Section	Avg. Fill Rate
2009-2010	639	560	16	39.9	114.1%
2010-2011	683	560	16	42.7	122.0%
2011-2012	569	464	13	43.8	122.6%
2012-2013	472	464	13	36.3	101.7%
2013-2014	516	528	15	34.4	97.7%
2014-2015	540	568	16	33.8	95.1%

SPRING

	Enrollment	Max. Seats	Total Sections	Enrollment/ Section	Avg. Fill Rate
2009-2010	655	560	16	40.9	117.0%
2010-2011	642	560	16	40.1	114.6%
2011-2012	572	488	14	40.9	117.2%
2012-2013	468	488	14	33.4	95.9%
2013-2014	511	560	16	31.9	91.3%
2014-2015	522	600	17	30.7	87.0%

SUMMER

	Enrollment	Max. Seats	Total Sections	Enrollment/ Section	Avg. Fill Rate
2009-2010	55	40	1	55.0	137.5%
2010-2011	42	36	1	42.0	116.7%
2011-2012	0	0	0	--	--
2012-2013	0	0	0	--	--
2013-2014	0	0	0	--	--
2014-2015	28	30	1	28.0	93.3%

Certificates and Degrees Awarded



Unduplicated Headcount and Distribution by Student Ethnicity

	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total
Am. Indian/Alaska Native	10	1.1%	5	0.5%	4	0.5%	1	0.1%	2	0.3%	4	0.5%
Asian	98	10.7%	107	11.4%	116	13.8%	115	16.1%	87	11.4%	85	11.5%
Black or African American	19	2.1%	23	2.5%	29	3.5%	15	2.1%	14	1.8%	18	2.4%
Hispanic/Latino	226	24.6%	263	28.1%	266	31.7%	251	35.2%	293	38.4%	287	38.7%
Nat. Hawaiian / Pac. Islander	12	1.3%	8	0.9%	8	1.0%	6	0.8%	7	0.9%	9	1.2%
Two or More Races	44	4.8%	52	5.6%	22	2.6%	39	5.5%	49	6.4%	41	5.5%
Unknown	42	4.6%	23	2.5%	13	1.5%	17	2.4%	21	2.8%	14	1.9%
White	467	50.9%	454	48.6%	382	45.5%	269	37.7%	290	38.0%	284	38.3%
Total	918	100.0%	935	100.0%	840	100.0%	713	100.0%	763	100.0%	742	100.0%

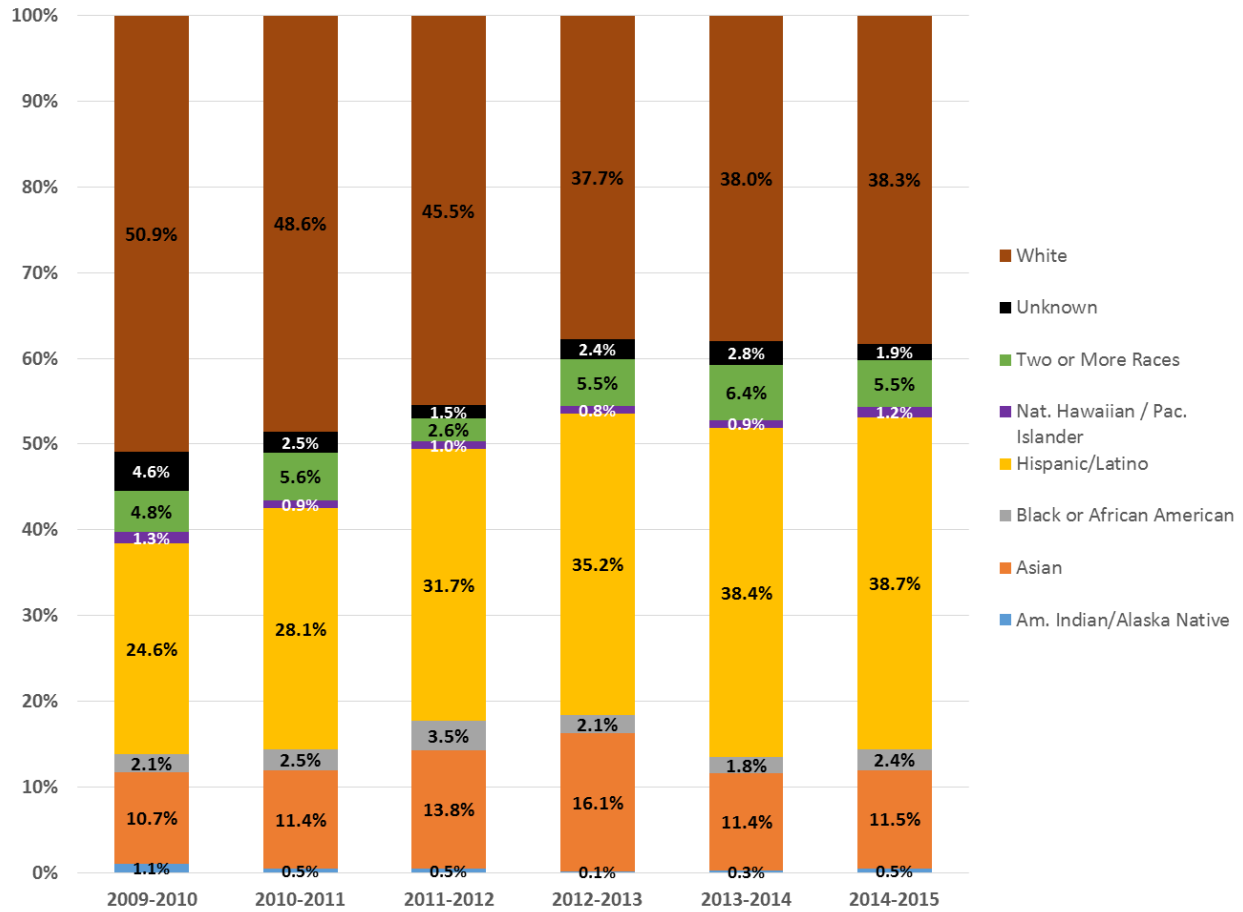
Note: Data are unduplicated for each academic year by discipline. Data across multiple disciplines or for the entire college are duplicated.



**PROGRAM REVIEW – UNDUPLICATED HEADCOUNT BY ETHNICITY
2015-16**

American Sign Language/Interpreting

Distribution of Student Headcount by Ethnicity



Unduplicated Headcount and Distribution by Student Ethnicity

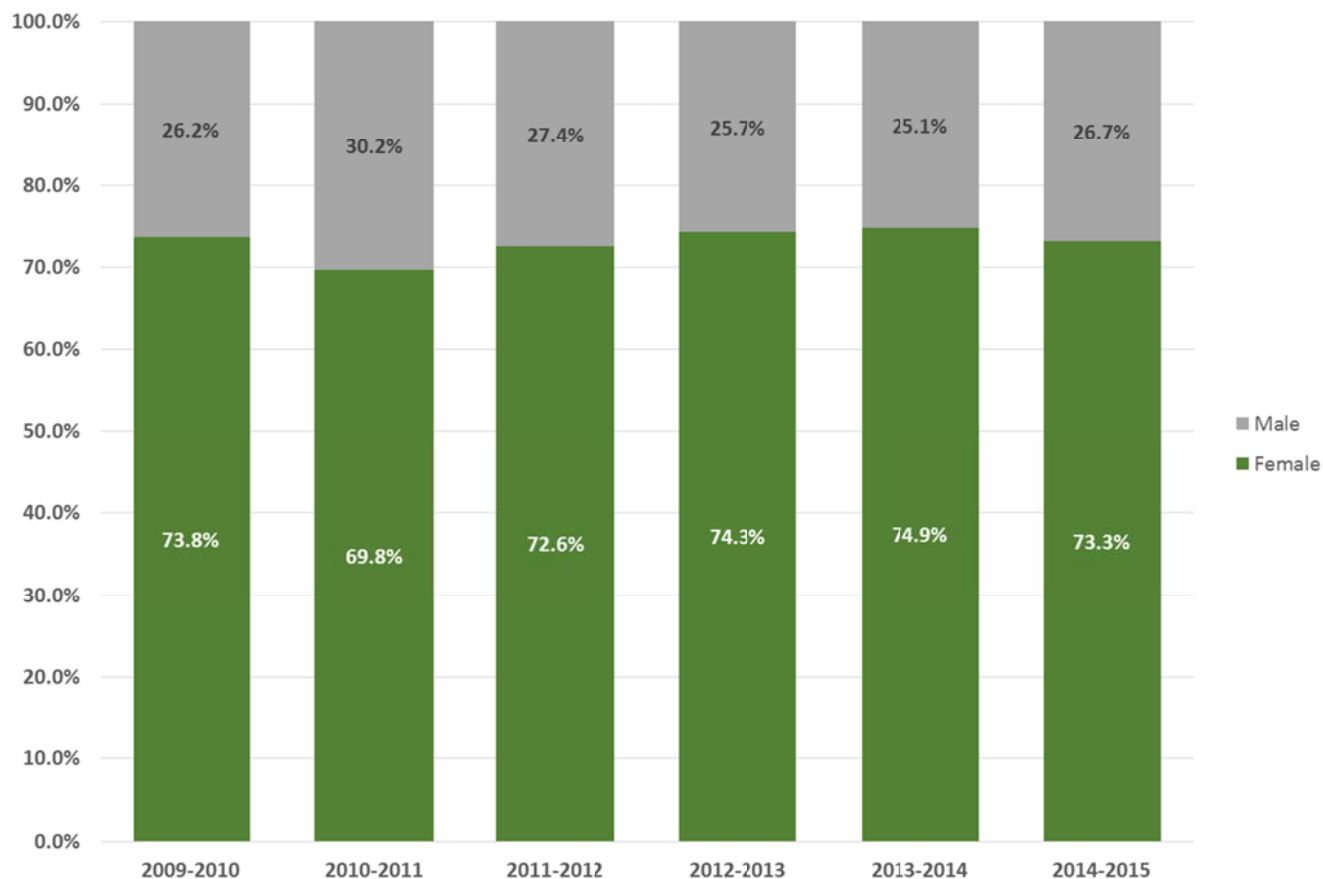
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total
Am. Indian/Alaska Native	10	1.1%	5	0.5%	4	0.5%	1	0.1%	2	0.3%	4	0.5%
Asian	98	10.7%	107	11.4%	116	13.8%	115	16.1%	87	11.4%	85	11.5%
Black or African American	19	2.1%	23	2.5%	29	3.5%	15	2.1%	14	1.8%	18	2.4%
Hispanic/Latino	226	24.6%	263	28.1%	266	31.7%	251	35.2%	293	38.4%	287	38.7%
Nat. Hawaiian / Pac. Islander	12	1.3%	8	0.9%	8	1.0%	6	0.8%	7	0.9%	9	1.2%
Two or More Races	44	4.8%	52	5.6%	22	2.6%	39	5.5%	49	6.4%	41	5.5%
Unknown	42	4.6%	23	2.5%	13	1.5%	17	2.4%	21	2.8%	14	1.9%
White	467	50.9%	454	48.6%	382	45.5%	269	37.7%	290	38.0%	284	38.3%
Total	918	100.0%	935	100.0%	840	100.0%	713	100.0%	763	100.0%	742	100.0%



PROGRAM REVIEW – UNDUPLICATED HEADCOUNT BY GENDER
2015-16

American Sign Language/Interpreting

Distribution of Student Headcount by Gender



Unduplicated Headcount and Distribution by Student Gender

	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total
Female	672	73.8%	645	69.8%	605	72.6%	527	74.3%	566	74.9%	537	73.3%
Male	239	26.2%	279	30.2%	228	27.4%	182	25.7%	190	25.1%	196	26.7%
Total	911	100.0%	924	100.0%	833	100.0%	709	100.0%	756	100.0%	733	100.0%

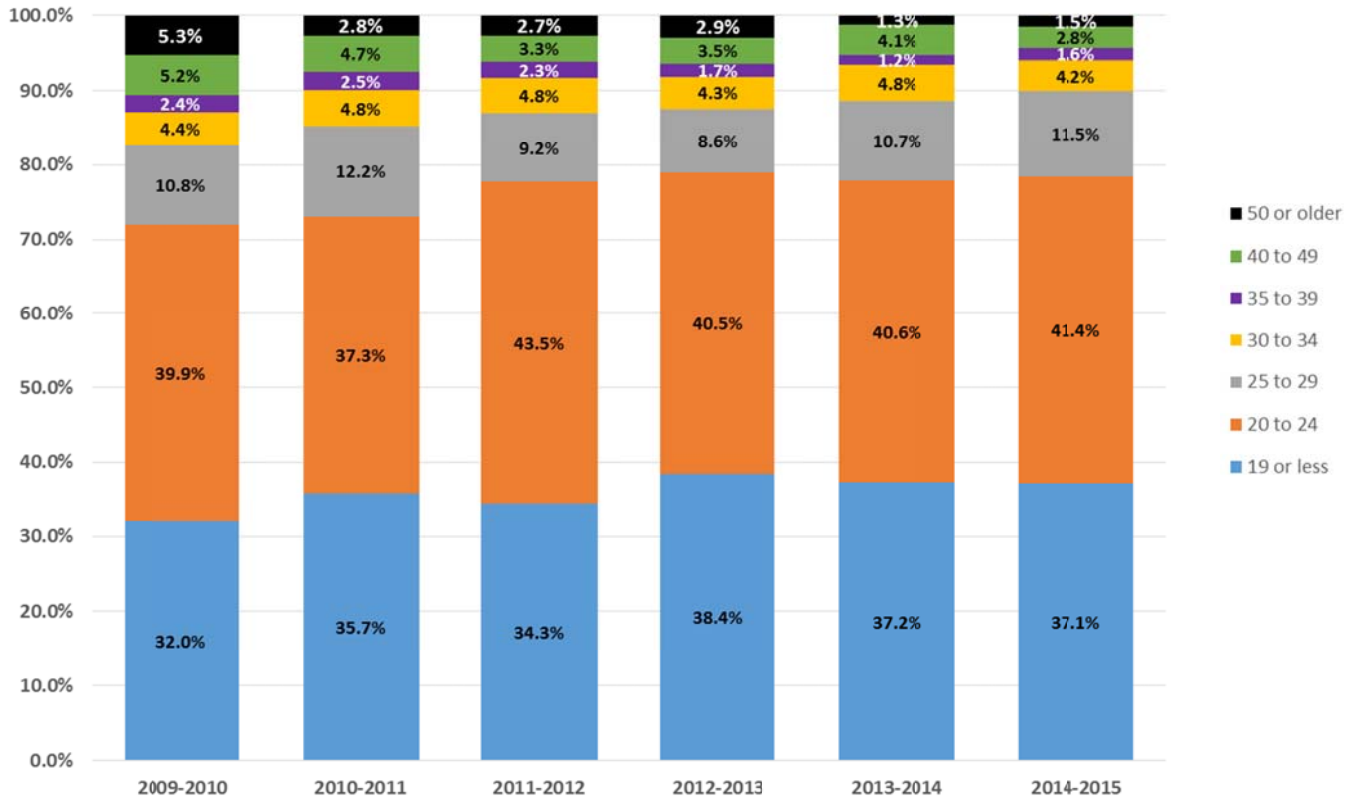
Note: Observations without a gender indicated were excluded from the analysis.



**PROGRAM REVIEW – UNDUPLICATED HEADCOUNT BY AGE GROUP
2015-16**

American Sign Language/Interpreting

Distribution of Student Headcount by Age Group



Unduplicated Headcount and Distribution by Student Age Group

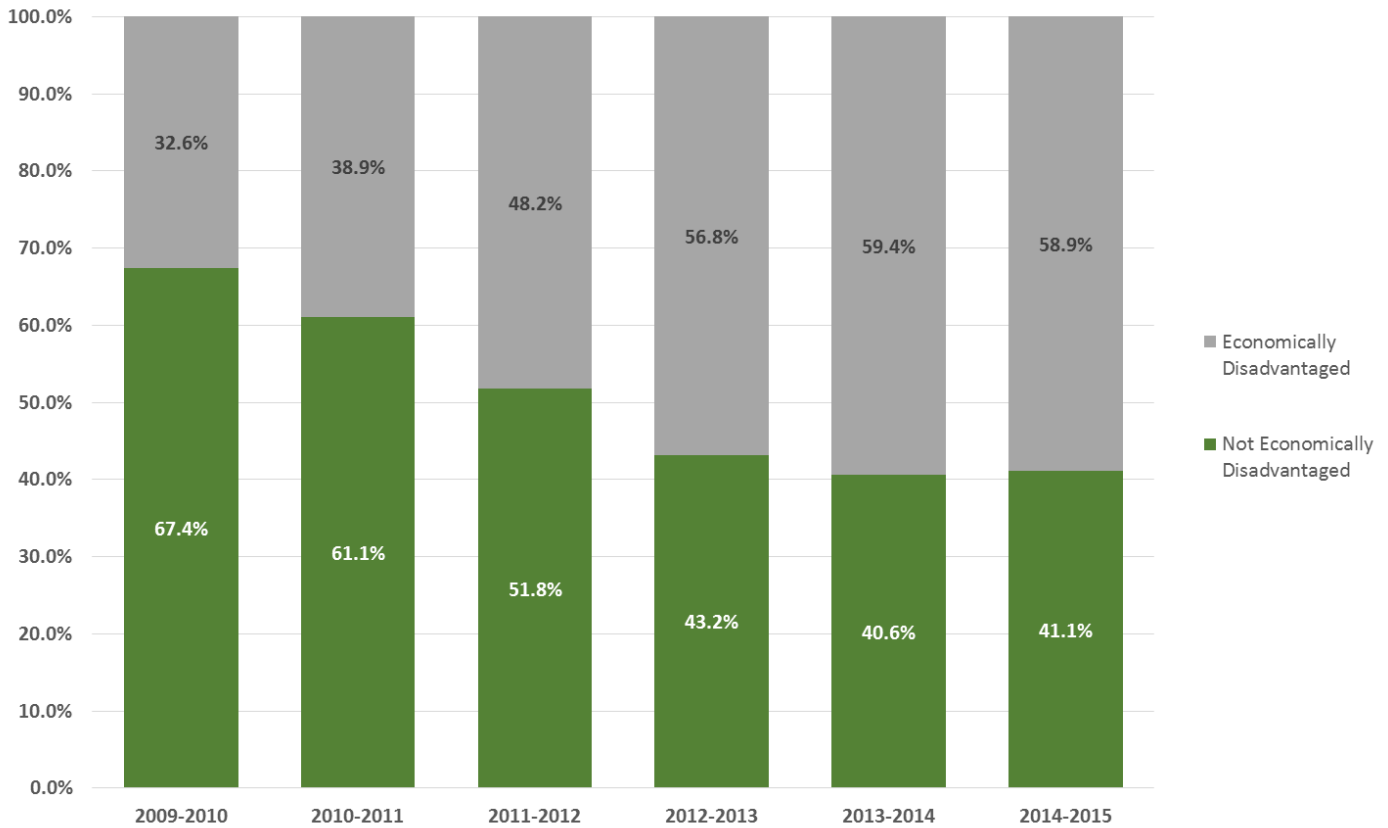
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total
19 or less	294	32.0%	334	35.7%	288	34.3%	274	38.4%	284	37.2%	275	37.1%
20 to 24	366	39.9%	349	37.3%	365	43.5%	289	40.5%	310	40.6%	307	41.4%
25 to 29	99	10.8%	114	12.2%	77	9.2%	61	8.6%	82	10.7%	85	11.5%
30 to 34	40	4.4%	45	4.8%	40	4.8%	31	4.3%	37	4.8%	31	4.2%
35 to 39	22	2.4%	23	2.5%	19	2.3%	12	1.7%	9	1.2%	12	1.6%
40 to 49	48	5.2%	44	4.7%	28	3.3%	25	3.5%	31	4.1%	21	2.8%
50 or older	49	5.3%	26	2.8%	23	2.7%	21	2.9%	10	1.3%	11	1.5%
Total	918	100.0%	935	100.0%	840	100.0%	713	100.0%	763	100.0%	742	100.0%



**PROGRAM REVIEW – UNDUPLICATED HEADCOUNT BY
ECONOMICALLY DISADVANTAGED STATUS
2015-16**

American Sign Language/Interpreting

Distribution of Student Headcount by Economically Disadvantaged Status



Unduplicated Headcount and Distribution by Economically Disadvantaged Status

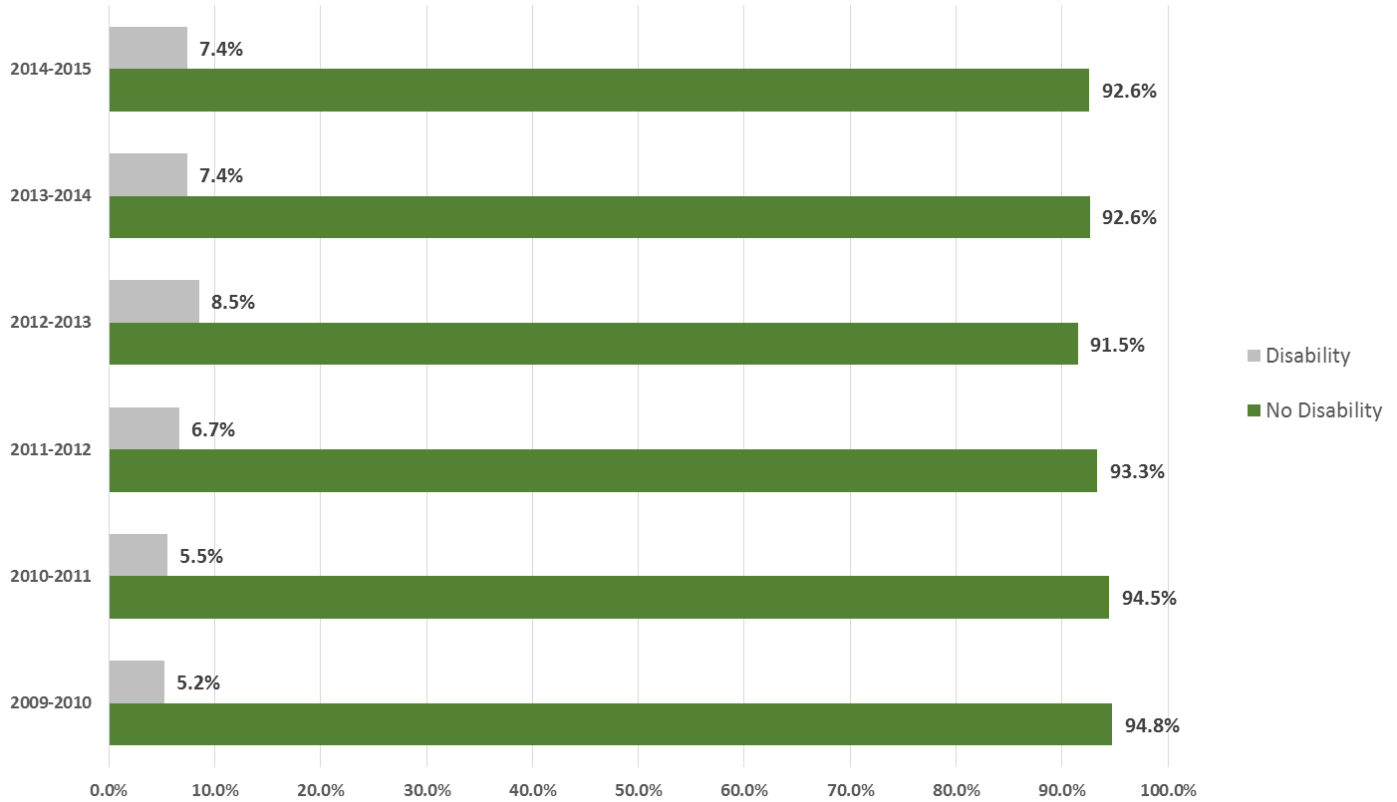
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total
Not Economically Disadvantaged	619	67.4%	571	61.1%	435	51.8%	308	43.2%	310	40.6%	305	41.1%
Economically Disadvantaged	299	32.6%	364	38.9%	405	48.2%	405	56.8%	453	59.4%	437	58.9%
Total	918	100.0%	935	100.0%	840	100.0%	713	100.0%	763	100.0%	742	100.0%



**PROGRAM REVIEW – UNDUPLICATED HEADCOUNT BY
DISABILITY STATUS
2015-16**

American Sign Language/Interpreting

Distribution of Student Headcount by Disability Status



Unduplicated Headcount and Distribution by Student Disability Status

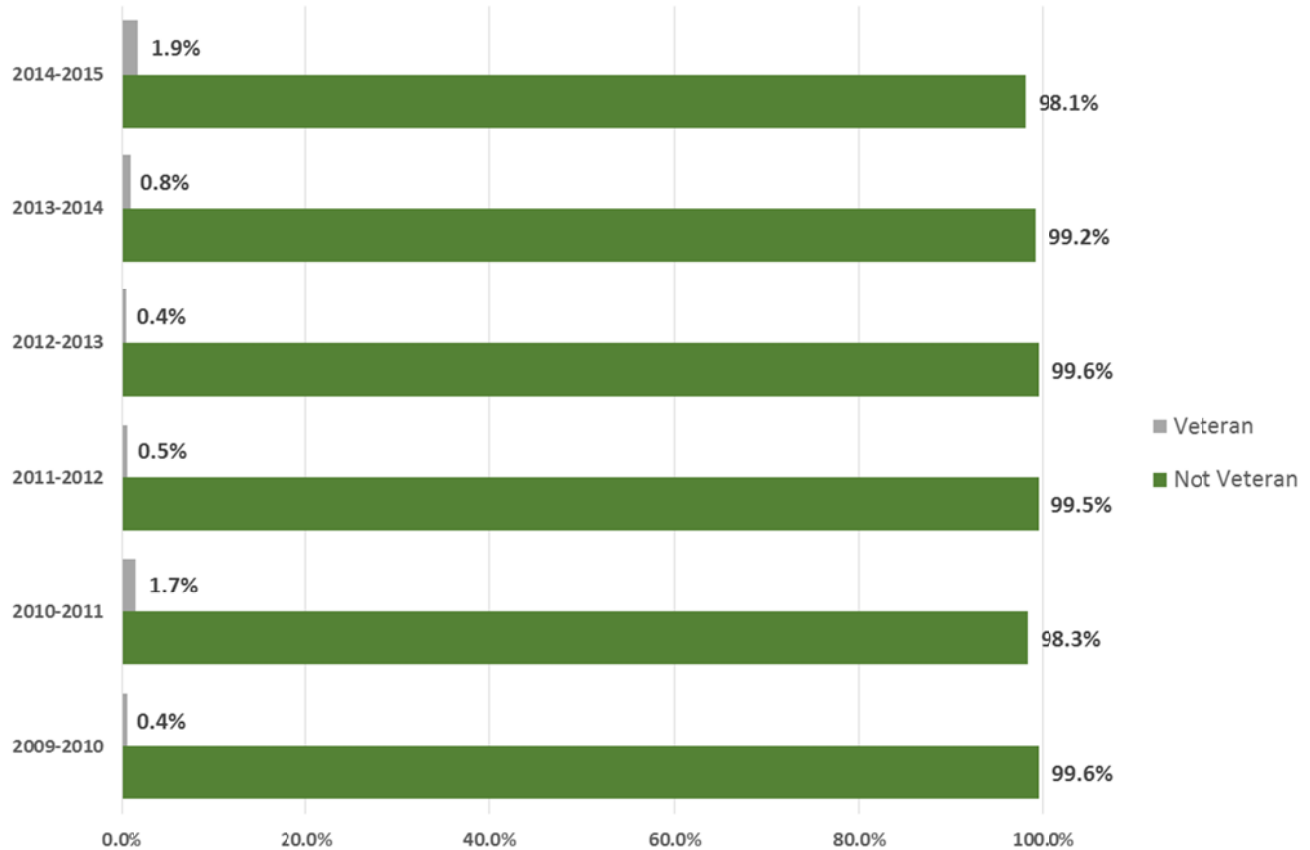
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total
No Disability	867	94.8%	852	94.5%	755	93.3%	645	91.5%	704	92.6%	686	92.6%
Disability	48	5.2%	50	5.5%	54	6.7%	60	8.5%	56	7.4%	55	7.4%
Total	915	100.0%	902	100.0%	809	100.0%	705	100.0%	760	100.0%	741	100.0%



**PROGRAM REVIEW – UNDUPLICATED HEADCOUNT BY
VETERAN STATUS
2015-16**

American Sign Language/Interpreting

Distribution of Student Headcount by Veteran Status



Unduplicated Headcount and Distribution by Veteran Status

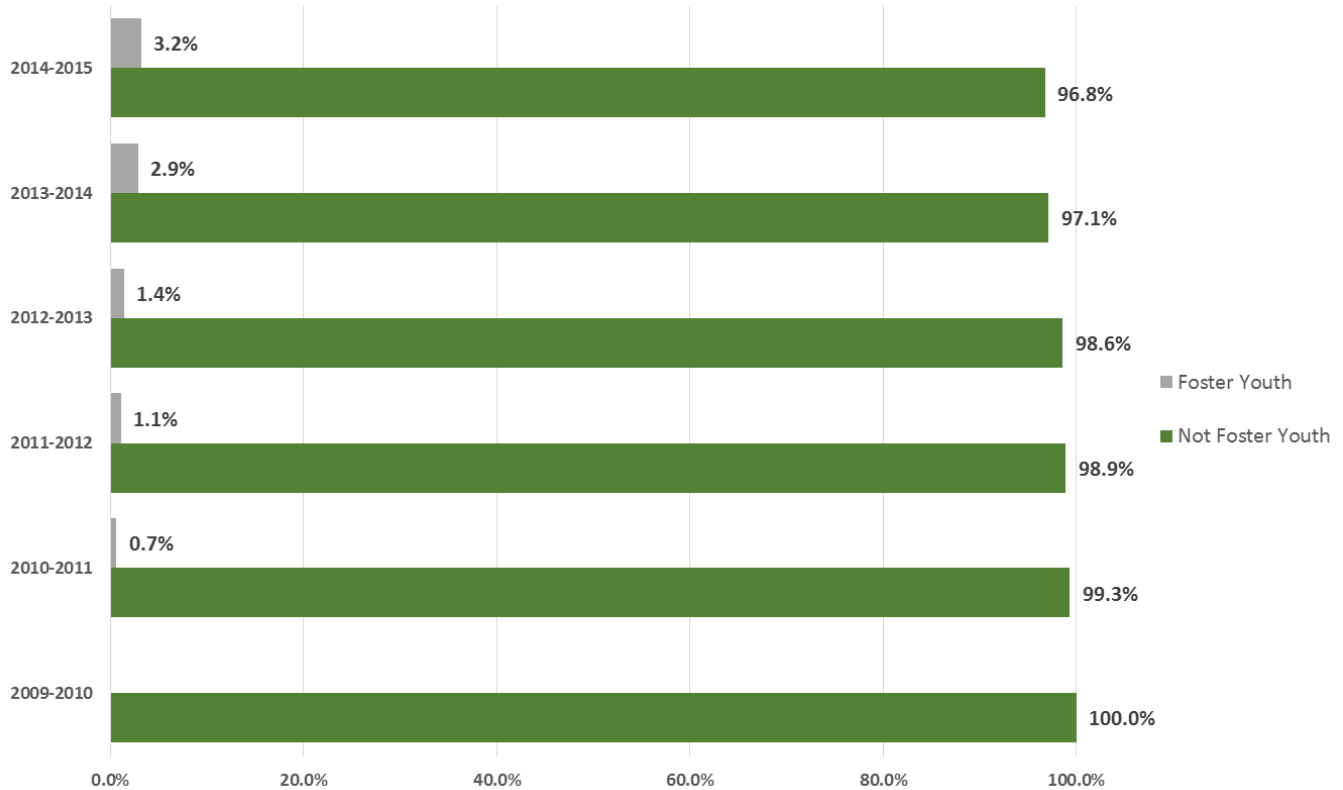
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total
Not Veteran	911	99.6%	887	98.3%	805	99.5%	702	99.6%	754	99.2%	727	98.1%
Veteran	4	0.4%	15	1.7%	4	0.5%	3	0.4%	6	0.8%	14	1.9%
Total	915	100.0%	902	100.0%	809	100.0%	705	100.0%	760	100.0%	741	100.0%



**PROGRAM REVIEW – UNDUPLICATED HEADCOUNT BY
FOSTER YOUTH STATUS
2015-16**

American Sign Language/Interpreting

Distribution of Student Headcount by Foster Youth Status



Unduplicated Headcount and Distribution by Foster Youth Status

	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total
Not Foster Youth	915	100.0%	896	99.3%	800	98.9%	695	98.6%	738	97.1%	717	96.8%
Foster Youth	--	0.0%	6	0.7%	9	1.1%	10	1.4%	22	2.9%	24	3.2%
Total	915	100.0%	902	100.0%	809	100.0%	705	100.0%	760	100.0%	741	100.0%

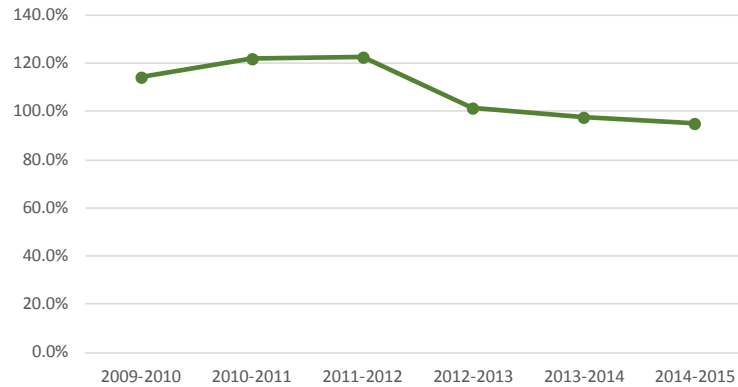


PROGRAM REVIEW – ENROLLMENT AND FILL RATE 2015-16

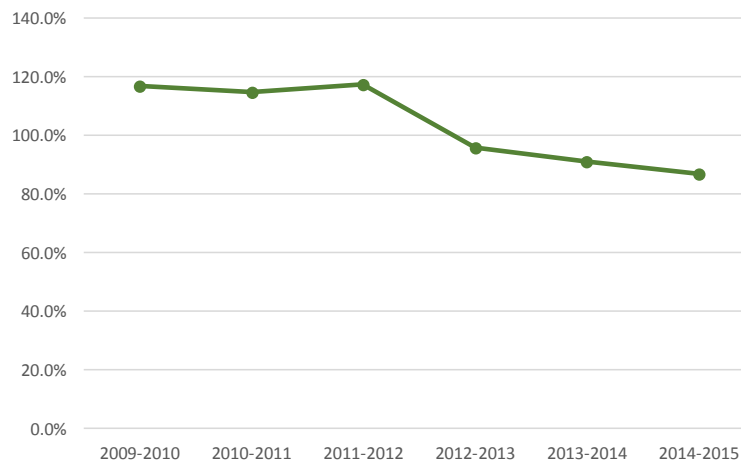
American Sign Language/Interpreting

Average Fill Rates for Each Semester by Academic Year

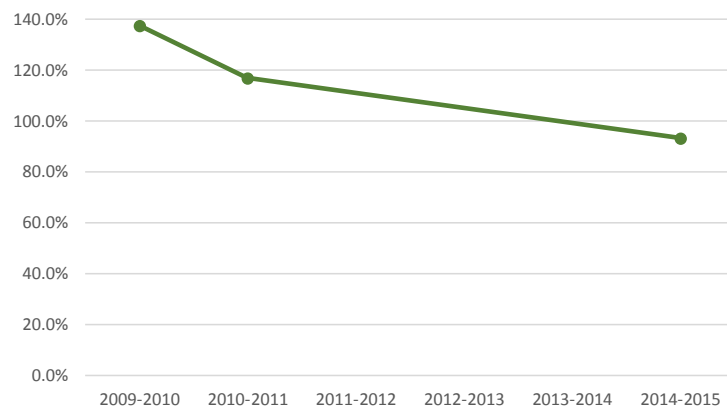
Average Fill Rate (Fall)



Average Fill Rate (Spring)



Average Fill Rate (Summer)





**PROGRAM REVIEW – ENROLLMENT AND FILL RATE
2015-16**

American Sign Language/Interpreting

Key Enrollment Data for Each Semester by Academic Year

FALL

	Enrollment	Max. Seats	Total Sections	Enrollment/ Section	Avg. Fill Rate
2009-2010	639	560	16	39.9	114.1%
2010-2011	683	560	16	42.7	122.0%
2011-2012	569	464	13	43.8	122.6%
2012-2013	472	464	13	36.3	101.7%
2013-2014	516	528	15	34.4	97.7%
2014-2015	540	568	16	33.8	95.1%

SPRING

	Enrollment	Max. Seats	Total Sections	Enrollment/ Section	Avg. Fill Rate
2009-2010	655	560	16	40.9	117.0%
2010-2011	642	560	16	40.1	114.6%
2011-2012	572	488	14	40.9	117.2%
2012-2013	468	488	14	33.4	95.9%
2013-2014	511	560	16	31.9	91.3%
2014-2015	522	600	17	30.7	87.0%

SUMMER

	Enrollment	Max. Seats	Total Sections	Enrollment/ Section	Avg. Fill Rate
2009-2010	55	40	1	55.0	137.5%
2010-2011	42	36	1	42.0	116.7%
2011-2012	0	0	0	--	--
2012-2013	0	0	0	--	--
2013-2014	0	0	0	--	--
2014-2015	28	30	1	28.0	93.3%

FTES/FTEF by Academic Year

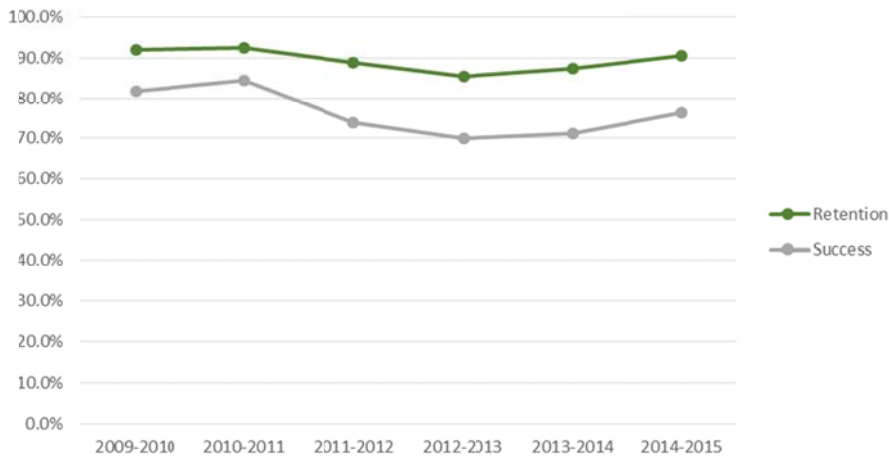
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
GWC Total	38.8	40.8	42.6	41.8	37.6	35.8
American Sign Language/Interpreting	43.2	43.0	43.6	36.8	35.2	33.3



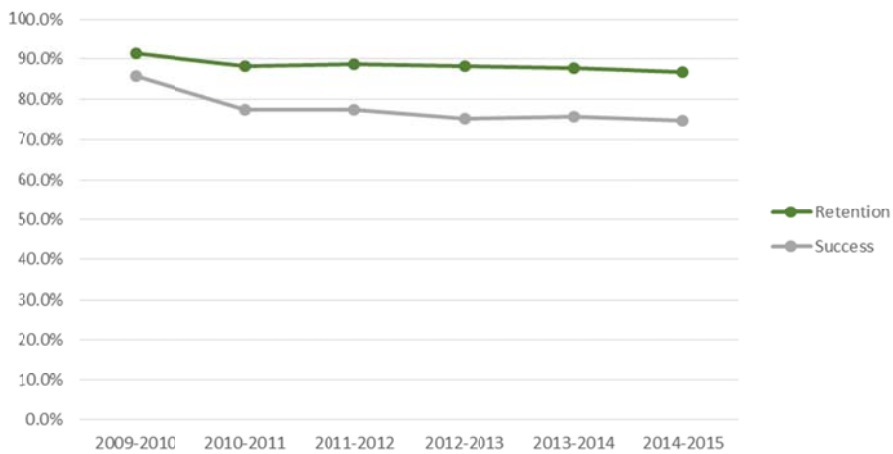
PROGRAM REVIEW – OVERALL RETENTION AND SUCCESS
2015-16

American Sign Language/Interpreting

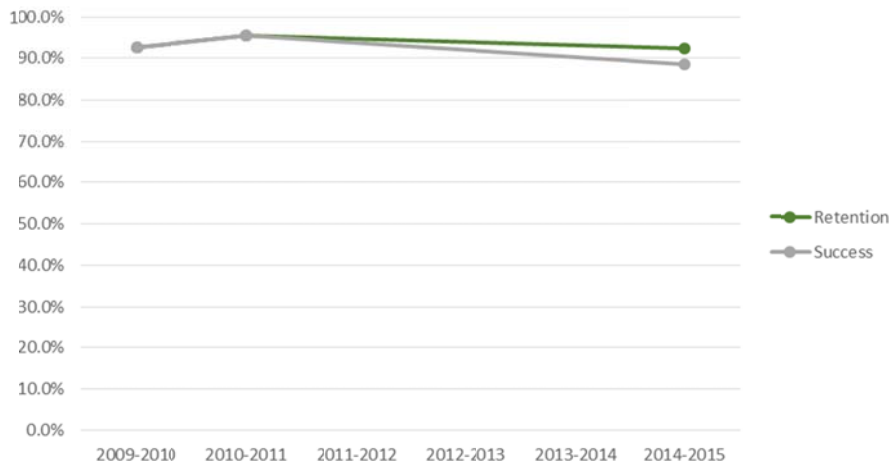
Overall Retention & Success Rates (Fall)



Overall Retention & Success Rates (Spring)



Overall Retention & Success Rates (Summer)



Notes

- **Retention** is the percentage of students who enrolled in a course who did not withdraw and received a valid grade.
- **Success** is the percentage of students who enrolled in a course and received a passing or satisfactory grade (defined as grades of A,B,C,P,IA,IB,IC, or IPP)
- Data are unduplicated by semester for each department. Data for multiple semesters or departments are not unduplicated.

Key Data

- Overall retention and success rates for Fall 2014 ASL Interpreting courses increased between Fall 2012 and Fall 2014. The retention rate increased from 85.3% to 90.6%, and the success rate increased from 69.9% to 76.3%.
- Overall retention and success rates for Spring ASL Interpreting courses decreased between Spring 2013 and Spring 2015. The retention rate decreased from 88.3% to 86.8%, and the success rate decreased from 75.1% to 74.5%.
- ASL Interpreting only offered Summer courses in the Summer 2009, Summer 2010 and Summer 2014 semesters. Summer retention and success rates both decreased between the 2010-2011 and 2014-15 academic years. The retention rate decreased from 95.5% to 92.3%, and the success rate decreased from 95.5% to 88.5%.



**PROGRAM REVIEW – OVERALL RETENTION AND SUCCESS
2015-16**

American Sign Language/Interpreting

FALL

	Enrollment	Retention	Success
2009-2010	621	91.9%	81.8%
2010-2011	644	92.5%	84.3%
2011-2012	547	88.8%	73.9%
2012-2013	462	85.3%	69.9%
2013-2014	516	87.4%	71.1%
2014-2015	540	90.6%	76.3%

SPRING

	Enrollment	Retention	Success
2009-2010	660	91.5%	85.8%
2010-2011	633	88.3%	77.3%
2011-2012	554	88.6%	77.4%
2012-2013	469	88.3%	75.1%
2013-2014	508	87.8%	75.6%
2014-2015	522	86.8%	74.5%

SUMMER

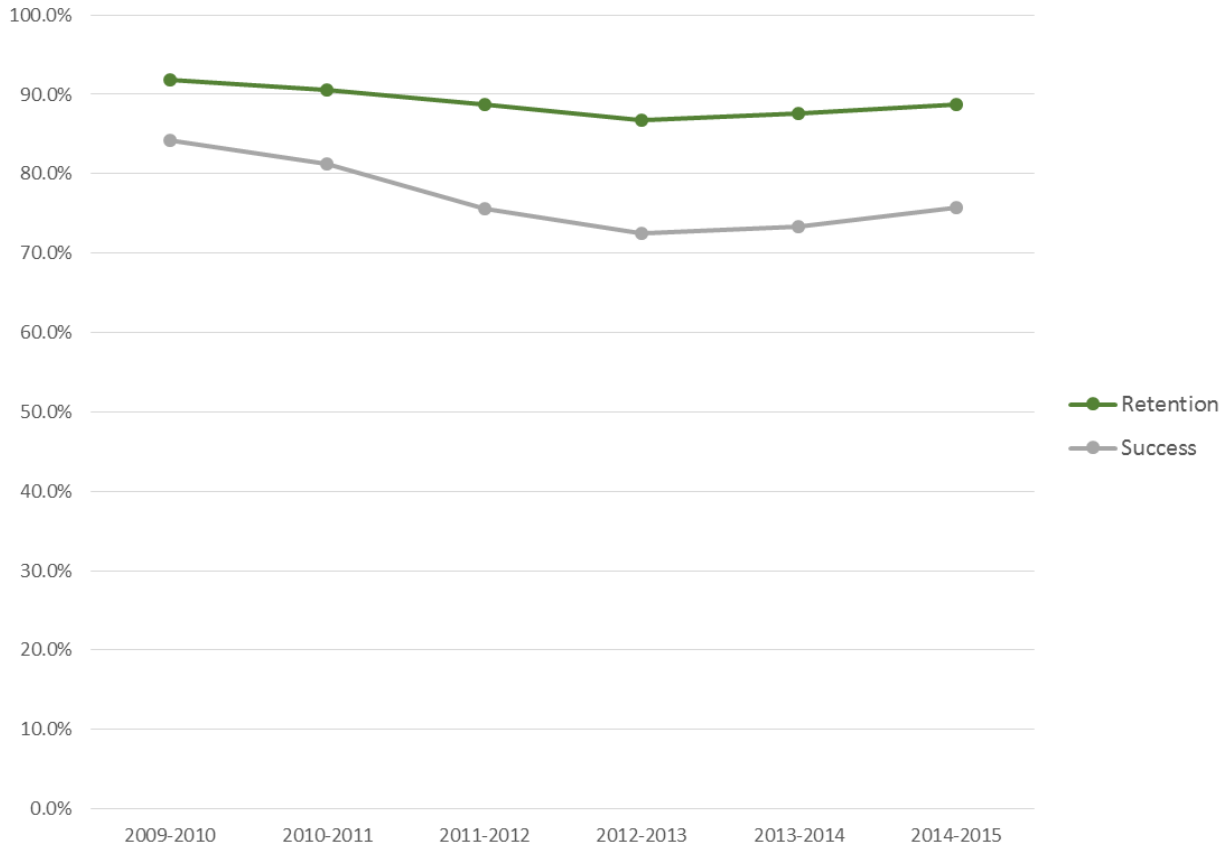
	Enrollment	Retention	Success
2009-2010	55	92.7%	92.7%
2010-2011	44	95.5%	95.5%
2011-2012	--	--	--
2012-2013	--	--	--
2013-2014	--	--	--
2014-2015	26	92.3%	88.5%



**PROGRAM REVIEW – OVERALL RETENTION AND SUCCESS
2015-16**

American Sign Language/Interpreting

Overall Retention and Success Rates by Academic Year



Enrollment, Retention Rates and Success Rates by Academic Year

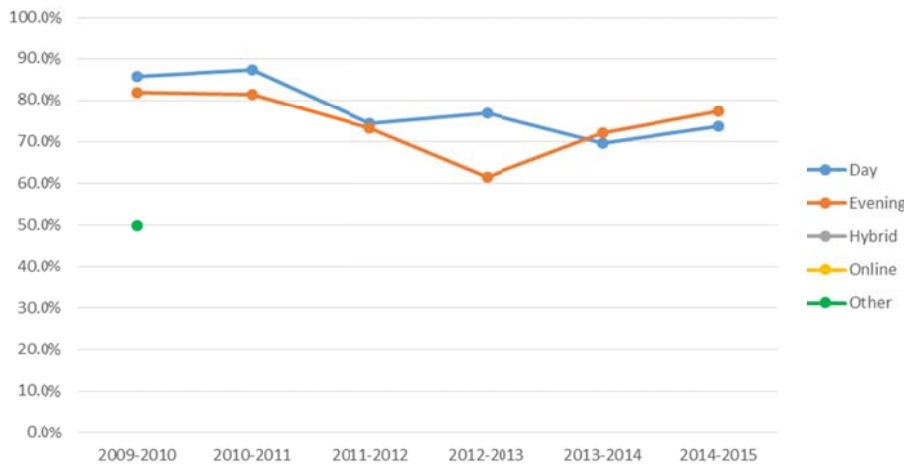
	Enrollment	Retention	Success
2009-2010	1,336	91.8%	84.2%
2010-2011	1,321	90.6%	81.3%
2011-2012	1,101	88.7%	75.7%
2012-2013	931	86.8%	72.5%
2013-2014	1,024	87.6%	73.3%
2014-2015	1,088	88.8%	75.7%



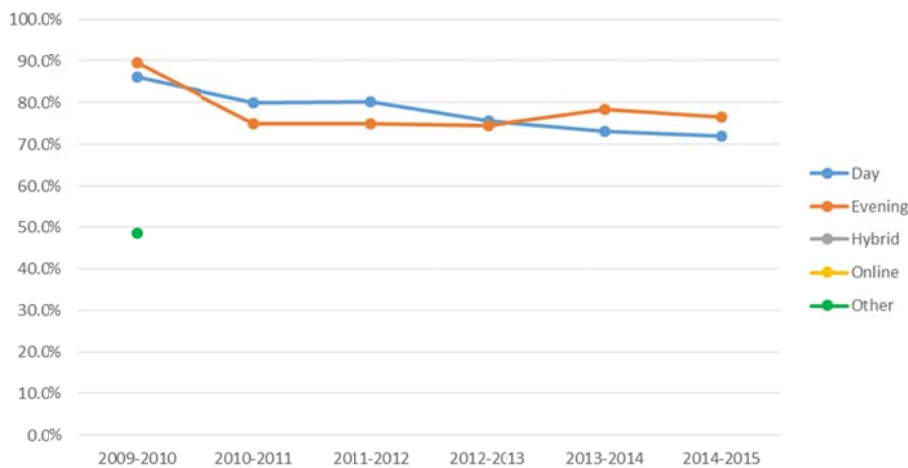
PROGRAM REVIEW – SUCCESS BY SESSION TYPE 2015-16

American Sign Language/Interpreting

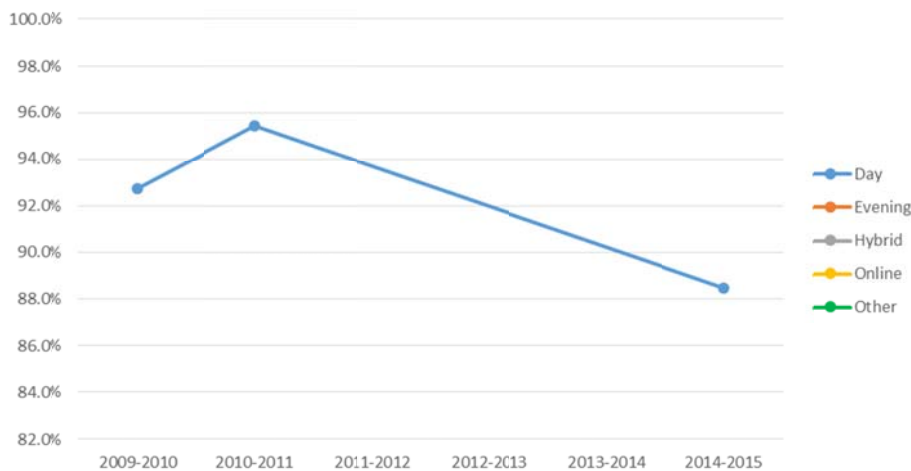
Success Rates by Session Type (Fall)



Success Rates by Session Type (Spring)



Success Rates by Session Type (Summer)



Notes

- **Retention** is the percentage of students who enrolled in a course who did not withdraw and received a valid grade.
- **Success** is the percentage of students who enrolled in a course and received a passing or satisfactory grade (defined as grades of A, B, C, P, IA, IB, IC, or IPP)
- **Other** for Session Type includes Honors, Saturday, Self-Paced, Teach3, Independent/Directed Study, and Parachute classes.
- Enrollment, retention and success data are duplicated, since many students enroll in more than one course in a semester.

Key Data

- ASL Interpreting has only offered daytime and evening courses in the Fall semester in recent years. The success rate of evening courses has been higher than that of daytime courses in two of the last three years. The success rate of evening sessions increased between Fall 2012 and Fall 2014, while that of daytime courses decreased.
- ASL Interpreting has likewise only offered daytime and evening courses in the Spring semester in recent years. The success rate of evening courses has been higher than that of daytime courses in two of the past three years. The success rate of evening sessions increased between Spring 2013 and Spring 2015, while that of daytime courses decreased.
- ASL Interpreting has only offered daytime courses in the Summer semester in recent years. The success rate decreased from Summer 2010 to Summer 2014.



PROGRAM REVIEW – SUCCESS BY SESSION TYPE 2015-16

American Sign Language/Interpreting

FALL

Enrollment

	Day	Evening	Hybrid	Online	Other	Total
2009-2010	257	328	--	--	36	621
2010-2011	301	343	--	--	--	644
2011-2012	262	285	--	--	--	547
2012-2013	249	213	--	--	--	462
2013-2014	235	281	--	--	--	516
2014-2015	184	356	--	--	--	540

Retention

2009-2010	95.3%	91.2%	--	--	75.0%	91.9%
2010-2011	96.7%	88.9%	--	--	--	92.5%
2011-2012	90.1%	87.7%	--	--	--	88.8%
2012-2013	89.6%	80.3%	--	--	--	85.3%
2013-2014	87.7%	87.2%	--	--	--	87.4%
2014-2015	92.9%	89.3%	--	--	--	90.6%

Success

2009-2010	86.0%	82.0%	--	--	50.0%	81.8%
2010-2011	87.4%	81.6%	--	--	--	84.3%
2011-2012	74.4%	73.3%	--	--	--	73.9%
2012-2013	77.1%	61.5%	--	--	--	69.9%
2013-2014	69.8%	72.2%	--	--	--	71.1%
2014-2015	73.9%	77.5%	--	--	--	76.3%

SPRING

Enrollment

	Day	Evening	Hybrid	Online	Other	Total
2009-2010	281	342	--	--	37	660
2010-2011	290	343	--	--	--	633
2011-2012	271	283	--	--	--	554
2012-2013	245	224	--	--	--	469
2013-2014	264	244	--	--	--	508
2014-2015	231	291	--	--	--	522

Retention

2009-2010	91.1%	93.6%	--	--	75.7%	91.5%
2010-2011	92.4%	84.8%	--	--	--	88.3%
2011-2012	90.4%	86.9%	--	--	--	88.6%
2012-2013	91.4%	84.8%	--	--	--	88.3%
2013-2014	87.9%	87.7%	--	--	--	87.8%
2014-2015	88.3%	85.6%	--	--	--	86.8%

Success

2009-2010	86.1%	89.5%	--	--	48.6%	85.8%
2010-2011	80.0%	74.9%	--	--	--	77.3%
2011-2012	80.1%	74.9%	--	--	--	77.4%
2012-2013	75.5%	74.6%	--	--	--	75.1%
2013-2014	73.1%	78.3%	--	--	--	75.6%
2014-2015	71.9%	76.6%	--	--	--	74.5%

Note: "Other" for Session Type includes Honors, Saturday, Self-Paced, Teach3, Independent/Directed Study, and Parachute classes.

SUMMER

Enrollment

	Day	Evening	Hybrid	Online	Other	Total
2009-2010	55	--	--	--	--	55
2010-2011	44	--	--	--	--	44
2011-2012	--	--	--	--	--	--
2012-2013	--	--	--	--	--	--
2013-2014	--	--	--	--	--	--
2014-2015	26	--	--	--	--	26

Retention

2009-2010	92.7%	--	--	--	--	92.7%
2010-2011	95.5%	--	--	--	--	95.5%
2011-2012	--	--	--	--	--	--
2012-2013	--	--	--	--	--	--
2013-2014	--	--	--	--	--	--
2014-2015	92.3%	--	--	--	--	92.3%

Success

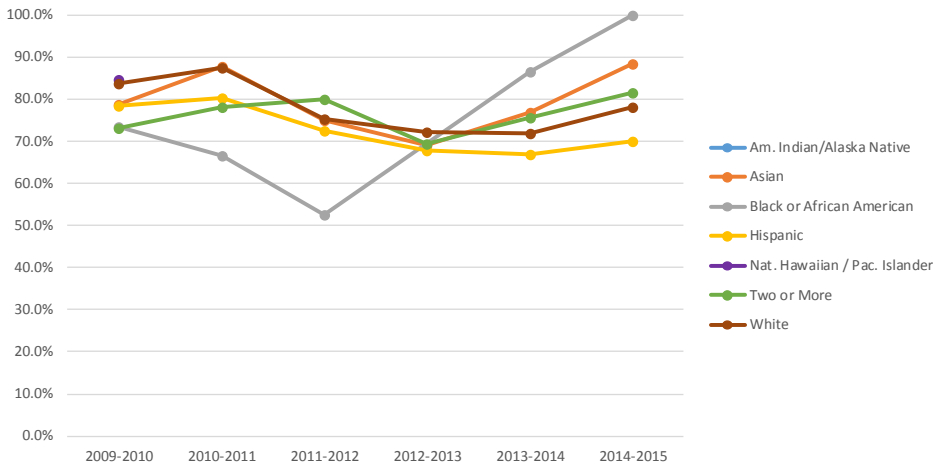
2009-2010	92.7%	--	--	--	--	92.7%
2010-2011	95.5%	--	--	--	--	95.5%
2011-2012	--	--	--	--	--	--
2012-2013	--	--	--	--	--	--
2013-2014	--	--	--	--	--	--
2014-2015	88.5%	--	--	--	--	88.5%



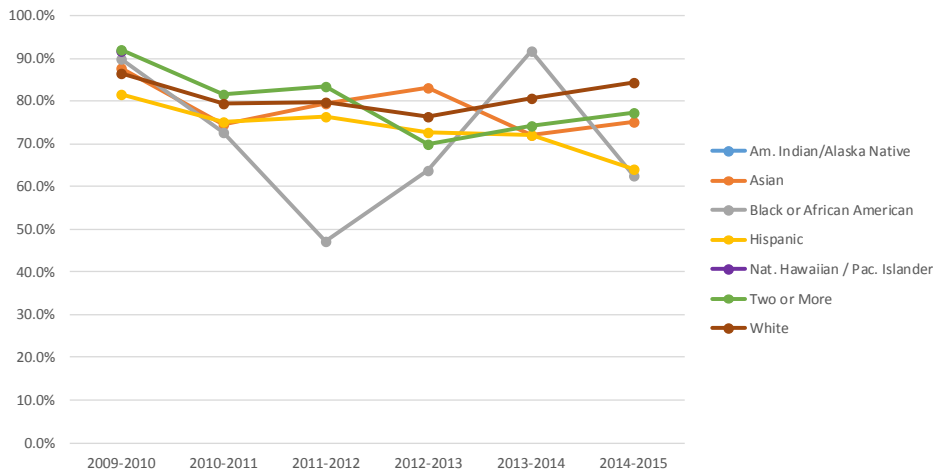
PROGRAM REVIEW – SUCCESS AND RETENTION BY ETHNICITY 2015-16

American Sign Language/Interpreting

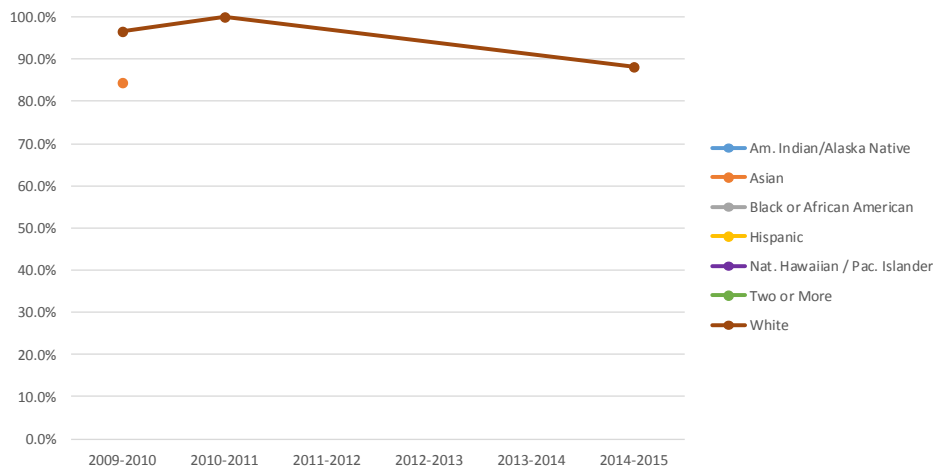
Success Rates by Student Ethnicity (Fall)



Success Rates by Student Ethnicity (Spring)



Success Rates by Student Ethnicity (Summer)



Notes

- **Retention** is the percentage of students who enrolled in a course who did not withdraw and received a valid grade.
- **Success** is the percentage of students who enrolled in a course and received a passing or satisfactory grade (defined as grades of A,B,C,P,IA,IB,IC, or IPP)
- Enrollment, retention and success data are duplicated, since many students enroll in more than one course in a semester.
- In cases where the total enrollment in a semester is 10 or less, data have been excluded from the analysis in order to protect individuals' privacy.

Key Data

- Success rates for Fall ASL Interpreting courses varied widely by student ethnic groups over the previous six academic years. African American students had the highest success rates for the Fall 2014 term. The success rates for all student groups increased from Fall 2012 to Fall 2014.
- Success rates for Spring ASL Interpreting courses likewise varied widely across student ethnic groups. White students had the highest success rate in the Spring 2015 term. The success rates for all student ethnic groups decreased between Spring 2013 and Spring 2015, with the exception of White students and those with two or more races.
- Only White and Asian students had more than 10 enrollments in Summer ASL Interpreting courses over the last six years. The success rate for White student success decreased between Summer 2010 and Summer 2014.



PROGRAM REVIEW – SUCCESS AND RETENTION BY ETHNICITY
2015-16

American Sign Language/Interpreting

FALL								
Enrollment								
	Am. Indian/Alaska Native	Asian	Black or African American	Hispanic	Nat. Hawaiian / Pac. Islander	Two or More	White	Total
2009-2010	--	52	15	148	13	26	328	621
2010-2011	--	49	21	172	--	41	331	644
2011-2012	--	60	19	163	--	15	277	547
2012-2013	--	68	--	155	--	23	190	462
2013-2014	--	56	15	179	--	33	216	516
2014-2015	--	52	11	217	--	27	211	540
Retention								
2009-2010	--	92.3%	93.3%	89.9%	100.0%	88.5%	92.4%	91.9%
2010-2011	--	91.8%	76.2%	91.3%	--	90.2%	94.0%	92.5%
2011-2012	--	86.7%	84.2%	89.0%	--	86.7%	89.9%	88.8%
2012-2013	--	82.4%	--	86.5%	--	73.9%	86.8%	85.3%
2013-2014	--	87.5%	93.3%	87.2%	--	87.9%	87.5%	87.4%
2014-2015	--	90.4%	100.0%	91.2%	--	88.9%	89.6%	90.6%
Success								
2009-2010	--	78.8%	73.3%	78.4%	84.6%	73.1%	83.8%	81.8%
2010-2011	--	87.8%	66.7%	80.2%	--	78.0%	87.6%	84.3%
2011-2012	--	75.0%	52.6%	72.4%	--	80.0%	75.5%	73.9%
2012-2013	--	69.1%	--	67.7%	--	69.6%	72.1%	69.9%
2013-2014	--	76.8%	86.7%	67.0%	--	75.8%	71.8%	71.1%
2014-2015	--	88.5%	100.0%	70.0%	--	81.5%	78.2%	76.3%

SPRING								
Enrollment								
	Am. Indian/Alaska Native	Asian	Black or African American	Hispanic	Nat. Hawaiian / Pac. Islander	Two or More	White	Total
2009-2010	--	41	20	164	12	37	336	660
2010-2011	--	71	11	180	--	38	311	633
2011-2012	--	68	17	186	--	18	240	554
2012-2013	--	65	11	169	--	30	181	469
2013-2014	--	43	12	200	--	35	195	508
2014-2015	--	52	16	192	--	35	210	522
Retention								
2009-2010	--	95.1%	100.0%	90.2%	91.7%	94.6%	91.4%	91.5%
2010-2011	--	88.7%	81.8%	87.8%	--	97.4%	88.4%	88.3%
2011-2012	--	83.8%	70.6%	90.3%	--	88.9%	90.0%	88.6%
2012-2013	--	95.4%	81.8%	87.0%	--	86.7%	86.7%	88.3%
2013-2014	--	79.1%	100.0%	86.5%	--	82.9%	91.8%	87.8%
2014-2015	--	86.5%	87.5%	82.8%	--	94.3%	89.5%	86.8%
Success								
2009-2010	--	87.8%	90.0%	81.7%	91.7%	91.9%	86.6%	85.8%
2010-2011	--	74.6%	72.7%	75.0%	--	81.6%	79.4%	77.3%
2011-2012	--	79.4%	47.1%	76.3%	--	83.3%	79.6%	77.4%
2012-2013	--	83.1%	63.6%	72.8%	--	70.0%	76.2%	75.1%
2013-2014	--	72.1%	91.7%	72.0%	--	74.3%	80.5%	75.6%
2014-2015	--	75.0%	62.5%	64.1%	--	77.1%	84.3%	74.5%



PROGRAM REVIEW – SUCCESS AND RETENTION BY ETHNICITY
2015-16

American Sign Language/Interpreting

SUMMER

Enrollment

	Am. Indian/Alaska Native	Asian	Black or African American	Hispanic	Nat. Hawaiian / Pac. Islander	Two or More	White	Total
2009-2010	--	13	--	--	--	--	29	55
2010-2011	--	--	--	--	--	--	23	44
2011-2012	--	--	--	--	--	--	--	--
2012-2013	--	--	--	--	--	--	--	--
2013-2014	--	--	--	--	--	--	--	--
2014-2015	--	--	--	--	--	--	17	26

Retention

2009-2010	--	84.6%	--	--	--	--	96.6%	92.7%
2010-2011	--	--	--	--	--	--	100.0%	95.5%
2011-2012	--	--	--	--	--	--	--	--
2012-2013	--	--	--	--	--	--	--	--
2013-2014	--	--	--	--	--	--	--	--
2014-2015	--	--	--	--	--	--	88.2%	92.3%

Success

2009-2010	--	84.6%	--	--	--	--	96.6%	92.7%
2010-2011	--	--	--	--	--	--	100.0%	95.5%
2011-2012	--	--	--	--	--	--	--	--
2012-2013	--	--	--	--	--	--	--	--
2013-2014	--	--	--	--	--	--	--	--
2014-2015	--	--	--	--	--	--	88.2%	88.5%

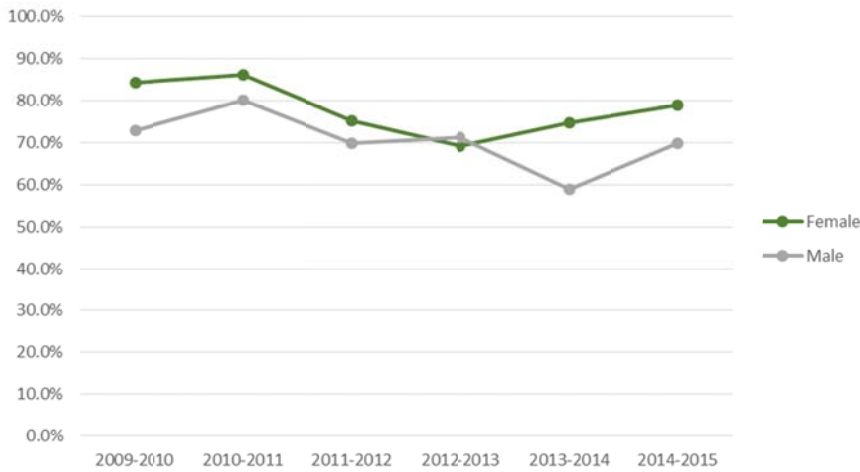
Note: In cases where the enrollment for a student racial or ethnic group is 10 or fewer students, data have been suppressed to protect individuals' privacy. Data for these students are still included in the total column, along with data for students whose race or ethnicity is unknown. The subtotals for each student racial or ethnic group therefore may not add up to the total column.



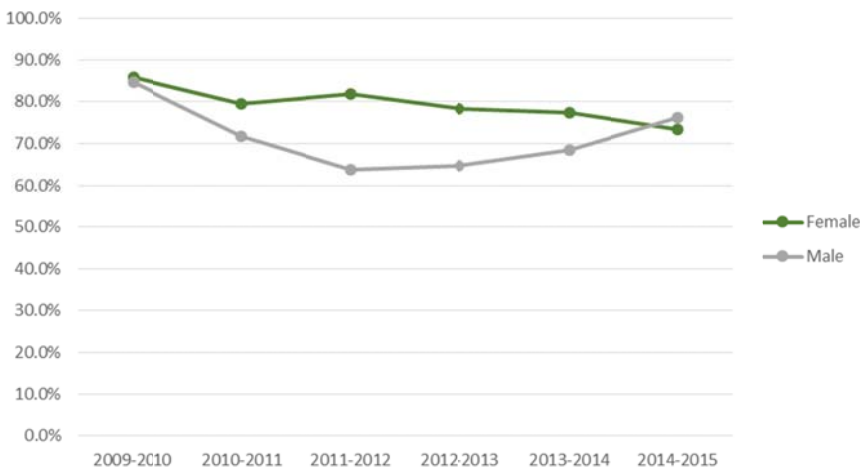
PROGRAM REVIEW – SUCCESS AND RETENTION BY GENDER 2015-16

American Sign Language/Interpreting

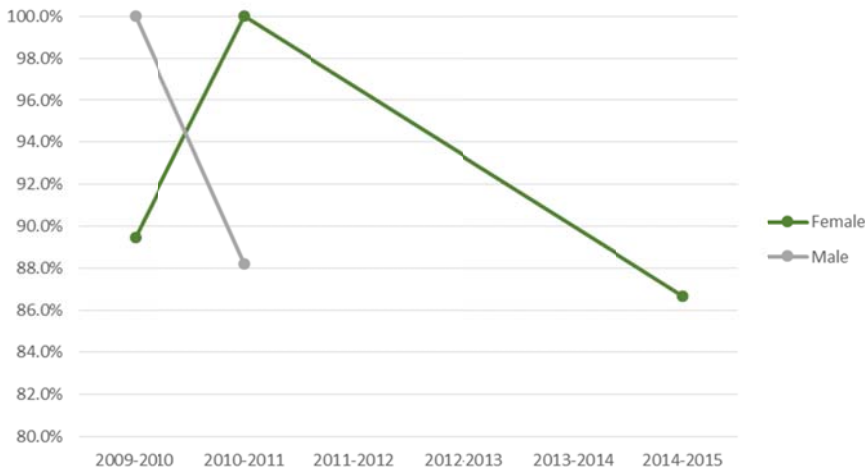
Success Rates by Gender (Fall)



Success Rates by Gender (Spring)



Success Rates by Gender (Summer)



Notes

- **Retention** is the percentage of students who enrolled in a course who did not withdraw and received a valid grade.
- **Success** is the percentage of students who enrolled in a course and received a passing or satisfactory grade (defined as grades of A,B,C,P,IA,IB,IC, or IPP)
- Enrollment, retention and success data are duplicated, since many students enroll in more than one course in a semester.
- In cases where the total enrollment in a semester is 10 or less, data have been excluded from the analysis in order to protect individuals' privacy.

Key Data

- Success rates have fluctuated for male and female students in Fall ASL Interpreting courses. The success rate of female students increased between Fall 2012 and Fall 2014, while that of male students decreased. The success rate of female students increased from 69.1% to 79.0%, while that of males decreased from 71.3% to 69.9%.
- Success rates for female students have consistently been higher than those of male students in Spring ASL Interpreting courses, with the exception of Spring 2015. However, the success rate of female students decreased between Spring 2013 and Spring 2015 while that of male students increased. The success rate of female students went from 78.3% to 73.4%, while that of males increased from 64.8% to 76.2%.
- ASL Interpreting did not offer Summer courses between the 2011-2012 and 2013-2014. Male students have not enrolled in Summer ASL Interpreting courses since Summer 2012. The success rate of female students decreased between Summer 2010 and Summer 2014.



PROGRAM REVIEW – SUCCESS AND RETENTION BY GENDER
2015-16

American Sign Language/Interpreting

FALL

Enrollment			
	Female	Male	Total
2009-2010	478	140	621
2010-2011	461	175	644
2011-2012	408	133	547
2012-2013	356	101	462
2013-2014	397	114	516
2014-2015	396	133	540
Retention			
2009-2010	93.3%	87.1%	91.9%
2010-2011	93.7%	89.1%	92.5%
2011-2012	89.2%	88.7%	88.8%
2012-2013	84.3%	88.1%	85.3%
2013-2014	89.2%	82.5%	87.4%
2014-2015	91.4%	87.2%	90.6%
Success			
2009-2010	84.3%	72.9%	81.8%
2010-2011	86.1%	80.0%	84.3%
2011-2012	75.2%	69.9%	73.9%
2012-2013	69.1%	71.3%	69.9%
2013-2014	74.8%	58.8%	71.1%
2014-2015	79.0%	69.9%	76.3%

SPRING

Enrollment			
	Female	Male	Total
2009-2010	491	163	660
2010-2011	453	177	633
2011-2012	424	127	554
2012-2013	355	108	469
2013-2014	375	124	508
2014-2015	384	122	522
Retention			
2009-2010	91.0%	92.6%	91.5%
2010-2011	89.4%	85.9%	88.3%
2011-2012	89.9%	85.0%	88.6%
2012-2013	89.6%	83.3%	88.3%
2013-2014	88.8%	83.9%	87.8%
2014-2015	85.7%	89.3%	86.8%
Success			
2009-2010	85.9%	84.7%	85.8%
2010-2011	79.5%	71.8%	77.3%
2011-2012	81.8%	63.8%	77.4%
2012-2013	78.3%	64.8%	75.1%
2013-2014	77.3%	68.5%	75.6%
2014-2015	73.4%	76.2%	74.5%

SUMMER

Enrollment			
	Female	Male	Total
2009-2010	38	16	55
2010-2011	25	17	44
2011-2012	--	--	--
2012-2013	--	--	--
2013-2014	--	--	--
2014-2015	15	--	26
Retention			
2009-2010	89.5%	100.0%	92.7%
2010-2011	100.0%	88.2%	95.5%
2011-2012	--	--	--
2012-2013	--	--	--
2013-2014	--	--	--
2014-2015	93.3%	--	92.3%
Success			
2009-2010	89.5%	100.0%	92.7%
2010-2011	100.0%	88.2%	95.5%
2011-2012	--	--	--
2012-2013	--	--	--
2013-2014	--	--	--
2014-2015	86.7%	--	88.5%

Note: Students whose gender is not known are included in the total enrollment count but not in the subtotals for males and females, so male and female enrollment does not equal the total in some cases.



**PROGRAM REVIEW – OVERALL RETENTION AND SUCCESS
BY SPECIAL POPULATION GROUPS
2015-16**

American Sign Language/Interpreting

Overall Retention Rates for Special Populations by Academic Year

	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	Retention Rate	N	Retention Rate	N	Retention Rate	N	Retention Rate	N	Retention Rate	N	Retention Rate
Economically Disadvantaged Status												
Not Economically Disadvantaged	881	92.7%	798	91.1%	553	87.0%	401	87.3%	427	88.1%	448	91.5%
Economically Disadvantaged	455	89.9%	523	89.9%	548	90.5%	530	86.4%	597	87.3%	640	86.9%
Veterans												
Not Veteran	1,329	91.7%	1,295	90.4%	1,096	88.7%	928	86.7%	1,015	87.5%	1,071	88.7%
Veteran	7	--	26	100.0%	5	--	3	--	9	--	17	94.1%
Disability Status												
No Disability	1,265	92.2%	1,246	90.8%	1,036	88.8%	847	86.4%	944	86.8%	987	88.8%
Disability	71	84.5%	75	88.0%	65	87.7%	84	90.5%	80	97.5%	101	89.1%
Foster Youth												
Not Foster Youth	1,336	91.8%	1,313	90.6%	1,090	88.7%	920	86.8%	997	87.8%	1,053	88.8%
Foster Youth	--	--	8	--	11	90.9%	11	81.8%	27	81.5%	35	88.6%
Total	1,336	91.8%	1,321	90.6%	1,101	88.7%	931	86.8%	1,024	87.6%	1,088	88.8%

Overall Success Rates for Special Populations by Academic Year

	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	Success Rate	N	Success Rate	N	Success Rate	N	Success Rate	N	Success Rate	N	Success Rate
Economically Disadvantaged Status												
Not Economically Disadvantaged	881	85.7%	798	81.1%	553	73.6%	401	74.8%	427	72.8%	448	82.4%
Economically Disadvantaged	455	81.3%	523	81.6%	548	77.7%	530	70.8%	597	73.7%	640	71.1%
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Not Veteran	1,329	84.1%	1,295	81.2%	1,096	75.5%	928	72.4%	1,015	73.3%	1,071	75.6%
Veteran	7	--	26	88.5%	5	--	3	--	9	--	17	82.4%
Disability Status												
No Disability	1,265	84.7%	1,246	81.5%	1,036	76.0%	847	72.5%	944	73.0%	987	76.3%
Disability	71	76.1%	75	78.7%	65	70.8%	84	72.6%	80	77.5%	101	70.3%
Foster Youth												
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Foster Youth	--	--	8	--	11	72.7%	11	54.5%	27	59.3%	35	80.0%
Total	1,336	84.2%	1,321	81.3%	1,101	75.7%	931	72.5%	1,024	73.3%	1,088	75.7%

Note: In cases where the total enrollment in a semester is 10 or less, retention and success data have been excluded from the analysis in order to protect individuals' privacy.

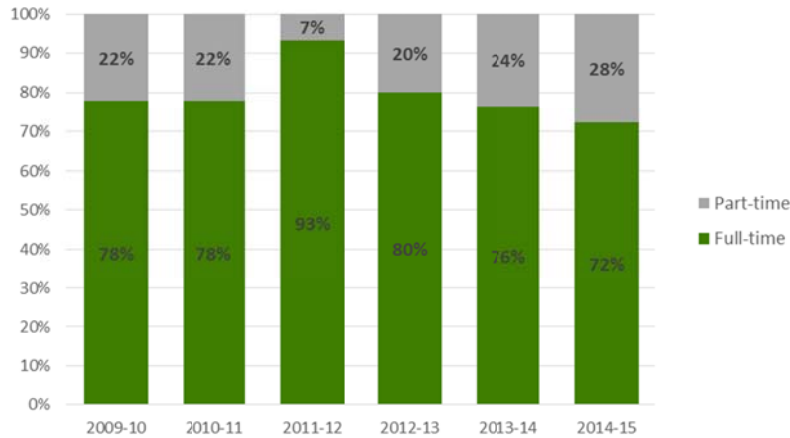


PROGRAM REVIEW – COURSES TAUGHT BY FACULTY TYPE
2015-16

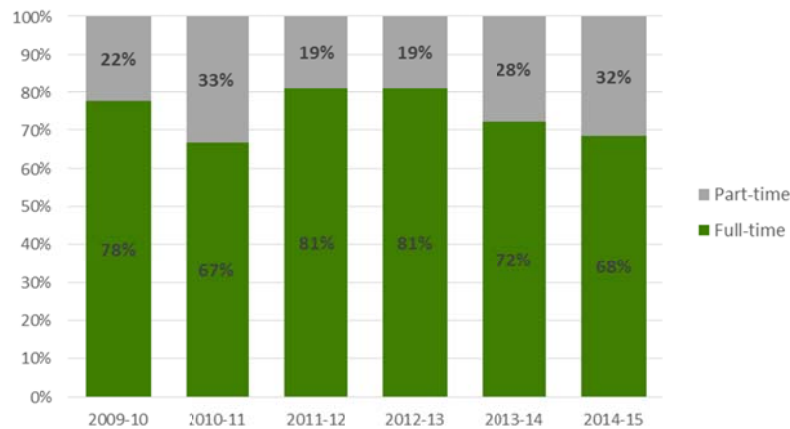
American Sign Language/Interpreting

Distribution of Courses Taught by Full-Time and Part-Time Faculty

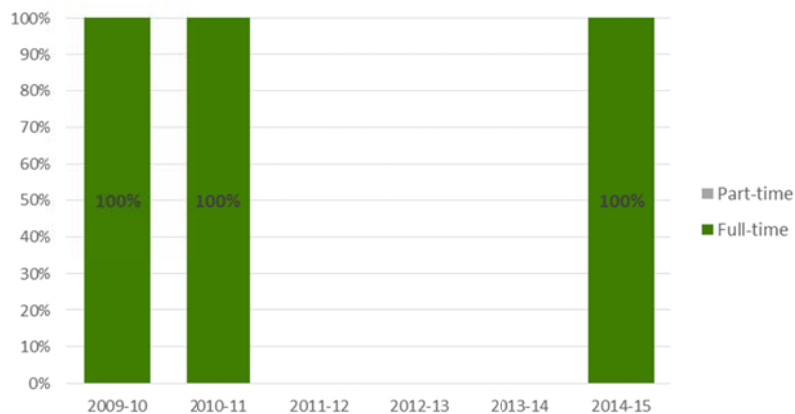
Distribution of Courses by FT and PT Faculty (Fall)



Distribution of Courses by FT and PT Faculty (Spring)



Distribution of Courses by FT and PT Faculty (Summer)





PROGRAM REVIEW – COURSES TAUGHT BY FACULTY TYPE
2015-16

American Sign Language/Interpreting

FALL

	Full-Time (%)	Part-Time (%)	FT Courses	PT Courses
2009-10	78%	22%	14	4
2010-11	78%	22%	14	4
2011-12	93%	7%	14	1
2012-13	80%	20%	12	3
2013-14	76%	24%	13	4
2014-15	72%	28%	13	5
Total	79%	21%	80	21

SPRING

	Full-Time (%)	Part-Time (%)	FT Courses	PT Courses
2009-10	78%	22%	14	4
2010-11	67%	33%	12	6
2011-12	81%	19%	13	3
2012-13	81%	19%	13	3
2013-14	72%	28%	13	5
2014-15	68%	32%	13	6
Total	74%	26%	78	27

SUMMER

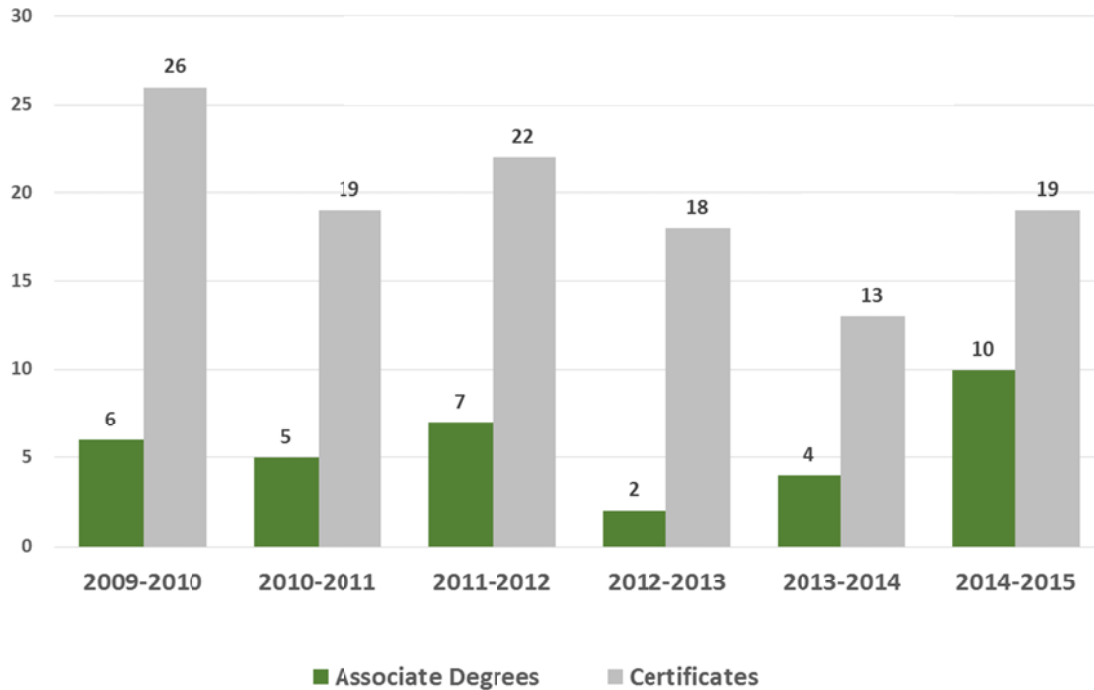
	Full-Time (%)	Part-Time (%)	FT Courses	PT Courses
2009-10	100%	0%	1	--
2010-11	100%	0%	1	--
2011-12	--	--	--	--
2012-13	--	--	--	--
2013-14	--	--	--	--
2014-15	100%	0%	1	--
Total	100%	0%	3	--



**PROGRAM REVIEW – CERTIFICATES AND DEGREES AWARDED
2015-16**

American Sign Language/Interpreting

Certificates and Degrees Awarded by Academic Year



Certificates & Degrees Awarded

	Associate Degrees	Certificates
2009-2010	6	26
2010-2011	5	19
2011-2012	7	22
2012-2013	2	18
2013-2014	4	13
2014-2015	10	19
Total	34	117