

Sign Language Program Review

2011-2012

1. Program Description

A. Description

All of the American Sign Language courses at Ventura College provide instruction in receptive and expressive sign vocabulary, appropriate grammatical and affective facial expressions, syntax, and body modifiers.

B. Program Student Learning Outcomes - Successful students in the program are able to:

1. Comprehend a signed message in a variety of contexts and formats.
2. Sign clearly and accurately in a variety of contexts.
3. Demonstrate awareness of deaf cultural conventions.

C. College Level Student learning Outcomes

1. Critical Thinking and Problem Solving
2. Communication
3. Information Competency

D. Estimated Costs (Required for Certificate of Achievement ONLY)

	Cost
Enrollment Fees	
Books	
Supplies	
Total	

E. Criteria Used for Admission

F. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

G. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong

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learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

H. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

I. Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.

J. Program Strengths, Successes, and Significant Events

The strengths of the program are to promote the 4th most used Language in America amongst the Hearing and Deaf communities in Ventura (and Fillmore).

ASL is widely accepted as a foreign language requirement at most 4 year universities including Harvard and Brown, in addition to the UC's and CSU's.

The program and classes consist of very dedicated students. Some have Deaf family members or co-workers. Many express their interest in pursuing a job related to Deafness I.e.: Social worker, teacher, Interpreter for the Deaf.

Our program can be further strengthened by starting an ASL club.

It can also be strengthened by obtaining successful Deaf adults to be speakers on various aspects of the Deaf Community, Technology of assistive devices, and a general question/answer session.

Students can get pay increases at various jobs for knowing ASL I.e. Professional growth.

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These classes are consistently full with waiting lists. Ventura College presently has 191 students enrolled in the program. (157 in SL10A)

SL students help the Deaf community to stop all the prejudice and discrimination the Deaf face on a daily basis.

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K. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Tim Harrison

Department Chair: Tania DeClerck

Instructors and Staff

Name	Tania DeClerck (Dept. Chair)
Classification	Assistant Professor
Year Hired	2008
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A.

Dave Sladek, SL Instructor (Adjunct): Has taught for 34 years (27 of those years at the college level). Mr. Sladek has interpreted professionally for 43 years (started at 12 years old interpreting at a graduate school at the University of Arizona). Mr. Sladek has interpreted for the President of the United States four times, the Governor, Mayor, Chief of Police, and many other dignitaries. From 1991-1993, Mr. Sladek was the Vice President of the California Association of the Deaf.

Fran Buker, SL Instructor (Adjunct): Graduated from the University of Florida, with honors (Education), California State University of Northridge (Deaf Studies and CA Teaching Credential), Employed by Santa Barbara Adult Ed (ASL Instructor), Access Theater (Theatrical Interpreter), Independent Living Resource Center (RID certified Freelance Interpreter), Santa Barbara School District (Educational Interpreter), and presently both Ventura Unified School District (Teacher) and Ventura College (Instructor, ASL). Francine has worked at VC as a part time ASL instructor since 1994.

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2. Performance Expectations

A. Program Student Learning Outcomes - Successful students in the program are able to:

1. Comprehend a signed message in a variety of contexts and formats.
2. Sign clearly and accurately in a variety of contexts.
3. Demonstrate awareness of deaf cultural conventions.

B. Student Success Outcomes

1. The program will maintain its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
2. The program will increase its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
3. The program will increase the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of c or better.
4. The program will increase the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.

C. Program Operating Outcomes

1. The program will maintain WSCH/FTEF above the 525 goal set by the district.
2. Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over \$200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over \$5,000 will be budgeted if funds are available.

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D. Courses to Student Learning Outcomes Map

Course to Program-Level Student Learning Outcome Mapping (CLSLO)

I: This program-level student learning outcome is **INTRODUCED** in this course.

P: This program-level student learning outcome is **PRACTICED** in this course.

M: This program-level student learning outcome is **MASTERED** in this course.

Leave blank if program-level student learning outcome is not addressed.

Courses	PLSLO #1	PLSLO #2	PLSLO #3
SL 10A	P	P	P
SL10B	P	P	P
SL10C	P	P	P

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3. Operating Information

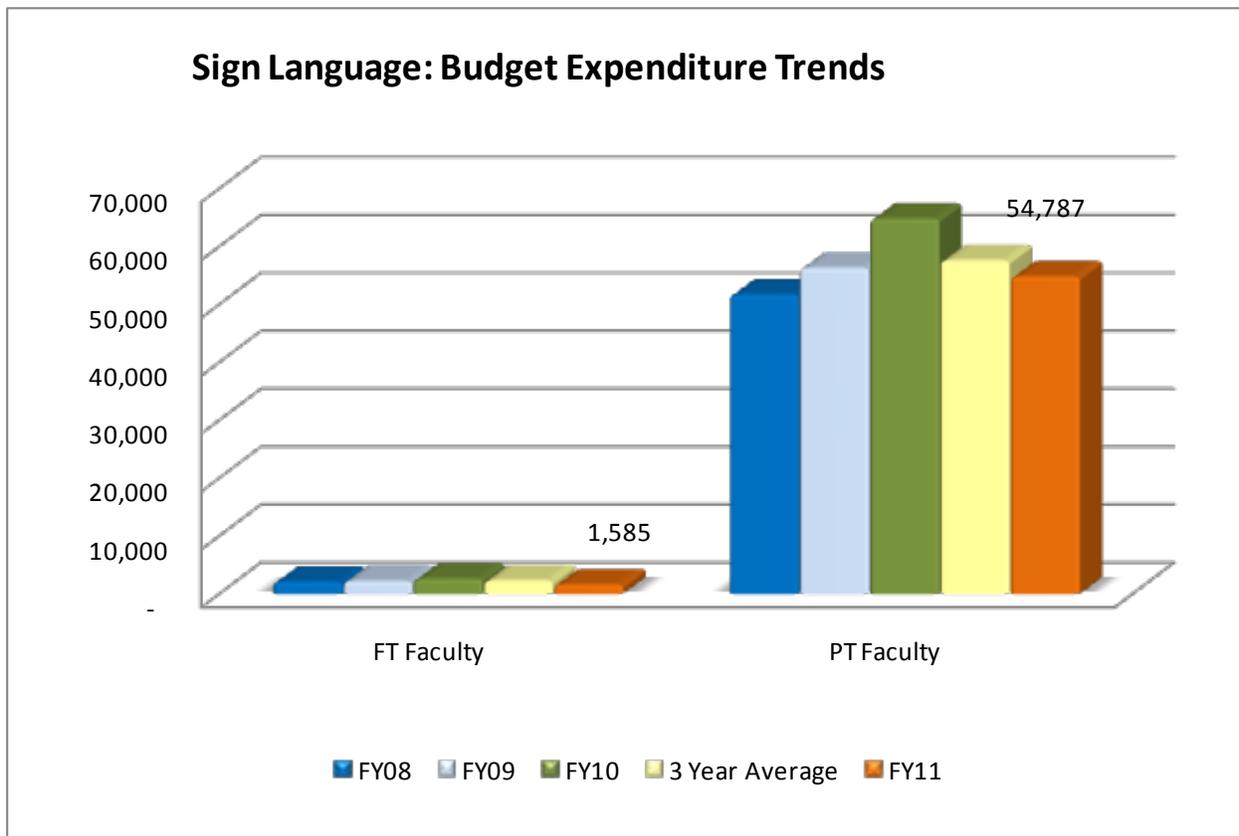
A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The “FY11 College” expense percentages are included to provide a benchmark to compare the program’s expenses to the overall college expenses.

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
1	FT Faculty	2,051	2,168	2,545	2,255	1,585	-30%	12%
2	PT Faculty	51,648	56,301	64,754	57,568	54,787	-5%	-10%
	Total	53,699	58,469	67,299	59,822	56,372	-6%	0%

A2: Budget Summary Chart

This chart illustrates the program’s expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program’s prior three year average.

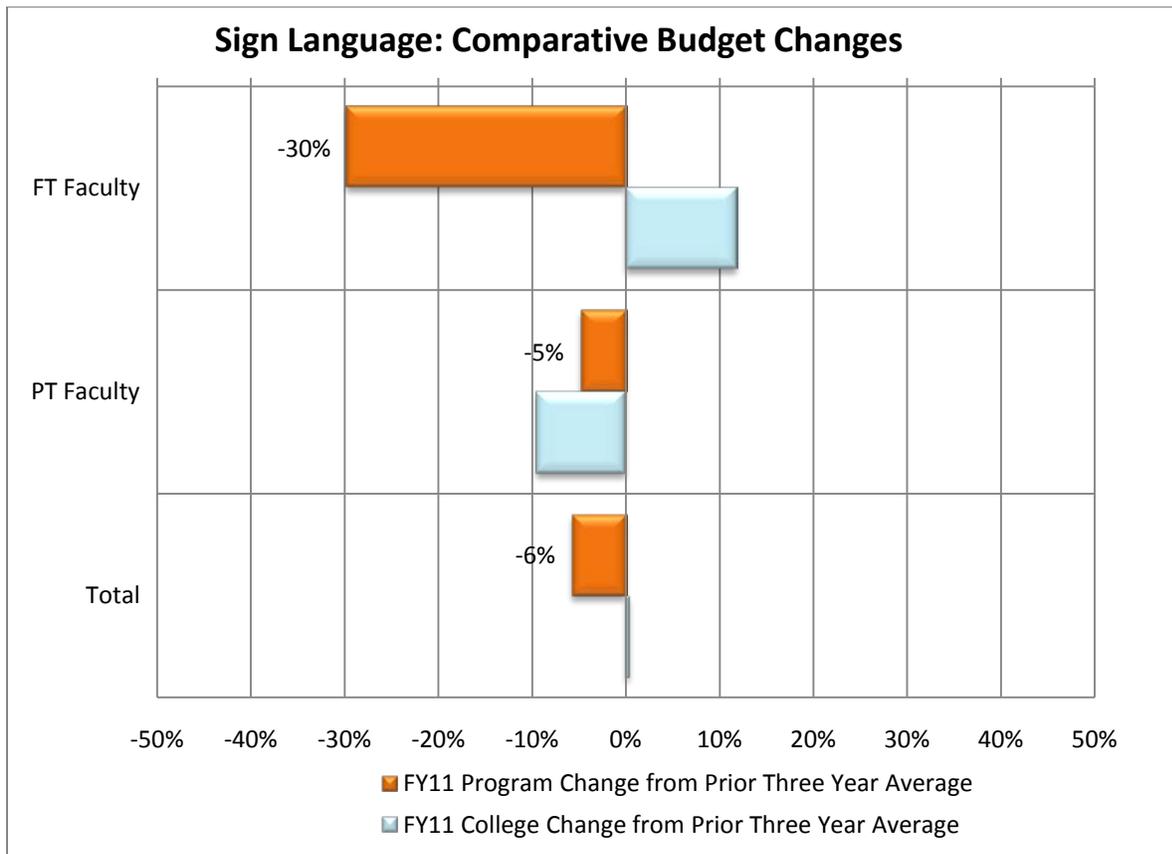


A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program’s change in expenses and includes the data label. The second bar represents the college’s change in expenses.

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A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

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A5: Interpretation of the Program Budget Information

Our program has taken cuts and is down 5% in PT faculty.

Our interpretation and analysis of data shows in FY11 FT faculty down 30%. **This data is unclear because there has never been any FT faculty in the ASL program. The ASL program has two PT faculty, it is unknown who the FT faculty is.**

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B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
No equipment inventory in the Banner Assets system								
List continues with 436 items								

B2: Interpretation of the Program Inventory Information

The ASL program does not have any inventory.

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C1: Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4 th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = $400/525 = 0.762$ FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = $6/30 = 0.20$ FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments). The current practice is not to assign FTE. Example: if census > 60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. $(20 \times 40 \times 3) = 2,400$ WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: $2,400$ WSCH x 35 weeks = 84,000 student contact hours = $84,000 / 525 = 160$ FTES (see FTES definition). Simplified Formulas: $FTES = WSCH/15$ or $WSCH = FTES \times 15$
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

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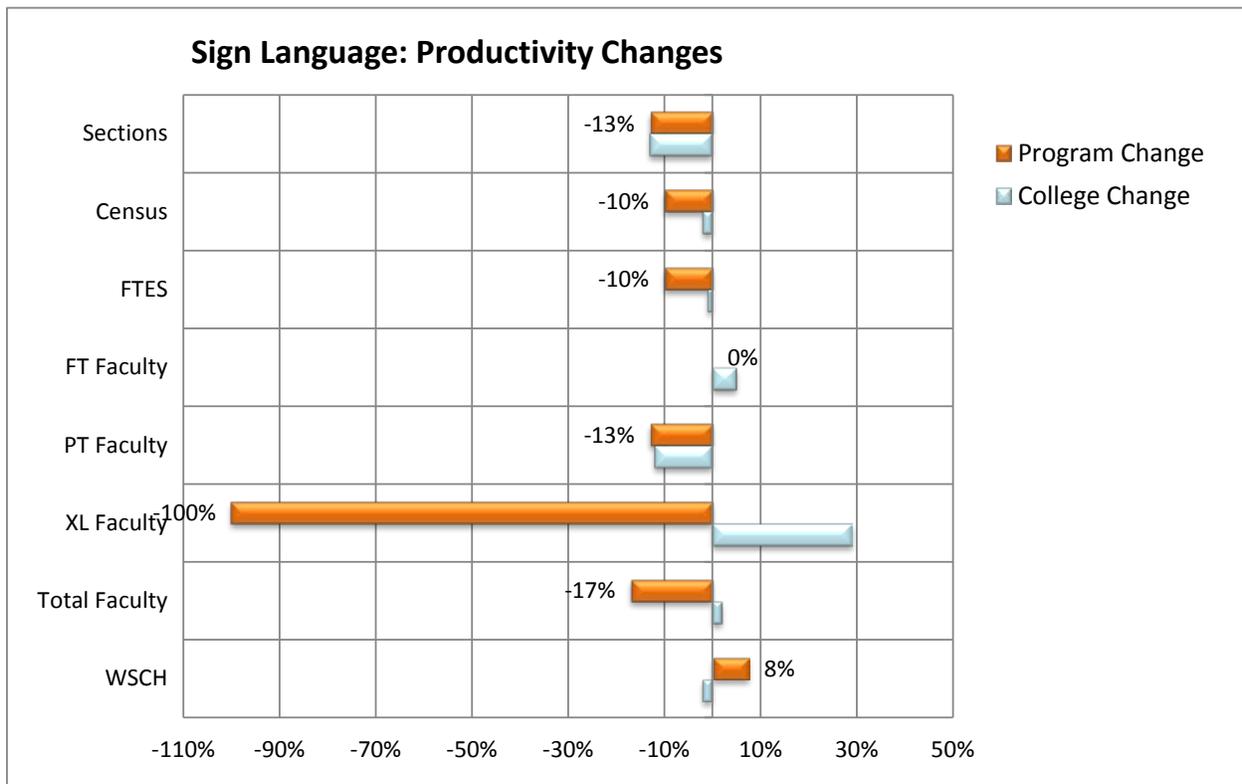
C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The “3 Year Average” was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The “FY11 College” percentages are included to provide a benchmark to compare the program’s percentages.

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	15	15	15	15	13	-13%	-13%
Census	608	563	507	559	503	-10%	-2%
FTES	60	55	50	55	49	-10%	-1%
FT Faculty	-	-	-	-	-	0%	5%
PT Faculty	1.50	1.50	1.50	1.50	1.30	-13%	-12%
XL Faculty	0.15	0.05	-	0.07	-	-100%	29%
Total Faculty	1.65	1.55	1.50	1.57	1.30	-17%	2%
WSCH	545	532	500	525	565	8%	-2%

C3: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program’s change in productivity and includes the data label. The second bar represents the college’s change in productivity.



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C4: Interpretation of the Program Productivity Information

The SL program is running efficiently.

FTES were down 10% as a result of classes being capped. If cap was lifted, the program could be even more efficient.

Program WSCH is at 8% which is above the college at -2%. Sections are down 13% which mirrors the college.

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D1: District WSCH Ratio Productivity Table

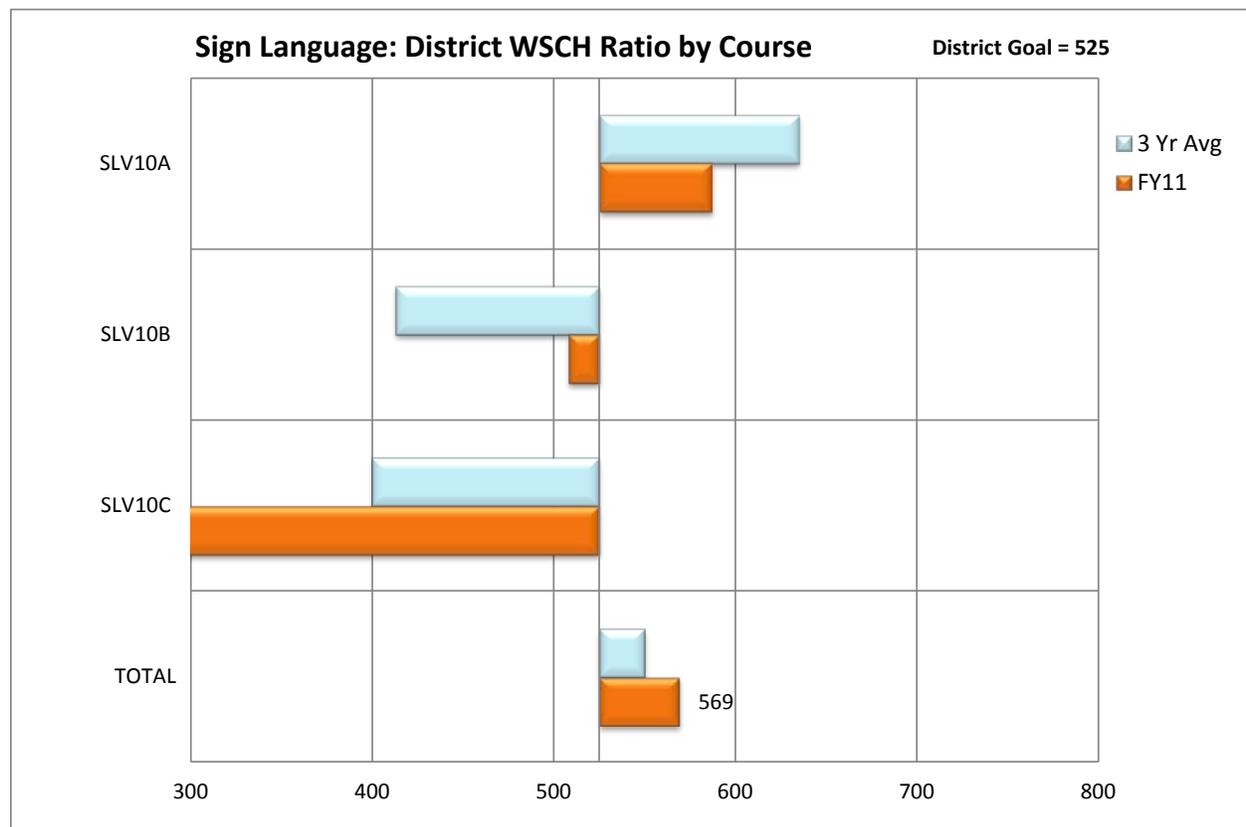
This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.

District WSCH Ratio = $WSCH / (PT\ FTE + FT\ FTE)$.

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
SLV10A	American Sign Language: Beg	684	628	587	635	587	-8%	525	112%
SLV10B	American Sign Language: Inter	424	456	362	413	508	23%	525	97%
SLV10C	American Sign Language: Adv	465	360	375	400	-	-100%	525	0%
TOTAL	Annual District WSCH Ratio	600	553	498	550	569	3%	525	108%

D2: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.



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D3: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.

College WSCH Ratio = $WSCH / (PT\ FTE + FT\ FTE + XL\ FTE)$

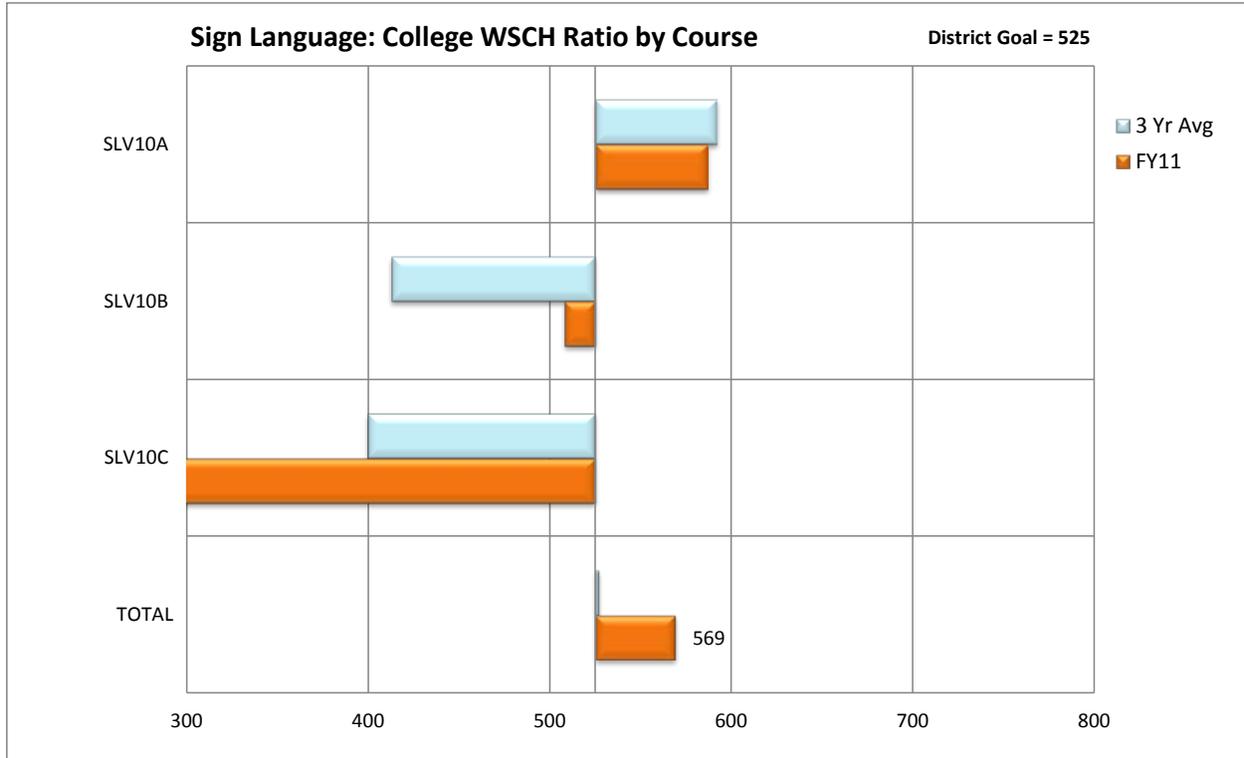
College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
SLV10A	American Sign Language: Beg	595	595	587	592	587	-1%	525	112%
SLV10B	American Sign Language: Inter	424	456	362	413	508	23%	525	97%
SLV10C	American Sign Language: Adv	465	360	375	400	-	-100%	525	0%
TOTAL	Annual College WSCH Ratio	545	535	498	527	569	8%	525	108%

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D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).



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D5: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

D6: Interpretation of the Program Course Productivity Information

The SL program met and exceeded the WSCH goal by 108%.

SL 10C did not meet the district's WSCH goal because in FY10 this course was cut. Despite this cut, the program as a whole still met and exceeded the WSCH goal.

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E1: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4 th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census, 35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

E2: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures. The "College" success percentages are included to compare the results of the program to the results of the college.

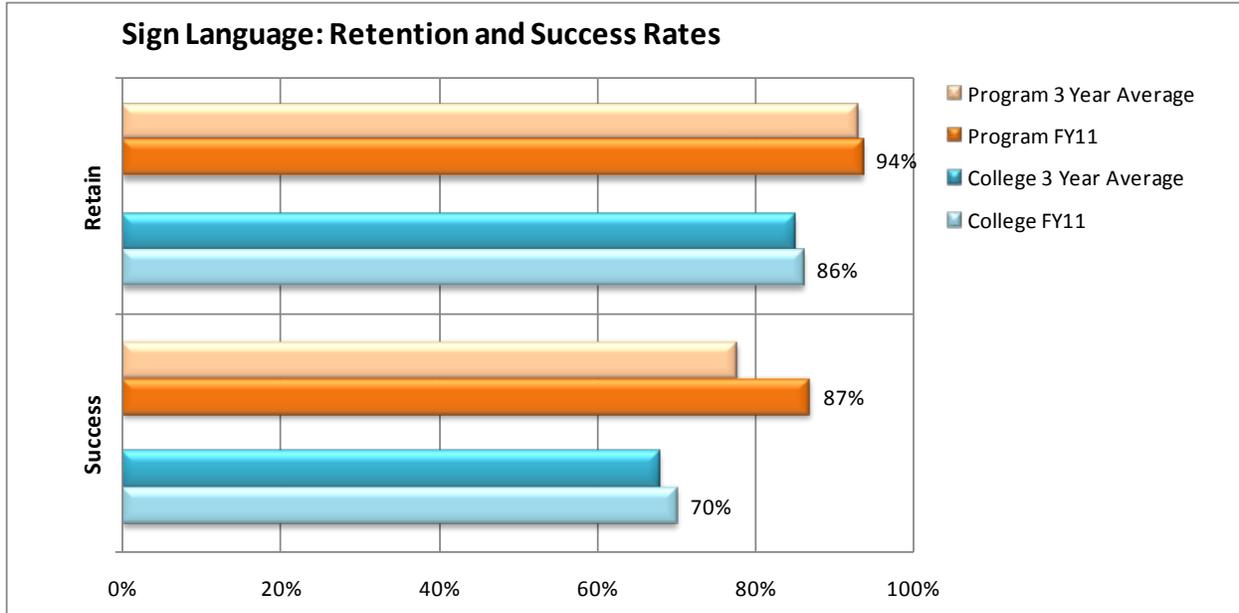
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
SL	FY08	214	161	80	3	33	79	36	1	607	571	458
SL	FY09	190	184	69	1	8	56	47	2	557	509	444
SL	FY10	174	143	69	2	22	54	33	-	497	464	388
SL	3 Year Avg	193	163	73	2	21	63	39	1	554	515	430
SL	FY11	212	147	68	1	17	16	31	-	493	461	428
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
SL	FY08	35%	27%	13%	0%	5%	13%	6%	0%		94%	75%
SL	FY09	34%	33%	12%	0%	1%	10%	8%	0%		91%	80%
SL	FY10	35%	29%	14%	0%	4%	11%	7%	0%		93%	78%
SL	3 Year Avg	35%	29%	13%	0%	4%	11%	7%	0%		93%	78%
SL	FY11	43%	30%	14%	0%	3%	3%	6%	0%		94%	87%
College	3 Year Avg	33%	19%	12%	5%	5%	10%	15%	2%		85%	68%
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

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E3: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.

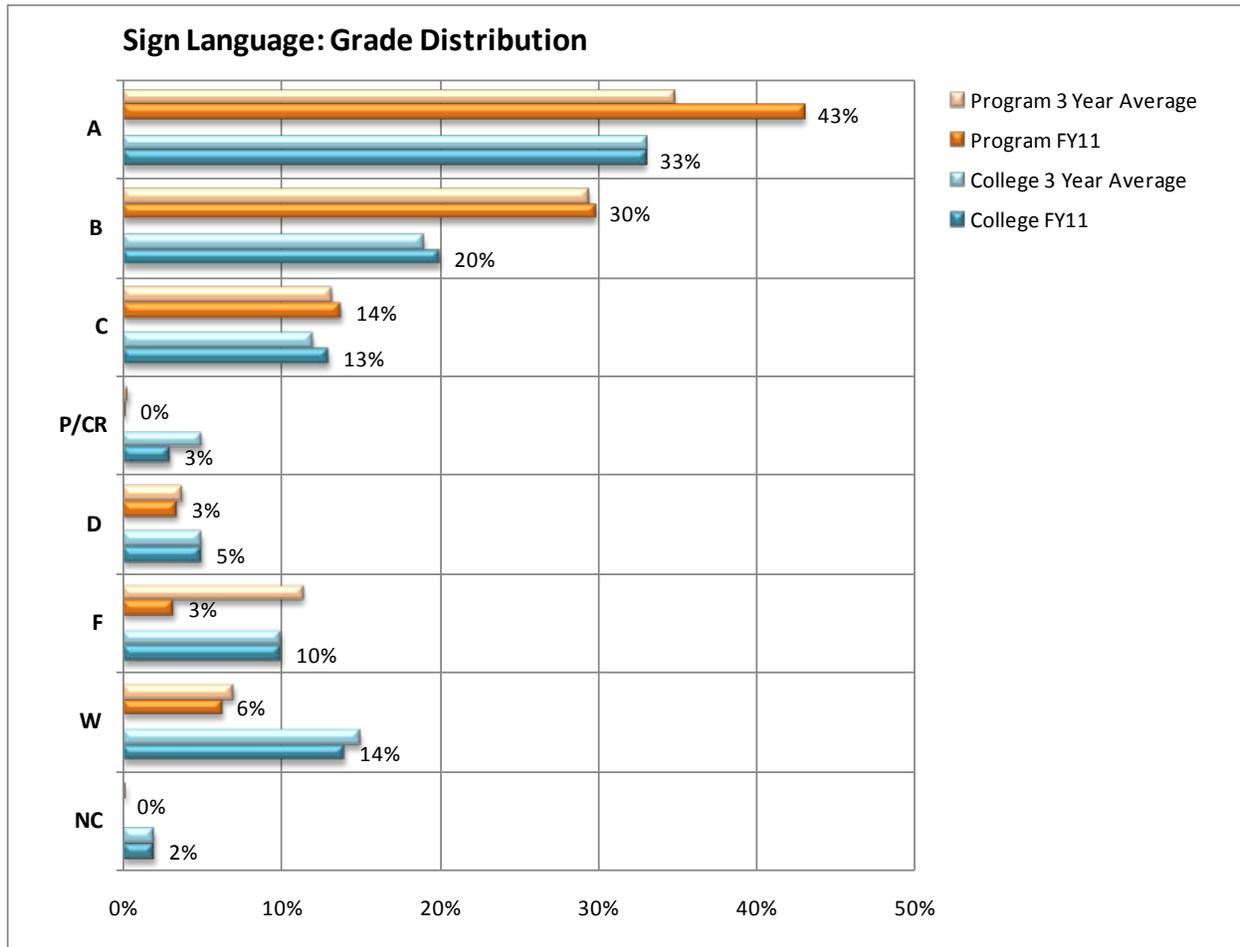


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E4: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.



E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

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E6: Interpretation of Program Retention, Student Success, and Grade Distribution

The data show that the SL program has very strong retention and success rates that are higher than the college's average. The SL program success rates for FY11 were at 87% which exceeds the college FY11 success rate by 17%. The data indicate that less students withdraw from the SL program than the college as a whole. The SL program's retention rate for FY11 was 6% compared to the college at 14% in FY11.

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F1: Program Completion – Student Awards

This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

No certificates or degrees.

F2: Interpretation of the Program Completion Information

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G1: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
SL	FY08,	205	292	17	20	5	8	12	48	444	159	4	26
SL	FY09,	176	305	18	13	1	7	7	30	382	173	2	25
SL	FY10,	178	249	14	11	-	10	7	28	334	161	2	24
SL	3 Year Avg	186	282	16	15	2	8	9	35	387	164	3	25
SL	FY11	206	219	11	11	3	14	7	22	334	158	1	24
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	FY11	13,034	10,566	977	1,040	196	886	402	1,688	15,734	13,014	40	24

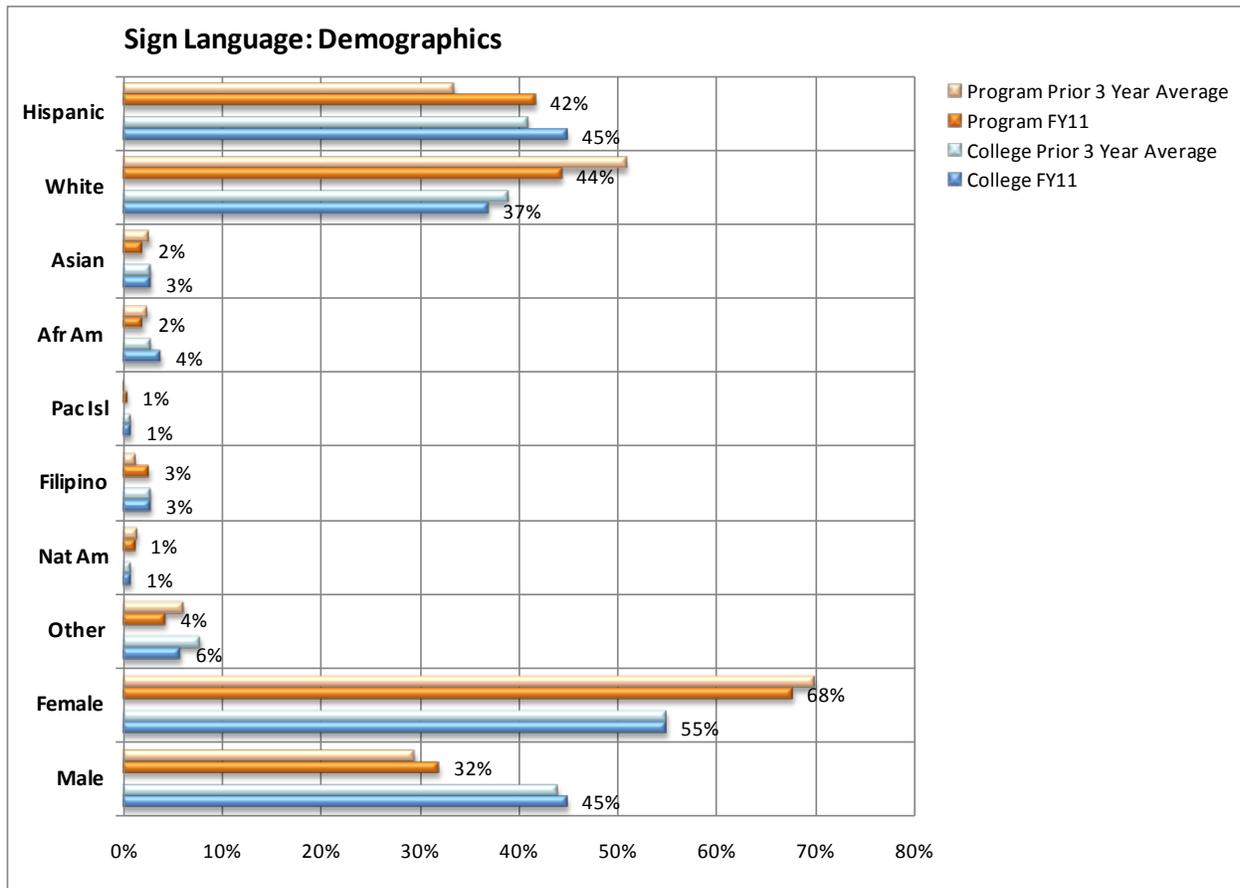
This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
SL	FY08,	34%	48%	3%	3%	1%	1%	2%	8%	73%	26%	1%	26
SL	FY09,	32%	55%	3%	2%	0%	1%	1%	5%	69%	31%	0%	25
SL	FY10,	36%	50%	3%	2%	0%	2%	1%	6%	67%	32%	0%	24
SL	3 Year Avg	34%	51%	3%	3%	0%	1%	2%	6%	70%	30%	1%	25
SL	FY11	42%	44%	2%	2%	1%	3%	1%	4%	68%	32%	0%	24
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	FY11	45%	37%	3%	4%	1%	3%	1%	6%	55%	45%	0%	24

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G2: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group.. Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

G4: Interpretation of the Program Demographic Information

The ethnic distribution in ASL roughly mirrors the college as a whole.

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4. Performance Assessment

A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
Comprehend a signed message in a variety of contexts and formats.	Students will comprehend a signed message in a variety of formats with a satisfactory 75% or better on quizzes, tests, and teacher observations.
Operating Information	
In the SL10A course, 85% of students enrolled in SL10A performed at a satisfactory level, or better, in comprehension of a signed message.	
Analysis – Assessment	
In the SL10A course evaluated, students met, or exceeded, the goal of above a 'C'.	

Program-Level Student Learning Outcome 2	Performance Indicators
Sign clearly and accurately in a variety of contexts.	Students will sign accurately and clearly based on teacher observation. There will be an end of semester individual signing presentation and grade sheet. 80% of students will satisfy this requirement with a 'C' or better.
Operating Information	
75% of students in SL10A will be able to acquire basic conversational skills by the end of the semester.	
Analysis – Assessment	
In SL10A, students performed at 85%, or better, in meeting the goal of signing accurately and clearly.	

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Program-Level Student Learning Outcome 3	Performance Indicators
Demonstrate awareness of deaf cultural conventions.	Students will learn about and be aware of the Deaf community and culture in a variety of formats, They will be exposed to Deaf events, readings, videos, personal experiences, and interaction within the local Deaf communities.
Operating Information	
There is insufficient data available to measure and assess this program level SLO.	
Analysis – Assessment	
Moving forward, the program will meet, and exceed, this goal.	

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4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will maintain its retention rate from the average of the program's prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The Sign Language program will maintain the strong retention rate above the average of the program's retention rate for the prior three years.
Operating Information	
In FY 11, the Sign Language retention rate was 94%. The Sign Language retention rate for the prior three year average was 93%.	
Analysis – Assessment	
The Sign Language retention rate for FY11 was 1% above the retention rate of the program for the prior three years. Performance indicator for student success outcome 1 was met and exceeded by 1%.	

Student Success Outcome 2	Performance Indicators
The program will increase its retention rate from the average of the college's prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The Sign Language program will increase the retention rate by 7% or more above the average of the college retention rate for the prior three years.
Operating Information	
In FY 11 the Sign Language retention rate was 94%. The overall retention rate of the college for the prior three year average was 85%	
Analysis – Assessment	
The Sign Language retention rate for FY11 was 9% above the retention rate of the college for the prior three year average. The performance indicator for student success outcome 2 was met and exceeded.	

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Student Success Outcome 3	Performance Indicators
The program will increase the student success rates from the average of the program's prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The Sign Language program will increase the student success rate by 7% or more above the program's average student success rate for the prior three years.
Operating Information	
In FY11, the Sign Language program success rate was 87%. The Sign Language retention rate for the prior three average was 78%.	
Analysis – Assessment	
The Sign Language success rate for FY11 was 9% above the retention rate of the program prior three year average. The performance indicator for student success outcome 3 was met and exceeded.	

Student Success Outcome 4	Performance Indicators
The program will increase the student success rates from the average of the college's prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The Sign Language program student success will increase by 7% over the average of the college's student success rate for the prior three years.
Operating Information	
In FY11 the Sign Language program success rate was 87%. The College success rate for the prior three average was 68%	
Analysis – Assessment	
The Sign Language success rate for FY11 was 19% above the success rate for the prior three year average of the college. The performance indicator for student success outcome 4 was met and significantly exceeded.	

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C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the 525 goal set by the district.	The program will exceed the efficiency goal of 525 set by the district by 2%.
Operating Information	
Analysis – Assessment	

Program Operating Outcome 2	Performance Indicators
Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over \$200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over \$5000 will be budgeted if funds are available.	A current inventory of all equipment in the program will be maintained. Equipment having a value over \$5000 will have a service contract. A schedule for service life and replacement of outdated equipment will reflect the total cost of ownership.
Operating Information	
The inventory list is out of date and needs to be reviewed (3B1)	
Analysis – Assessment	

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5. Findings

Finding 1: American Sign Language should continue at Ventura College. The VC Sign Language program has been, and continues to be, a highly successful and popular foreign language option. These ASL classes fulfill a foreign language requirement at all UC and CSU universities and many more around the United States.

Finding 2: Lifting the cap can add more interested students.

Finding 3:

Finding 4:

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6. Initiatives

Initiative: The SL program's #1 priority is to continue offering the SL courses at VC.

Initiative ID

Links to Finding 1: The SL program has surpassed its district WSCH goal and the college's retention and success rates.

Benefits: Continuing the program will foster and understanding of the Deaf culture, a community that is often discriminated against.

Request for Resources: No new resources.

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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Initiative: Increase the cap of student enrollment in SL courses.

Initiative ID

Links to Finding 2: In order for the program to grow and continue its high productivity, it is necessary for more students to be served at the beginning levels to feed into the upper level (SL 10C).

Benefits: Increasing the cap of student enrollment will increase the program's productivity at no extra cost.

Request for Resources: No new resources.

Funding Sources

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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Initiative

Initiative ID

Links to Finding 3

Benefits

Request for Resources

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software))	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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Initiative

Initiative ID

Links to Finding 4

Benefits

Request for Resources

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets.

Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

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Computer Equipment and Software

Equipment - Computer Related	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1												
2												
3												
4												
5												

Other Equipment Requests

Equipment	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1												
2												
3												
4												
5												

Facilities Requests

Facilities	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1												
2												
3												
4												
5												

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Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

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6E: College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

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7A: Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position. The appeal will be handled at the next higher level of the program review process.

7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.