Bakersfield College

Program Review – 3-Year Comprehensive Review

Attachments (place a checkmark beside the forms listed below that are attached):

[Faculty Request Form](http://www.c-id.net/degreereview.html)  [Classified Request Form](http://www.bakersfieldcollege.edu/irp/Annual%20Program%20Reviews/2012-13/13%20ISIT%20Priority%20Workbook%2012-13.xlsx)  [Budget Change Request Form](http://www.bc.cc.ca.us/collegecouncil/BakersfieldCollegeStrategicPlan2012-15-23Oct12.pdf)

[ISIT Form](http://www.bakersfieldcollege.edu/collegecouncil/BAKERSFIELD%20COLLEGE%20STRATEGIC%20FOCUS%202013-14.pdf)  [M & O Form](http://www.bc.cc.ca.us/collegecouncil/BakersfieldCollegeStrategicPlan2012-15-23Oct12.pdf)  [Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I. Program Information:**

Program Name: American Sign Language

Program Type:  Instructional  Non-Instructional

Program Mission Statement:

The major in American Sign Language provides a linguistic and grammatical study of the language and an in-depth examination of the culture of deaf people. The objective of the program is to provide students with a foundation for achieving fluency and the opportunity to transfer to a four-year institution. With additional training, employment opportunities include interpreting, teaching, and social service.

Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)—please list:

1. Demonstrate the ability to communicate effectively in ASL, expressing and recognizing specific manual and non-manual language elements.
2. Develop insight into the nature of language and culture by participating in the deaf community.
3. Demonstrate an understanding of, and an ability to describe, the ways in which ASL reflects historical and cultural contexts.
4. Produce college level American Sign Language and English texts that demonstrate knowledge of, and critical inquiry into, key concepts or issues in American Sign Language, the Deaf Community, and Deaf Culture.

Program Description: Describe how the program supports the mission of Bakersfield College.

Bakersfield College’s mission is a commitment to providing excellent learning opportunities in basic skills, career and technical education, and transfer courses for its community so that their students can thrive in a rapidly changing world. The ASL Program provides such learning opportunities in transfer courses that provide students with the cultural knowledge and technical skills to pursue careers in education, human services, and elsewhere.

Degrees and Certificates: List the degrees and/or Certificates of Achievement awarded by the program, if applicable.

The ASL Program offers a major that culminates in an associate of arts degree.

**II. Program Assessment:**

1. Provide recent data on the measurement of the PLOs/AUOs, as well as a summary of findings.

Our most recent PLO assessment took place in 2012. Due to significant personnel issues (resulting in an instructor’s separation from the college mid-semester), an assessment was not undertaken last year.

In the 2012 PLO assessment, we assessed our first PLO, “Demonstrate the ability to communicate effectively in ASL, expressing and recognizing specific manual and non-manual language elements.” With a goal of 75% of students passing a multiple choice comprehension quiz, ASL showed that 96% of its students passed with a C or better. ASL faculty agreed that these results seemed artificially high, especially when compared to the results of the Spanish assessment, 79%.

According to the Curricunet report, “The department chair believes that this marks the beginning of a major cultural shift in Foreign Language in which more faculty participate in a more meaningful way to improve student learning through assessment.”

1. How did your outcomes assessment results during the past three years inform your program planning?

Our assessment strength and validity has grown each year with faculty taking on increasingly independent assessments. As a department, we continue to evolve, and, with the exception of last year’s PLO, assessment has become a regular part of what we do. Our ongoing assessments confirm that students are generally struggling to achieve proficiency. We have also noted that we are the only major community college with an ASL Program that does not have an ASL lab for skill building.

1. How did your outcomes assessment results during the past three years inform your resource requests this year?

Based on course SLO assessment, we have concluded that one of our deficiencies is delivery of visual instruction. Our ability to do this has been hindered by physical factors, including the lack of sufficient “home” rooms and antiquated projector technology. As a result, in our last Program Review, we requested a wall-mounted, short-throw projector to be installed in our dedicated ASL classroom and an additional dedicated classroom. Both of these requests have been fulfilled; however, the wall-mounted projector is pending funds.

1. Describe how the program monitors and evaluates its effectiveness.

We rely on SLO assessment to evaluate our effectiveness. Several faculty members solicit feedback from students in writing. The ASL faculty meets twice-monthly to discuss best practices, teaching effectiveness, trending best practices, and what individual members have brought back from conferences. These regular meetings almost always include an assessment discussion. At this time, we are assessing fingerspelling, a foundational skill that it taught across four semesters. We can see where we are lacking and are now discussing how realistic our expectations are for first-semester students to demonstrate some level of mastery of this skill. This is a very new habit for members of our department and seems to be leading to positive changes in curriculum development and instructional delivery.

1. Describe how the program engages all unit members in the self-evaluation dialogue and process.

All instructors participate in course SLO assessment. Each semester, the department chair requests that all faculty take on the responsibility for at least two course assessments (each one of which has two or more faculty assigned). Results are compiled and distributed by email and are discussed in regularly-scheduled meetings.

1. What have the program’s SLOs, PLOs, or AUOs revealed or confirmed in the last three years?

The most notable, recurring theme has been that we aren’t always doing as well as we assume that we’re doing. We’ve seen a tendency among some faculty members to rely on surface analyses to confirm assumptions; whereas, a more critical review often reveals areas for improvement. In addition, it has become clear that we are learning how to assess. Some of our assessment instruments have been flawed in concept. The process of learning to assess and learning to interpret the data has revealed a faculty that is generally enthusiastic about discussing results as well as areas for improvement and strategies for achieving such.

1. List other information, data feedback or metrics to assess the program’s effectiveness (e.g., surveys, job placement, transfer rates, output measurements, etc…).

Our best data so far is anecdotal. Both CSU Fresno and CSU Northridge report that the BC students who transfer to their institutions tend to be strong and well-prepared. Many Deaf members of our community routinely report how surprised and pleased they are at the sheer number of signers that they encounter in their daily lives, nearly all of whom have attended BC. We would like to begin to track students who transfer but are unsure about the logistics of such tracking.

We have begun to actively promote majors in ASL, something that we have not done in the past. Part of that process is to invite both students and administrators from our primary feeder institutions to come to campus each semester to meet with our students. We hope that this will result in dramatic increases in both majors and transfers.

It is clear that our PLOs need to be revised, strengthened, made more specific. Once completed, we’ll be able to undertake more meaningful assessments.

1. Discuss the strengths of your program.
2. More than ever, teachers are working together.
3. We now meet as a department every two weeks.
4. Newly hired adjuncts are being mentored.
5. Assessment has become a regular part of what we do and we are improving in both execution and analysis.
6. We have established an ASL Club which encourages majors and transfers.
7. Our Deaf Cultural Events (required for each class) have improved dramatically:
   1. Students produce a three-page essay for each event, graded with the Writing Center rubric
   2. Our program supports writing across the curriculum
   3. We are satisfying UC-transfer writing requirements
   4. We have significantly raised the academic rigor of our program.

The ASL Program also allies itself with DSP&S and Deaf students at BC. We often are called upon for assistance in matters of interpreting, be they hiring committees, evaluations, or job descriptions. We have strongly advocated for more skilled interpreters. We also see the tremendous need for more tailored services for our Deaf students, including counseling and the possibility of dedicated writing courses.

1. Discuss areas for improvement in your program.
2. We need to substantially revise our curriculum to streamline and differentiate levels of instruction.
3. Establish a language lab where students can do the supervised work necessary to improve their L2 skills.
4. We need to continue to refine our assessments and implement improvements based on data.
5. We need at least one more FT faculty member and at least two or three additional adjunct instructors.
6. If applicable, describe any unplanned events that impacted your program.

We were unsuccessful in our quest for a replacement faculty member for an impending retirement. Depending on the availability of adjunct faculty (typically difficult to find) we may have to offer two or three fewer sections as a result. Long term goals such as curriculum revision, an interpreter training program, a language lab, and others may be delayed or deferred until more staffing is available to assist.   
  
We lost an adjunct faculty member last year, mid-year, due to medical/behavioral issues. This 15-year faculty member was someone on whom we relied heavily and who regularly taught our capstone ASL B4 class as well as ASL B6. Her departure, especially when coupled with an impending retirement of another 30-year faculty member, has left a huge gap in our staffing.

We were successful in hiring three new adjuncts to teach in ASL, but they are untested and their longevity is uncertain. We know of no other qualified individuals in Kern County whom we can hire. We are desperate to replace our impending retiree.

**III. Technology and Facilities Analysis**

1. How do you assess the effectiveness of technology used in your program in meeting [college strategic goals](http://committees.kccd.edu/bc/committee/programreview)?

In short, communication and infrastructure are NOT integrated in a way that allows for student success. In our case, the manner in which we communicate and the infrastructure with which we must work often prevents communication. ASL is a visual language. As such, instruction is delivered visually and student responses and conversations are also visual. The environment in which we teach and the equipment that we’ve inherited don’t serve the needs of our visual instruction. We now are housed in two medium-sized rooms, LA115 and LA113. It is not possible to seat 30 students in a way in which everyone has simultaneous line-of-sight communication. Simply put, our caps need to be decreased slightly, or we need to be moved to larger rooms. In addition, cart mounted computers and projector further hinder visual communication by blocking line-of-sight communication. We need wall-mounted projectors in both of the classrooms we need call home. This is why it is imperative that BC formalizes a policy of “home rooms” for each department. In that way departments can invest in equipment, materials, and furniture arrangement that works for their individual disciplines.

1. Justify your technology request.

(NOTE: Technology requests can be made by filling out the [ISIT Request form](http://committees.kccd.edu/bc/committee/programreview))

By having a fixed computer work station and a wall-mounted projector in each of our classrooms, teachers will save time in setting up and tearing down before and after each class meeting. Instruction will be simultaneously accessible to all students, and we will communicate freely in furtherance of student success.

1. How do you assess the effectiveness of the facilities used by your program in meeting [college strategic goals](http://committees.kccd.edu/bc/committee/programreview)?

Up until recent changes that allowed us two rooms, more than half of our classes have been held in itinerant classrooms that changed from semester to semester, available when other departments didn’t want to teach. This has led to gross inefficiency, lost time, poor learning environments, and unsafe conditions (such as tripping over clustered desks). We have been ineffective because our facilities have prevented efficient and effective communication.

1. Justify your facilities and M & O request.

(NOTE: Facilities and M&O requests can be made by filling out the [M&O request form](http://www.bc.cc.ca.us/collegecouncil/BakersfieldCollegeStrategicPlan2012-15-23Oct12.pdf))

**IV. Trend Data Analysis:**

Review the data provided by Institutional Research. Provide an analysis of program data throughout the last five years, including:

1. Changes in student demographics (gender, age and ethnicity)

As noted in our brief review, there has been a marked increase in students age 20-29. That group has increased by 10% since 2008-09. Whereas most ethnicity categories have remained constant, Hispanic students have increased from 40% to 56% and so-called white students have decreased from 44% to 30%. The current figures of 56% and 30% mirror the current college averages, so this is not unique to our department.

1. Changes in enrollment (headcount, sections, course enrollment and productivity)

The ASL Program continues to do well with enrollment data. As mentioned, headcount is up 32%. Number of sections is at a five-year high of 32, up from 26 just last year. Enrollment has increased from 774 in 2011-12 to 1,015 this year. In spite of our rigid 30-student caps, faculty members have cooperated with institutional need and we averaged 32 students per section, another five-year high—ahead of the college’s F-t-F average of 31. Our productivity is back to 16.6, the figure from 2008-09. Productivity falls slightly short of the college average because our intense face-to-face work necessitates reasonable caps. Still, we are pleased that we’ve been able to increase as significantly as we have.

1. Success and retention for face-to-face, as well as online/distance courses  
   Success rates dipped slightly (0.2%) from last year; however, they are at 77.7%. This number is markedly higher than our rate in 2008-09 (73.3%) and the college average 69.1% for F-t-F classes). Retention rates are at a five-year high of 91.2%. This can be attributed to demand as well as regular communication from the department chair reminding instructors to mind retention.
2. Degrees and certificates awarded (five-year trend data for each degree and/or certificate awarded)   
   No significant changes in degrees awarded. This has been entirely student-driven in the past. One of our priorities for the coming year is to promote the major and to work more closely with declared majors. We anticipate a dramatic increase in degrees in the coming years.
3. Other program-specific data *(please specify or attach)*

**V. Progress on Previously Established Program Goals, Future Goals and Action Plans:**

1. List the program’s goals from the previous Program Review. For each goal, please discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

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| **Previously Established Goal 1:** Begin work toward establishing an interpreter training program.  Progress on Goal:Chair has met with lead ITP faculty at California State Universities Northridge and Fresno, our two primary feeder institutions. Have collected curriculum from CSU Fresno and Palomar College. Chair has attended two workshops on interpreter training.  Progress on Goal: Department chair has attended two interpreter training workshops and has met with lead faculty at CSUN and CSUF.  Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_03/01/14\_\_\_\_\_\_\_\_\_\_\_\_\_ (Date)  Comments on Goal 1: As a department, we have come to see that we have more pressing matters such as curriculum revision and alignment with AA-T structure. This, couple with one fewer full-time faculty member renders this goal unrealistic to pursue at this time. This is unfortunate as the need for trained interpreters, particularly at BC, remains critical.  Which institutional goals from the [Bakersfield College Strategic Plan](http://committees.kccd.edu/bc/committee/programreview) will be advanced upon completion of this goal? (select all that apply)  1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development  **Previously Established Goal 2:**Establish a new student orientation for foreign language students in the fall  Progress on Goal: We have met this goal by having firm plans in place to work with ASL students.  Progress on Goal: After a few false-starts and best-laid plans, both Spanish and ASL are moving forward with student orientations. ASL began theirs on Sept. 18th with a group photo of all declared and potential majors to be displayed on our website. Following the photo, faculty provided a brief orientation to students about our major, transfer goals, and career opportunities. On Sept. 20th, Dr. Bryan Berrett, chair of Communicative Disorders and Deaf Studies, met with faculty and students to provide in-depth information about opportunities at California State University, Fresno.  Completed: \_\_\_Fall 2013\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Date)  Comments on Goal 2: In Spring, 2014, during March, we will have a student panel featuring Deaf and hearing students from CSUN and CSUF as well as visits from CSUN and CSUF administrators to meet with potential majors. Transfer orientation has become a part of what we do.  Which institutional goals from the [Bakersfield College Strategic Plan](http://www.bakersfieldcollege.edu/collegecouncil/BAKERSFIELD%20COLLEGE%20STRATEGIC%20FOCUS%202013-14.pdf) will be advanced upon completion of this goal? (select all that apply)  1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development |

1. List the program’s goals for the next three years. Ensure that stated goals are specific and measurable. State how each program goal supports the College’s strategic goals. Each program goal must include an action plan.

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| **Newly Established Program Goals and Action Plans**  If the program is establishing more than two (2) goals, please duplicate this section.   |  |  |  | | --- | --- | --- | | Goal | Assigned to | Timeline for Completion | | 1. Revise all curriculum | All faculty; Tom Moran lead | Spring 2015 |   Which institutional goals from the [Bakersfield College Strategic Plan](http://committees.kccd.edu/bc/committee/programreview) will be advanced upon completion of this goal? (select all that apply)  1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development  Action Plan for Goal 1: Faculty will work cooperatively to revise curriculum from the ground up. We need to streamline our workload, making instructional elements in each course discrete. In addition, we are looking closely at the possibility of reducing units to be in line with AA-T requirements and our colleagues in Spanish. To accomplish this goal, an ASL Language Lab will be essential for the outside work necessary to develop L2 fluency.   |  |  |  | | --- | --- | --- | | Goal | Assigned to | Timeline for Completion | | 2. |  |  |   Which institutional goals from the [Bakersfield College Strategic Plan](https://committees.kccd.edu/sites/committees.kccd.edu/files/Copy%20of%2012%20M&O%20Needs%20Workbook%2012-13%20APR.xlsx) (see pages 6-11) will be advanced upon completion of this goal? (select all that apply)  1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development  Action Plan for Goal 2: |
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**VI. Curricular Revisions (Instructional Programs only):**

1. Discuss how the department reviews, revises, and creates new curricula. Include:
   1. The process by which department members participate in the review and revision of curriculum.

Individual faculty members will review available curricula and interview colleagues from other institutions. We will also attend national ASL teachers conferences. We will then meet to discuss how to best develop curriculum for our four language courses that best serve our students’, and our, needs.

* 1. How the department ensures that course syllabi are aligned with the course outline of record.

Regular review of syllabi and COR on Curricunet.

1. List each of the courses offered within the discipline’s academic program in the first column, using one row per course. Place an **X** in the appropriate column to indicate when the course is scheduled for review.

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| --- | --- | --- | --- | --- | --- | --- |
| Course | **2013-2014**  **(2019-2020)** | **2014-2015**  **(2020-2021)** | **2015-2016**  **(2021-2022)** | **2016-2017**  **(2022-2023)** | **2017-2018**  **(2023-2024)** | **2018-2019**  **(2024-2025)** |
| ASL B1 |  | **X** |  |  |  |  |
| ASL B2 |  | **X** |  |  |  |  |
| ASL B3 |  | **X** |  |  |  |  |
| ASL B4 |  | **X** |  |  |  |  |
| ASL B6 |  | **X** |  |  |  |  |
| ASL B7 |  | **X** |  |  |  |  |
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1. List courses that are proposed for *addition* within the next three years.

We would like add a course in ASL linguistics as well as smaller skill-building courses such as fingerspelling and vocabulary.

1. List courses that are proposed for *deletion* within the next three years.

None.

1. List any changes the program has made to online/hybrid/distance education courses.

None.

1. Provide an update on the program’s transition to adopting a [Transfer Model Curriculum](http://www.bc.cc.ca.us/collegecouncil/BakersfieldCollegeStrategicPlan2012-15-23Oct12.pdf) (AA-T or AS-T).

As of this date, there is no proposed AA-T for ASL or ASL Interpreting.

1. List *degrees and/or certificates* that are proposed for *deletion or addition* within the next three years.

We would like to add an AS degree in ASL Interpreting. Staffing will determine the feasibility of this goal.

**VII. Faculty and Staff Engagement:**

1. Discuss how program members have engaged in institutional efforts such as committees, presentations, and departmental activities.

Currently, all faculty members are engaged in one or more committees. We have full-engagement in departmental activities such as Deaf Events, Grow & Go Resource Fair, Assessment, and other pertinent department business.

1. Instructional Only: Discuss how adjunct faculty are included in departmental training, discussions and decision-making.

Adjunct faculty members attend most department meetings (including our twice-monthly meeting). The chair sends regular email notices and informational bulletins. One newer adjunct is being mentored by a FT faculty member in her class.

**VIII. Program Funding Sources:**

Identify any non-KCCD general fund sources

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Title of Account/Grant/Categorical Funding** | **Start Date** | **End Date** | **Percentage of Program Budget Covered** | **Positions funded wholly or in part** |
| Foundation Accounts | BCHI F2200.5300  (approx. $15,000) |  |  | 0 | 0 |
| Grants |  |  |  |  |  |
| Categorical Funding |  |  |  |  |  |

**IX. Conclusions and Findings:**

Present any conclusions and findings about the program.

The ASL Program is a robust and exciting program that is experiencing tremendous growth. This growth can be attributed to a number of factors: newly-hired full-time and adjunct faculty members, a supportive and involved dean, and the intrinsic motivation of most faculty. We are becoming far more diligent about our responsibility to encourage students to major in our discipline, graduate, and transfer to our sister institutions, CSUN and FSU.

The ASL Program represents a great opportunity to better serve BC’s Deaf and hard of hearing students. We can train interpreters. We can provide direct English instruction to students so that ineffective interpreted instruction is not necessary. There is a number untapped potential resources in our department.