|  |
| --- |
| I. Overview |
| Date Submitted: |  | Administrator: |  Dr. Krista Johns |
| BI Download: |  | Dept. Chair: |  Iva Ikeda |
| Dept./Program(s) |  American Sign Language Department - Associate of Arts degree in American Sign Language - Certificate of Achievement in American Sign Language |
| Campus | Berkeley City College |
| College Mission  | Berkeley City College’s mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives.*Adopted by the Peralta Board of Trustees April 12, 2005* |
| Unit/Dept/Program Mission | The mission of the American Sign Language (ASL) program is to provide students with the necessary language fluency and cultural awareness to enable students to interact appropriately within the Deaf community. These skills will allow them to: (1) pursue careers that require ASL fluency, (2) interact with Deaf people from their community (i.e., neighbors, coworkers, friends and family members) successfully; (3) apply to interpreting program for further training, and/or (4) fulfill foreign language requirements. |
| II. Goals and Outcomes (add lines as needed) |
| II.a. Goals (for each one, cite Institutional Goal(s), Appendix II) |
| \* Find an ongoing funding source for the ASLPI which is required for obtaining degrees.(E.2- Focus budgeting on improving student success)\* Create an assessment tool for transfer/ new students who want to take intermediate or advanced ASL skill class (E.2c- Create efficiencies by sharing of positions, facilities and other resources)\* Complete all program reviews and implement their action plans. (A.2.4- Learning outcomes proficiency; C.1, SLO Assessment)\* Develop standardized testing for all ASL 1 class sections to use (A.2.2 implement acceleration models, C.2 alternatively designed programs) |
| II.b. Program Outcomes [for each one, cite ILO(s), Appendix I] |
| PROGRAM OUTCOMES(Mapped to Institutional Learning Outcomes, Appendix I).: |
| PROGRAM 1: A.A. degree and Certificate of Achievement in ASLStudents obtaining an A.A. degree and Certificate of Achievement in ASL will be able to:- demonstrate expressive competence in ASL. (Communication, Critical Thinking)- demonstrate receptive competence in ASL. (Communication, Critical Thinking)- demonstrate awareness of and respect for the language, history, and culture of Deaf people, including their values, beliefs, and customs (Global Awareness & Valuing Diversity)- demonstrate appropriate cultural behavior at events where a majority of attendees are Deaf people and ASL native signers, e.g. school, club, organization, etc. (Ethics and Personal Responsibility, Self-Awareness & Interpersonal Skills)  |
| PROGRAM 2: N/A |
| General Education component(s): Modern Lanugage - ASL 50 |
| Basic Skills component(s): N/A |
| III. Evidence  |
| III.a. Institutional Data |
| Enrollment  | Fall 09 | Fall 10 | Fall 11 |
| Census Enrollment (duplicated) | 383 | 380 | 391 |
| Sections (master sections) | 13 | 12 | 12 |
| Total FTES | 69.35 | 61.93 | 62.77 |
| Total FTEF | 4.15 | 3.79 | 3.57 |
| FTES/FTEF | 16.72 | 16.33 | 17.57 |
| **Retention**  |  |  |  |
| Enrolled | 383 | 380 | N/A |
| Retained | 282 | 287 | N/A |
| % Retained | 76 | 80 | N/A |
| **Success**  |  |  |  |
| Total Graded | 368 | 355 | N/A |
| Success | 249 | 245 | N/A |
| % Success | 67 | 69 | N/A |
| Withdraw | 86 | 68 | N/A |
| % Withdraw | 23 | 19 | N/A |

|  |
| --- |
| **Faculty Data (ZZ assignments excluded)** |
|  | **Fall 2011** |
| Contract FTEF | 1.91 |
| Hourly FTEF | 1.66 |
| Extra Service FTEF | 0 |
| Total FTEF | 3.57 |
| % Contract/Total | 53.54 |

|  |
| --- |
| Faculty Data Comparables F2010 (ZZ assignments excluded) (Z assignments excluded) |
|  | Alameda | Berkeley | Laney | Merritt |
| Contract FTEF | 0 | 1.91 | 0 | 0 |
| Hourly FTEF | 0 | 1.66 | 0 | 0 |
| Extra Service FTEF | 0 | 0 | 0 | 0 |
| Total FTEF | 0 | 3.57 | 0 | 0 |
| % Contract/Total | 0 | 53.54 | 0 | 0 |

|  |
| --- |
| III.b. External Evidence |
| **CTE and Vocational**: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.  | There is no formal system in place to obtain information on job placement rates relating American Sign Language, e.g. ASL interpreters, ASL instructors, or teachers for the Deaf (using ASL, not Signed Exact English). The ASL program at BCC remains one of the best. As a result, our students have no trouble transferring to other colleges. Since establishing the program in 1980, we have been well-known in the American Deaf community. Students from over all have begun their studies or transferred to our program to pursue an A.A. degree or a certificate in ASL.The ASL Advisory Committee meeting was taken place on last May 2010. We discussed general problems relating to interpreters and deaf community; plans or ideas to help our BCC ASL students, who are interested in becoming an interpreter, be better prepared after completing AA degree or certificate in ASL. We very recently met with Ohlone College IPP instructors. Most of our ASL students go there for interpreter training. We hope to have one or two more meetings with them during the academic year. |

|  |  |  |
| --- | --- | --- |
| III.c. Program Outcome Assessments Since Last Reported (add rows as needed) | Findings | Action Plans |
| PROGRAM 1: A.A. degree and Certificate of Achievement in ASL | The program assessment is not completed yet. ASL 57, 464, & 55A assessments are currently in progress. | Our plan is to complete assessments in ASL 57, 464, & 55A by Fall 2011, and ASL 55B by Spring 2011. |
| PROGRAM 2:  | N/A | N/A |
| General education component: Modern Language - ASL 50 | The assessment of ASL 50 was completed spring 2011. It indicated that students were learning well but there is one skill area that instructors can focus on improving but it is not a significant area. Also, we agreed that we will develop standardized tests for all ASL 50 classes, so students can be well prepared for ASL 51 course. | Develop standardized test(s).  |
| Basic skills component: |  N/A |  N/A |
| Program Outcome Assessments Narrative:See above. |
| III.d. Institutional Goals -- Narrative of Unit/Dept/Program activities in support of institutional goals [Please refer to Appendix II for full description of goals/objectives.] |

Top of Form

|  |
| --- |
| IV. Action Plans |
| Please describe your plan for responding to the above data. Consider program learning outcomes, institutional goals, external evidence, and BI data. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps. Add rows as needed. |
| Action Item | Steps/Timeline | Person(s) Responsible | Supporting Data Source (check all that apply) |
| Find on-going funding for ASLPI interviewers/raters. | 1. Find sufficient funding for paying ASLPI interviewers and raters. | Iva Ikeda,ASL Dept Chairperson | \_\_ Assessment Findings\_\_ BI DataX Institutional Goals\_\_Other |
| Set up a learning/ language lab.  | 1. Find out whether we will have a new building in the future. 2. Research language labs at other colleges (compare cost, room size, number of computers, etc.)  | ASL Faculty  | \_\_Assessment Findings\_\_BI DataX Institutional Goals\_\_Other |
| ASL tutors | 1. Find sufficient funding for ASL tutors 2. Find a person(s) qualified to tutor | Iva Ikeda,ASL Dept Chairperson | \_\_Assessment Findings\_\_BI Data\_\_Institutional Goals\_\_Other |
| Silent Day/ Weekend event | 1. Find funding for this event. 2. Identify one or two ASL faculty to organize the event. 3. Plan the event | ASL Faculty  | \_\_Assessment Findings\_\_BI Data\_\_Institutional Goals\_\_Other |
| Deaf lectures/workshops about Deaf issues | 1. Find funding for this event. 2. Identify one ASL faculty to contact lecturers and facilitate lecture schedule | ASL Faculty  | \_\_Assessment Findings\_\_BI Data\_\_Institutional Goals\_X\_Other |
| Standardized testing for ASL 50 course | 1. Instructors who teach ASL 50 meet and develop a standardized test  | ASL Faculty  | \_\_Assessment Findings\_\_BI Data\_\_Institutional Goals\_X\_Other |
| Hybrid course | 1. Identify one or two faculty to research and develop plans | ASL Faculty  | \_\_Assessment Findings\_\_BI Data\_\_Institutional Goals\_X\_Other |

Top of Form

Bottom of Form

|  |  |
| --- | --- |
| V. Resource Needs  | Link to Action Plans (Section IV) |
| Please describe and prioritize any **faculty, classified, and student assistant** needs.***Needs are numbered in order by its priority.***1. One full-time ASL faculty, who taught ASL for about 30 years, retired May 2011. A second full-time ASL faculty has an environment illness and most of the time is not able to participate in meetings or do duties outside of the class. We need to replace our retiree to share responsibilities and provide support for the current ASL department chair.2. In ASL 3 and 4 courses, the ASL students are required to pass American Sign Language Proficiency Interview (ASLPI) in order to take advance class or get a certificate. The ASL department hires and pays ASLPI interviewers/raters to interview each student. There must be on-going funding for ASLPI Interviewers/raters. The estimate sum of paying interviewers/raters per semester is $4,000-5,000 (or $8000-$10000 per year). 5. We need funding to pay deaf guest lecturers about current issues such as "Deafhood" or "Audism", and so on. Estimate $4000 (up to $1000 per lecturer) per year. | 1. Re-evaluate job description of ASL faculty position. Hire a full-time ASL faculty.2. Finding on-going funding for ASLPI interviewers/raters.5. Lecturers are readily available, but we need to find a funding source.  |
| Please describe and prioritize any **equipment, material, and supply** needs.3. We need a true language lab with Apple computers with built-in cameras networked and connected to the internet. They need to be available for the ASL students to practice, as well as for self-assessing, testing, tutoring, or special class activities (e.g. interacting with deaf people or other ASL students from other colleges) during class hours or outside of class time. The lab should be reserved for only language classes, it should not be used for teaching a class (e.g. multi-media arts or math). Estimate for computers needs to be done by IT or AV department.6. Servers-- are needed to transfer and maintain movie files, so teachers can have access to any of the ASL depatment materials. This gives them greater access and flexibility while also preserving the original materials. We need someone to transfer all video to servers; we may need the funding to pay for the service.8. Need funding to upgrade equipment and renew software licenses and/or replace and repair. 9. The lighting in classrooms must be fixed immediately when needed. Flicking lighting distract students from learning and during tests.  | 3. Find appropriate place for language lab, possibly in the new building in the future. Need grant or funding for buying computers, materials, and furniture.6. Find someone (possibly student aide) to transfer video. ASL faculty may need training from the IT dept on how to use the new system.8. Find funding. The IT dept will install or upgrade equipment, or renew software licenses.9. Need custodial dept to respond and replace quickly.  |
| Please describe and prioritize any **facilities** needs.4. Silent Day/Weekend- We undertook a silent day spring 2010 and it was successful and positive experience for the ASL students. The event is a good opportunity and breakthrough for them by using sign language without using any voice all day. We want to continue it as an annual event (or once per two years). Our goal is to expand the event to the whole weekend. The estimate is $3,000 for the one-day event There are not many colleges in Bay Area that offer ASL programs, so we would like to collaberate on the event with other colleges (such as Ohlone College in Fremont, Santa Rosa Junior College, & American River College in Sacramento) to develop a community among ASL students and the deaf community, however funding is needed to be successful. 7. To capture a wider audience, the ASL department would like to explore the feasibility of offering a hybrid course(part online and part in-person). Three of our courses have the right structure to be partially online: Structure of ASL and History and Culture of Deaf people in America I and II. We need funding to pay an instructor to develop and pilot the hybrid course. We will start with the History and Culture of Deaf People courses first and, if it has been successful, we will continue with the Structure of ASL. The estimate has yet to be determined. | 4. The ASL dept will identify one or two ASL faculty to organize the event. Need to find funding.7. The ASL dept will work closely with instructors who teach these three courses to develop the plan.Need to research other hybrid classes already offered in PCCD and other colleges. Need to figure out how many hours it will require to develop the plan. |

Appendix I

**Berkeley City College Institutional Learning Outcomes**

Berkeley City College’s Institutional Learning Outcomes, as described below, are the skills and knowledge that students are expected to attain as a result of completing an instructional program at BCC. Students completing an A.A. or A.S. at BCC will be able to demonstrate all of the BCC Institutional Learning Outcomes. All BCC courses and certificates are designed to teach some or all of the ILO’s. In addition, students achieve these ILO’s throughout their experiences at BCC, for example, with student services and student clubs.

Communication

Students show that they communicate well when they

* *Critically read, write, and communicate interpersonally, with audience awareness; and*
* *analyze communications for meaning, purpose, effectiveness, and logic.*

Critical Thinking

Students demonstrate critical thinking skills when they

* *identify problems or arguments and isolate facts related to arguments;*
* *use evidence and sound reasoning to justify well-informed positions; and*
* *generate multiple solutions to problems and predict consequences.*

Computational Skills

Students demonstrate computational skills when they

* *master computational concepts and apply them to concrete problems; and*
* *demonstrate algorithmic competence.*

Ethics and Personal Responsibility

Students show the ability to behave ethically and assume personal responsibility when they

* *analyze the consequences of their actions and the impact of these actions on society and the self; and*
* *demonstrate collaborative involvement in community interests.*

Global Awareness & Valuing Diversity

Students demonstrate global awareness and show that they value diversity when they

* *identify and explain diverse customs, beliefs, and lifestyles; and*
* *analyze how cultural, historical, and geographical issues shape perceptions.*

Information Competency

Students demonstrate information competency when they

* *find, evaluate, use, and communicate information in all its various formats;*
* *use library and online resources and research methodology effectively; and*
* *use technology effectively.*

Self-Awareness & Interpersonal Skills

Students demonstrate self-awareness and interpersonal skills when they

* *analyze their own actions and the perspectives of other persons; and*
* *work effectively with others in groups.*

Appendix II

**Institutional Goals**

**NOTE: The short term goals for Peralta District and for BCC are derivative from the long term goals within the district strategic plan. The Peralta Strategic Plan can be found on the Peralta District website:** [**http://eperalta.org/wp/pbi/**](http://eperalta.org/wp/pbi/)**.**

1. **ADVANCE STUDENT ACCESS, EQUITY, AND SUCCESS**

**Peralta District Short Term Goals, 2011-2012**

**A.1 Access:** Focus access on programs and course offerings in the essential areas of basic skills, CTE, and transfer, and stay within range of the state-funded allocation by managing enrollment to 18,500 FTES (variable based upon funding variations). In addition, enable access to educational opportunities by increased contract education, fee-based instruction, distance learning, and international and out-of-state enrollments.

**A.2 Success:** Implement identified institutional, instructional, and student support changes to improve by 10 percentage points student movement through basic skills/foundation course sequences by 2014-2015.

**A.3 Equity:** Plan, design and implement structural changes to increase fall to fall persistence among major ethnic groups and bring all groups to within 2 percentage points of the highest group by 2014-15.

**BCC Short Term Goals, 2011-2012**

**A.2 Improve persistence, retention, and success by 3 percentage points.**

 A.2.1 Implement best practices in basic skills and other pedagogy to improve student persistence, retention and transfer rates.

 A.2.2 Implement acceleration models to improve course completion, particularly in basic skills.

 A.2.3 Improve student retention in the PACE program.

 A.2.4 Attain proficiency in the assessment of learning outcomes by spring 2012.

**A.3 Implement changes to increase fall to fall persistence among major ethnic groups.**

 A.3.1 Pilot innovative programs designed to increase student persistence among major ethnic groups.

1. **ENGAGE AND LEVERAGE PARTNERS**

**Peralta District Short Term Goals, 2011-2012**

**B.1 Partnerships:** Leverage, align, and expand external (i.e., community, business) partnerships to improve student learning and success in core educational functions.

**BCC Short Term Goals, 2011-2012**

**B.1 Strengthen community partnerships to enhance career pathways.**

B.1.1 Activate CTE Advisory Committees to meet at least once a school year in order to maintain currency.

B.1.2 Host a spring semester event that highlights the career pathways related to instructional programs (this will include support and involvement of community partners.)

1. **BUILD PROGRAMS OF DISTINCTION**

**Peralta District Short Term Goals, 2011-2012**

**C.1 Assess SLO’s and SAO’s and ensure their analysis, adjustments and priorities are incorporated in Program Reviews and Annual Program Updates:** Close the assessment loop by using program reviews and annual program updates in instruction and student services to improve student learning and student success.

**C.2 Create Alternatively Designed Programs:** Continue to create or expand programs exemplifying alternative and innovative designs with promise for substantially improving student success.

**BCC Short Term Goals, 2011-2012**

**C.1 Incorporate learning outcomes assessment into program review and budget allocation processes and plans.**

1. **CREATE A CULTURE OF INNOVATION AND COLLABORATION**

**Peralta District Short Term Goals, 2011-2012**

**D.1 District-Wide Collaboration and Innovation:** 1. Implement ways to make connections and build bridges across the district and colleges that would promote an ethic of care and create a welcoming environment that permeates the colleges and the district; and 2. Improve the Planning-Budgeting Integration Model in order to a) improve coordination and communication between PBI committees and between district planning and budget integration with that at the colleges and b) ensure PBI committees set and achieve key milestones/goals.

**D.2 Use Technology in Redesign of Educational Experiences:** Enable more efficient and deeper student learning and student success through the creative use of technology.

**BCC Short Term Goals, 2011-2012**

**D.1 District-Wide Collaboration and Innovation**

 D.1.1 Select a BCC representative from each PBIM committee to serve as communication liaison with a monthly report at Roundtable.

 D.1.2 Promote a focus on student learning and success in all committee activities.

1. **DEVELOP AND MANAGE RESOURCES TO ADVANCE OUR MISSION**

**Peralta District Short Term Goals, 2011-2012**

**E.1 FTES Target**: Achieve FTES target within the state allocation for the district of 18,500 FTES (variable depending on funding variations) and attain a productivity level of at least 17.5 FTES/FTEF.

**E.2 Focus Budgeting on Improving Student Success through Support for Structural Changes:** Respond to projected state deficits and budget cuts by designing budgets in keeping with the district Budget Allocation Model that a) are based on program review and strategic directions; b) improve student success through support for structural change; c) create efficiencies by sharing of positions, facilities and other resources within and across the colleges; d) consider the total cost of programs and support activities; e) shift resources to core educational functions; and f) continue to increase alternative funding sources.

**E.3 Fiscal Stability:** Continue comprehensive improvements to the financial management systems of the district and make budget and finance information transparent and accessible to internal stakeholders. Ensure expenditures for all cost centers stay within the established budget to maintain a balanced budget.

**BCC Short Term Goals, 2011-2012**

**E.1 FTES Target**

E.1.1 Achieve enrollment target and productivity.

**E.2 Focus Budgeting on Improving Student Success through support for structural changes:**

E.2.1 Advance resource parity for BCC including the transfers of funds or faculty and classified positions as a necessary means of fiscal stability.

 E.2.2 Generate general fund savings and leverage funding from other resources.

 E.2.3 Monitor annual program budgets to ensure timely expenditures.