

I. Overview			
Date Submitted:	November 1, 2012	Administrator:	Dr. Linda Berry
BI Download:		Dept. Chair:	Iva Ikeda
Dept./Program(s): (List departments and programs, including all associate degrees and certificates and components of general education and basic skills)	<p>American Sign Language Department</p> <ul style="list-style-type: none"> - Associate of Arts degree in American Sign Language - Certificate of Achievement in American Sign Language <p>IGETC Area Language</p> <p>AA/AS General Education,</p> <ul style="list-style-type: none"> - Area 2, History and Culture of Deaf people in America I – ASL 55A - Area 3, American Sign Language I, II, III, and IV – ASL 50, 51, 52, 53 <p>CSU:</p> <ul style="list-style-type: none"> - Area C-2 – ASL 50, 50AB, 51, 51AB, 52, 52AB, 53, 53AB - Area D – ASL 55A 		
Campus:	Berkeley City College		
Mission	<p>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.</p>		
II. Goals and Outcomes (add lines as needed)			
II.a. Goals (for each one, cite Institutional Goal(s), Appendix II)			
<ul style="list-style-type: none"> * Find an ongoing funding source for the American Sign Language Proficiency Interview (ASLPI) which is required for obtaining degrees. See “Instruction” section below for more information about ASLPI. (C. programs of distinction; E. resources to advance our mission) * Complete all program reviews and implement their action plans. (A. advance student access, equity, and success; C. programs of distinction) * Develop standardized testing for all ASL class sections to use (A. advance student access, equity, and success; C. build programs of distinction) * Maintain and improve collaborations with Deaf communities, education, and business. (B: engage and leverage partners) * Provide on-going tutoring available for students who have learning disabilities. (A. advance student access, equity, and success; 			

II.b. Program Outcomes [for each one, cite ILO(s), Appendix I]
PROGRAM OUTCOMES(Mapped to Institutional Learning Outcomes, Appendix I).:
<p>PROGRAM 1: A.A. degree and Certificate of Achievement in ASL Students obtaining an A.A. degree and Certificate of Achievement in ASL will be able to:</p> <ul style="list-style-type: none"> - demonstrate expressive competence in ASL. (Communication) - demonstrate receptive competence in ASL. (Communication) - 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): General Education, Area 2, History and Culture of Deaf people in America I – ASL 55A General Education, Area 3, American Sign Language I, II, III, and IV – ASL 50, 51, 52, 53
Basic Skills component(s): N/A

III. Evidence			
III.a. Institutional Data			
Enrollment	2009-10	2010-11	2011-12
Census Enrollment (duplicated)	383	380	382
Sections (master sections)	13	12	11
Total FTES	69.35	61.93	61.43
Total FTEF	8.3	7.58	6.78
FTES/FTEF	16.72	16.33	18.1
Retention			
Enrolled	384	379	397
Retained	282	286	332
% Retained	73	75	84
Success			
Total Graded	368	354	387
Success	249	245	289
% Success	68	69	75
Withdraw	86	68	55
% Withdraw	23	19	14

Faculty Data (ZZ assignments excluded)			
	Fall 2009	Fall 2010	Fall 2011
Contract FTEF	2.26	2.56	1.63
Hourly FTEF	1.63	1.23	1.48
Extra Service FTEF	0.26	0.00	0.28
Total FTEF	8.30	7.58	6.78
% Contract/Total	0.54	0.67	0.48

Faculty Data Comparables F2011 (ZZ assignments excluded)				
	Alameda	Berkeley	Laney	Merritt
Contract FTEF	0	1.63	0	0
Hourly FTEF	0	1.48	0	0
Extra Service FTEF	0	.28	0	0
Total FTEF	0	6.78	0	0
% Contract/Total	0	.48	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.

ASL interpreters always have been in demand. According to Registry of Interpreters for the Deaf (RID), there are 20 interpreting agencies in California, of which three agencies are in Bay Area. According to the National Center for Health Statistics (NCHS) there are approximately 37 million deaf and hard of hearing people living in the United States. It is estimated that 1 in 10 live with some degree of hearing loss and over 2.2 million are considered deaf. The Office of Deaf Access estimates 3 million deaf and hard of hearing persons reside in California alone. However, these data do not indicate whether an individual uses ASL as a primary communication form.

The Americans with Disabilities Acts of 1990 (ADA) established a series of measures to prohibit instances of discrimination because of a person's disability, including hearing impairment. It requires that the communication needs of deaf or hearing-impaired persons are met, and this frequently demands the use of an American Sign Language (ASL) interpreter. That includes schools (K-12, colleges, and universities), hospitals, courts, agencies, corporations, public and private organizations.

Video Relay Service (VRS) is a videotelecommunication service that allows deaf or hard-of-hearing individuals to communicate over video telephones and similar technologies with hearing people in real-time, via a sign language interpreter. The Federal Communications Commission (FCC) oversees VRS as a result of their mandate in the ADA to facilitate the provision of equal access to individuals with disabilities over the telephone network. There are several VRS providers in California such as Convo Relay, Purple VRS, Sorenson VRS, and ATT Relay.

Video Remote Interpreting (VRI) allows deaf or hard of hearing people who use sign language to communicate with hearing people in the same room. VRI addresses one limitation to VRS, which is that VRS cannot be used if the hearing person is in the same room with the deaf or hard of hearing person. VRI has proven to be useful for deaf or hard of hearing people in business meetings, doctor appointments, minor surgical procedures, and court proceedings, etc.

According to the labor market information from the State of California Employment Development Department, the projected growth for interpreters and translators is 29.2% in California and 27.3% in East Bay Area and San Francisco. However these statistics includes all language interpreters and translators, not just sign language. Wages for interpreters in California range from \$33,800 to \$60,000. Note that these number do not reflect self-employment and many sign language interpreters are self employed.

Program Review Narrative

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.

The ASL program at Berkeley City College is only one in the Peralta Community College District and one of the few colleges/universities in Bay Area that offers an AA degree or a Certificate of Achievement in ASL.

The program offers a comprehensive course of study of ASL and Deaf Culture. Students can receive an AA degree or a certificate of achievement. The program consists of 30 units and serves as a model for a number of ASL programs through out the United States. The program is proficiency based and in order for students to advance they must demonstrate language skills appropriate to the level. Because of our rigorous program, a large number of students successfully complete entrance exams for interpreter training programs and other programs that require a demonstration of ASL fluency prior to entry. Comments from faculty in these programs have been positive about our students' language skills, cultural awareness and attitude towards ASL and deaf people. Additionally, feedback from people who are members of the local Deaf Community provides anecdotal evidence that our students have met the proficiency goals for student learning.

The ASL program at BCC remains one of the best locally and nationally. 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. We are the only campus in the Peralta Community College District and one of the few post-secondary schools in the Bay Area that offers an AA degree or certificate in ASL.

CURRICULUM

The ASL program has an excellent curriculum and is kept current through reviewing the outcomes. Some courses were updated within the last 3 years: ASL 50, 200B, and 202B. Pre- and co-requisites for ASL 57 and 464 were validated in spring 2012. ASL 50 course outlines are updated with the release of the new edition of the Signing Naturally text in fall 2010. We completed some SLO assessments and rubrics that we are currently using for all ASL 50 classes (9-10 sections offered per year). The progress is very slow and frustrating; it is difficult to get part-time faculty involved due to their other work commitments and the ASL department has only one full-time instructor. We need to hire additional full-time instructors.

In order to stay current on trends and information in our field and keep curriculum up to date, we would like to have an ongoing budget for ASL materials, including DVDs, texts, and other visual materials. Up to date reference materials for instructors, particularly in lecture courses,

is essential to ensure high quality lessons. In addition, the IT department warned us that almost all the computers we rely on will be so old that they will be unable to function with the new versions of software we need to run. This includes the computers in room 222, 223, 225, and 226 as well as laptops. It is urgent that we buy new computers because use them for instruction, testing, student practice and evaluation as well as administrative tasks to run our department and prepare lessons.

Upon graduation, a large number of our students must go else where to continue their training. A large number of our graduates apply for and are admitted to the Ohlone College Interpreter Preparation Program (IPP) to continue their training. We need an interpreting program here at BCC to capture the students we are sending elsewhere for training. Our advisory committee, over the years, has strongly urged us to start an interpreting program. We began with a few classes to determine the level of need. We offered two courses one was Introduction to Interpreting to give students an overview of the field. The other courses were Introduction to Interpreting to give students a taste of interpreting. With budget cuts, the classes were eliminated. We need to begin offering the classes again and start building a program for interpreting. Meanwhile, some of our potential students are reluctant to enroll in the IPP at Ohlone because the program requires students to be full time and the time commitment is very demanding and arduous. Most students are not willing to quit their current job to be a full time student. There is no other IPP in Bay Area. Another possible idea is to explore offering a joint program with Ohlone.

To capture a wider audience, the ASL department would like to explore the feasibility of offer a hybrid course (part online and part in-person). Three of our courses are possibilities: Structure of ASL and History and Culture of Deaf people in America I and II. We will need funds to support faculty while they develop and plan the courses.

In the last two years, two full-time instructors of ASL retired, leaving only one full-time instructor who is also the department chairperson. The ASL department has hired 5 additional part-time instructors to replace of instructors who have left (this includes those who are teaching part-time during the academic year and summer session, as well as substitutes). Currently we have 11-12 sections each semester, mostly 4 units each. Part-time instructors cannot teach two 4-unit class sections, because they would be over the maximum load. Due to our high standards, finding new qualified part-time instructors is very challenging (see more information in Human and Physical Resources Staffing below). Even highly qualified instructors still require some mentoring by the chair in order to learn the Peralta district's systems (e.g. PASSPORT), SLOs, the specific equipment in use by our department for instruction and testing, as well as for instruction. The strength of the program is that all the teachers used the same approach to instruction so that students' progression is efficient and performance based, which requires new teachers to learn our methods. We need to have a system where master teachers are identified and then assigned to new faculty to supervise. They need to be compensated with either pay for the extra service or release time.

The student learning outcome cycle for the ASL department will be completed by spring 2015. The SLOs for our courses are scheduled for assessment over 5 semesters:

ASL 52, 53	Spring 2013
ASL 200A, 202A	Fall 2013
ASL 464,	Spring 2014

ASL 55A, 57	Fall 2014
ASL 51, 55B	Spring 2015

Recommendations and Priorities:

1. Hire new full time instructors
2. Purchase new Apple computers (desktop and laptop) and up to date software
3. Establish an ongoing budget for buying or upgrading software and renewing software
4. licenses, and upgrading, replacing or repairing equipment and visual materials
5. Establish funds to compensate master teachers for supervising new part time teachers
6. Begin building an interpreting program or find a way to collaborate with Ohlone
7. Establish a fund for developing and planning hybrid courses in our program

INSTRUCTION

The ASL program has incorporated a variety of instructional strategies and new technologies, including, team-taught courses, multimedia and self-paced lab materials. The faculty routinely uses student-centered classroom activities to facilitate learning. The faculty uses whole group, small group, pair discussion, role-play, and dynamic “contact” assignments that require students to interview people in the Deaf community. We recognize that cultural learning goes hand in hand with language learning so we require students to attend Deaf community-sponsored events.

One of the unique features of our program is the ASL Proficiency Interview (ASLPI) at the end of ASL 52 & 53. Each course in the program covers a set of specific skills that builds on the previous skills achieved. Exit skills of ASL 50, for example, match the entry skills for ASL 51 and so on. During the interview, the student is given an opportunity to demonstrate his or her command of the language. Students cannot receive the Certificate of Achievement or Associate degree without passing these interviews. There are a few concerns we have about the needed support to keep this going: there has been no consistent funding to pay ASLPI raters/interviewers for their work and/or to provide training for raters, especially when there is turn over in the pool of raters. The second concern is there is no program in place to support students who fail the ASLPI. Currently, students can repeat the course, but other than that they are on their own to figure out how to get the necessary fluency to pass the Proficiency exam. Establishing a mentoring program will help us gain insight into how to best provide support to these students. Again, mentors will need to be compensated for their time.

As previously mentioned, ASL requires extensive video use, for both instruction and evaluation. Students must show progress in their skills as they advance through the courses. The objectives of the courses are delineated by what knowledge and behaviors must be learned at each level. Classroom exams test to see if students have integrated this knowledge successfully. To further support instruction of this type we need 10 more portable DVD players to be used in the classroom. Right now we have 5 DVD players. They have been useful for class activities and practice, especially for small groups. However, after using the DVD players for a semester, we realized there were some problems: (1) there are several ASL

classes that meet at the same time and there were times when we did not have enough to share and be effective (2) we need additional equipment to edit videos and burn CDs to create materials for class activities and instruction.

There is no open computer lab that has camcorders and/or webcams available for students to practice, review, download and edit movie files or for faculty to bring their class to so that students can do a class assignment (e.g. developing "portfolios"). We need a lab that is open during college hours. It should not be a classroom (like room 326) because access to it would be too limited, but it should be a space that is reservable for a special assignment.

ASL 200A (Classifiers I) and ASL 202A (Fingerspelling and Numbers I) classes are offered in the summer session only. Though these courses are optional, the classes are usually full. Students take them to continue practicing specific skills and to feel better prepared for ASL 200B and 202B courses. We also offer fee-based courses to help students maintain their signing skills throughout the summer.

A significant number of students who have started learning ASL at other colleges or high schools or who have picked up some sign from life experience wish to enroll here. Our courses are usually more rigorous and our standards for achievement higher than at other schools. As a result, we typically try to meet with all incoming students who wish to start above the beginning level to determine the proper placement in our program. The assessment involves an experienced faculty member meeting each potential student in person. The faculty member assesses the person's expressive and receptive language skills, tells them which courses they can start with here, and assists with any paper work to substitute or waive courses here. This is a very time consuming process and it can be difficult to meet the scheduling needs of the in-coming students. At the same time, experience has clearly shown that students who try to circumvent our system and decide for themselves which class to enroll in, end up frustrated, doing poorly, and causing a drain on their instructor and classmates. For these reasons we developed a skill assessment tool for incoming students that can be administered anytime and does not require an in-person meeting. One possible way to use the tool is to offer skill assessments online or via the BCC website. This would allow us to more quickly and easily check for all skills necessary with each student while also ensuring that there is consistency in how the assessment is administered and allowing the faculty to review the students' performance at his or her convenience. Although the tool has been developed, there are some problems with deploying it. For example, we don't have any software to analyze/grade the assessment yet. The software currently available does not come with features that allow us to control how many times the student may repeat and watch the video before s/he answers related questions on paper. Because we don't want students to watch the video multiple times before responding, the process still requires someone to monitor the students to be sure that they don't cheat and we still have to grade the result "manually". We also were confronted by the realization that if we offer the assessment online we won't know if the student who signed up to be assessed is really the person responding to the questions. If we use a proctor to prevent cheating, it has to be a person who is fluent in ASL. Unfortunately, these problems only came to light after the tool had been created. With only two people available to work on it, it is a slow and frustrating process. We ended up assessing new students for the fall semester in person as we have been for the reasons stated above. We will continue to find solutions to these problems and improve the assessment tool.

One of main goals is to develop standardized tests for each ASL skills course (e.g. ASL 50, 51, 52, and 53). It is necessary to make sure that our students from the same level but in different sections receive the same preparation and assessment so that they advance to the next level with similar skills and well-prepared.

In addition to our work on standardized testing, we are exploring the idea of developing an in-class "entrance exam" at the beginning of each semester as a way to check if each student has mastered the required entrance skills. If not, they will need some help outside of the classroom reviewing the areas where they are weak so they won't struggle and fall behind in the class. The "entrance exam" of a higher class could also be used at the end of a semester in the class preceding it to help the teacher determine if his or her students have the skills required for the next level. That testing may also be useful for new/transfer students as well, especially those who somehow sneak past our skill assessment. It will require ASL faculty to development the screening tests and need funding is needed to pay for their time.

The number of students enrolling our program has begun a steady increase in fall 2007 with productivity exceeding 17.5%. However, in 2008 budget cuts caused use to cut to the number of sections we offer. As a result, the enrollment numbers over the last three years has remained the same. We find it interesting that despite cutting class sections our enrollment has not dropped. We suspect that one reason is the lack of other options for the students. The ASL program at BCC is one of very few in the greater Bay Area where students can earn a degree or certificate in ASL. Further, schools that do offer some ASL courses have cut back the number of sections at their campuses. Also, for those students who wish to meet a foreign language requirement, the only languages now available at BCC are ASL and Spanish.

We schedule our classes to meet student needs based on students' responses on surveys given about every third semester. Most of our students who want to obtain a certificate or degree in ASL are employed during the day and thus prefer evening classes. Students who want to take ASL to meet foreign language requirements have equal preference for day and evening classes.

Recommendations and Priorities:

1. Establish an ongoing fund to pay ASLPI raters/interviewers for their work.
2. Establish a mentoring program or support for students who fail the ASLPI and establish funds to pay mentors.
3. Purchase more DVD players.
4. Establish funding for developing standardized testing materials.
5. Provide regular training for new ASLPI raters/interviewers and funds to support these activities.
6. Establish a language lab, including computers, camcorders, and webcams that is available all day for students to use.

STUDENT SUCCESS

The student retention rate has been above 70% since fall 2009 and is currently at 84%. Persistence rate is currently at 71%, an increase from previous periods. The total number of students obtaining a certificate or degree in ASL over the last three years is 46, compared to 20 students for other languages. The majority of students completing the program earn a certificate rather than a degree. Overall the number earning either is falling due to the fact that currently ASL 53, our capstone class, is only offered once a year. Also, due to budget cuts, there is a lack of support services for our students such as ASL tutors or a language lab. We must reinstate ASL 53 in the fall semester and provide support services for our students.

Assessing student learning at the course level is still in progress. As previously mentioned under the Curriculum section above, SLO assessments and rubrics are completed for the ASL 50 course. With only one full-time instructor/department chairperson, progress is very slow. To assess student learning at the program level, our capstone course has been selected. It is the last skill course our students must take and in it they must pass the American Sign Language Proficiency Interview in order to obtain a certificate and degree. The ASLPI we administer is based on the proficiency interviews used at Gallaudet University, the only university in the United States for the Deaf. The interview is rigorous. The ASLPI raters and interviewers, who evaluate and rate each student's receptive and expressive skills, and the Ohlone's IPP staff, have often complimented us on how well our students sign. They also share their insights, concerns, and feedback with our faculty, so we can continue to improve. For years, many of our students have successfully enrolled in the IPP at Ohlone, and gone on to become professional interpreters. 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. As a concession to budget cuts, instead of the usual outside individuals that we have hired as raters and interviewers, more and more of the process has been done by our faculty on a voluntary basis. We hope that is only temporary. Results of the interview are more reliable when the interviews are conducted by people students are unfamiliar with, and ratings are more reliable when the raters do not know the students.

Despite instructors' best efforts, some students need more help than is practical during normal classroom instruction. The reasons for this are varied and include learning disabilities; lack of familiarity with computers, camcorders, or movie software; visual disabilities; lack of adequate educational preparation; difficulty with written English (used as a supplement to classroom instruction in homework), and so on. To better serve these students we will need to work with the counseling department, providing trained tutors right away, and providing students with more opportunities to sign outside of the classroom, such as a language lab with up-to-dated equipment (i.e. computers and camcorders). Additionally, there seems to be a perception that ASL will be an "easy" course. Students and possibly some counselors do not realize that although the mode is different, ASL courses require the same level of study and commitment as Spanish or English. Students with this misperception typically receive a low score on their first major test and then drop out of ASL 50 (the first level of ASL). We believe we could retain more of these students if there was an open learning center/lab where they could work on their language skills and get tutoring. Experienced teachers can often pick up signs of a disability even though the student may not have self-identified or even be aware of it. Unfortunately, it takes time to notice the types of patterns that indicate a disability. When a disability is

detected in mid-semester, the student may have already missed enough of the fundamental course material to make catching up very difficult. Meeting with Programs and Services for Students with Disabilities (PSSD) staff and ASL teachers would be very helpful to provide all instructors with information on how to detect learning problems and how to facilitate students working with the PSSD department.

We believe that the availability of tutors plays an important role in retaining all students, particularly ASL 50 & 51 students. Students are not just learning a new language, but contending with learning it in a different mode than other foreign languages. It can often be very difficult for students to adjust to a classroom environment that is all visual, not auditory, and uses body posture and facial expression for grammatical meaning. These features can be particularly difficult for students who have a learning disability or a visual disability. In the past, the budget of the college for tutoring services has varied. During previous periods when ASL tutoring was regularly offered and the tutor was an ASL native user with experience in teaching and tutoring, success and retention was notably better. For at least the last several years, the only funding available has been for student workers to fill this need. It has been a good experience for students to work as tutors, but their commitment to continuing from term to term and availability to work can be difficult. This is natural as they are not only students but often have families and other commitments, including professional work that they do. The number of regularly assigned hours of tutoring needs to be expanded and the level of expertise of tutors needs to be raised. To do this, we recommend creating a permanent part-time classified position as ASL tutor to work with advanced students and to facilitate advanced students tutoring beginning students. Ideally, the part time position should be staffed by a native signer.

Skill development is very important for success and retention, but we also believe that students can be motivated by activities that stimulate their ability to see themselves as successful graduates of our program and working in the field. To do this we would like to begin several endeavors:

- 1) We want to offer "orientation" sessions early in each semester for transfer or new students to help them really get a feel for how the school functions, internet access (e.g. PASSPORT, Moodle, youtube.com), services offered, and what to expect as an ASL student. PSSD staff and counselors should be included in the orientation in assisting new students.
- 2) Host activities where former students visit and mix with our current students to talk about what they are doing now and how their education prepared them for it. They can also share insights into how they coped when things got tough or techniques they developed to do well in ASL courses. The "ASL Immersion Day" is one of several ideas.
- 3) Organize presentations that inform students of all the job opportunities available working with the Deaf community. We will need to explore the best way to present this information.
- 4) Establish a language lab that is available for our students to review and practice outside of the classroom. We need funding to pay a lab assistant.

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).

Recommendations and Priorities:

1. Reinstate ASL 53 for fall semesters
 2. Hire ASL tutors, ideally native signers
 3. Establish a funding source for ASLPI raters/interviewers
 4. Establish a language lab
 5. Provide workshops for students on how to set up, use, edit and/or download movie files
 6. Work closely with PSSD staff and the counseling department for students who are interested in ASL program
 7. Offer motivational opportunities such as immersive weekend retreats as a short course to boost program completion rates and retention
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HUMAN AND PHYSICAL RESOURCES STAFFING

Currently we have one full-time instructor, the department chair. Until the end of spring 2011, we had 3 full-time instructors. Since that time, two have retired. There are 7 part-time faculty at this time (with two more on way). We have one classified staff person who works closely with this department. Her primary duty is to provide communication access for Deaf faculty. To truly function, the department needs two full-time instructors, ASL tutors, and a lab/technology assistant (can also use for working in language lab in the future).

Until recently, they have been a relatively constant group with a low turnover rate. In the last few years, we have been struggling to staff all the sections we offer with qualified teachers. There is a lack of qualified, experienced teachers in the field of ASL instruction who live in the Bay Area. It is especially difficult to staff sections that meet during the daytime as a number of our part-time instructors work at other jobs during the day and are only available to us at night. There are a few qualified part-time instructors that we have pursued to teach at BCC, but they are often reluctant because they live far from the Bay Area. If, for any reason, one of our part-time instructors becomes suddenly unavailable right before a semester begins, it is extremely difficult to find a replacement because other possible instructors are already committed at other colleges by that time. As previously mentioned, when a new part-time instructor is hired, s/he has to learn the District's system (e.g. PASSPORT, roster, grades), SLOs, the equipment in use by our department (computer programs, camcorders, AVCS), so on. Training or mentoring them is time-consuming, especially because few teachers are available and the burden falls mostly on the department chair. It is extremely urgent that we add at least one full-time faculty to our department to prevent further difficulty in staffing classes, reduce the heavy demands on the department chair, and to be sure that our instructors are the best possible.

Traditionally, our program has derived its strength from the highly talented and committed faculty and the competencies-based standards used to measure students' performance. While we still use the competencies-based standards, we are missing the other crucial element, the

highly talented and committed faculty. There is not an easy or clear path to become an ASL instructor. We can find members of the community who are gifted native language users and others who have experience teaching some subject, but rarely does someone have both. Like with English, merely being a native language speaker does not make one qualified to teach. Unlike English, ASL users rarely have the opportunity to study their own language in an academic setting and there are not large numbers of trained people coming out of graduate schools ready to staff our classes. There are very few places where one can study to become an ASL Specialist or to teach ASL. None of the programs are local.

Also previously mentioned in Student Success section, the faculty has been relying on ASLPI raters/interviewers for students to pass ASL 52 & 53. The rating shows whether a student's skill is met or not. As a concession to budget cuts, we start to replace ASLPI raters/interviewers with our faculty on a voluntary basis. The average cost of paying ASLPI raters and interviewers is \$65 per student or about \$8,000 per year. Thus, the college must establish an ongoing fund to pay for the raters/interviewers who are used at the end of every semester.

The ASL department is constantly in need of assistance with using equipment, especially during testing. Most of the instructors are not familiar with how to use the Audio-Visual Control Stations (AVCS), LCD projectors, or camcorders as well as transferring, editing, or copying movie files. ASL is a visual language and testing requires the instructors to film students. In spite of providing some equipment training in the past, the complex series of steps beginning with filming and ending with editing on the computer, has been overwhelming for instructors to learn and remember. Sometimes they unexpectedly face new problems with camcorders or computers and their superficial knowledge doesn't always allow them to solve the problems without disrupting testing schedules and frustrating students. In addition, each new instructor has to be trained on all the equipment when hired. The IT department is not always familiar with our equipment and software nor always available to provide the aid. We recommend that the college hire a part-time assistant/aide who is an expert in doing this kind of work to assist teachers in doing some of this for them (including troubleshooting on exam days) or providing training so they can do it on their own.

The Deaf community has experienced significant impact from new video based technology. As a result, our department should not only keep up, but our students will benefit from the integration of new technology for instruction delivery. To fully utilize the newest technology, the ASL department wants to hire an expert to provide assistance and technology training for faculty. The goal is to go beyond the basic, text-based webpage and make it a true resource for students. We would like to feature a video log (vlog) for the students and faculty. This will be a great advance because it will be in American Sign Language, rather than English.

Additionally, we want to work with the expert to use the same technology to make short "movies" to place on social networking sites like "YouTube" or personal vlogs for students to advertise our program. The presence of these types of materials, even if not specifically made as marketing tools, raise the profile of our department in the larger cyber-community and indirectly market the program. We expect such tools to raise awareness and enrollment once deployed.

We are in great need of ASL tutors. We recommend creating a permanent full-time classified position as ASL tutor to work with advanced students and to facilitate advanced students tutoring beginning students. Ideally, the full-time position should be staffed by a native signer.

The full-time ASL department chair is Deaf and she is required to attend a variety of meetings/workshops. If a meeting is longer than one hour, two interpreters are required. In order to request the amount of money necessary each year, we complete reasonable accommodation forms. The forms are routinely approved by the Risk Manager, but the information does not seem to be shared with the finance office, thus the amount put in our budget does not reflect what has been approved.

The lab room (225) needs some improvement. There are no web cameras connected to the computers for testing. Even though there are built in cameras in all the computers, they do not offer zoom or focus features. The area that the student can sit in and be seen by the camera is limited and does not allow us to film two or more students conversing. It is common that students are filmed in pairs and this has been a problem. The ASL department would like to improve the testing booths.

As previously mentioned in the "Instruction" section above, the ASL department needs 10 more portable DVD players for class activities in pairs or groups. They are useful for receptive and expressive skills, for example, several groups of students can view different movie files of a brief story in ASL or movie clips (e.g. downloaded from youtube.com) and then they describe what they saw to other groups.

Another facilities issue is the lighting and projector systems. When one or two of the light bulbs go out, the room becomes noticeably darker. We are concerned about students experiencing eye strain due to difficulty viewing instructor's or other students' signing. Further, when the bulbs start to flicker in the classroom or office, it disrupts students' and instructor's concentration. When we report these issues to the janitorial department for replacement, they don't always replace them immediately. We have a similar experience with the AV department for the projectors. Sometimes we had to remind them repeatedly until they make the replacements. When teaching a visual language, students and instructors rely on a well-lit room and projectors. We suggest that someone in administration (e.g. business manager office) checks the lighting and projectors before the start of every semester to ensure that they are well-lit and that projectors are working.

ASL classes maintain a no talking policy which helps students rely on visual cues to develop signing skills as well as develop respect for Deaf cultural rules. Because instruction is in ASL with limited use of English, instructors depend heavily on visual materials and videos to demonstrate and teach ASL. Up to date and high quality equipment is essential to ensure high quality lessons, particularly Apple computers in conjunction with LCD projectors. The IT department warned us that almost all the computers we rely on will be so old that they will be unable to function with the new versions of software we need to run. This includes the computers in room 222, 223, 225, and 226 as well as laptops. It is urgent that we buy new computers because we use them for instruction, testing, student practice and evaluation as well as administrative tasks to run our department and prepare lessons.

Recommendations and Priorities:

1. Hire two more full-time faculty
2. Hire ASL tutors, preferable full-time
3. Establish an ongoing, consistent fund for ASLPI raters/interviewers

4. Improve processes at district office between risk manager and finance office to share information regarding accommodation items with budget impacts.
 5. Replace Apple computers, update software
 6. Resolve classroom lighting and projectors issues
 7. Purchase 10 portable DVD players
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COMMUNITY OUTREACH AND ARTICULATION

Relations with the wider Deaf community are extensive. For example, service providers to or employers of deaf persons and their organizations often furnish field placements for the advanced students in the Occupational Work Experience class, where the students' supervisors are themselves Deaf. These sites in turn often become employment opportunities for the students who complete the program. Our ASL faculty also participates on state and local boards that deal with issues for the Deaf.

We would like to further involve the Deaf community (as well as interpreters) with our department and the greater college community, as well as try to solve the problem of lack of qualified people to teach here. To that end, we want to begin offering workshops for Deaf and interpreting communities. Some of the courses would be to train Deaf people to be tutors and/or mentoring people who would like to become ASL instructors. There are other topics that we would offer depending on the interests of the community. We would survey them to determine interest. We are also interested in exploring the idea of working with Gallaudet University's masters program in Sign Language Teaching. We would like to see how we can involve them in our program such as recruiting new ASL- teaching interns.

ASL program is often overlooked by students when they are looking for classes to fulfill a foreign language requirement. They tend to think of Spanish or French but not ASL. We want to work closely with Public Information Officer to find more ways to advertise our program aggressively and effectively to the community and work on our marketing plan to focus on businesses and agencies in our local area that could be interested in or benefit from exposure to sign language. Currently, our website looks bland and it needs improvement to attract people to our program. Unfortunately, no ASL faculty is experienced in developing a website.

The department circulates a newsletter to the students, faculty, potential students, graduates, and agencies in the Deaf and interpreting communities. The newsletter is primarily a recruitment tool and to a lesser degree a retention tool. It contains articles written by students and former students, staff, and others in the community, as well as job announcements, events, new developments and regulations in the field, opportunities for workshops, new media and other materials, in addition to news and services specific to BCC. It highlights the excellent work being done by our students, comments on topics of interest in the field and otherwise provides some insight into professions working with Deaf people. As a retention tool, it gives students information about how to get involved in the Deaf community, keeps them informed on hot topics, gives information on how to succeed in ASL, creates a connection to the greater campus, and helps maintain connection within the department and the local community. Anecdotal comments have informed us how valuable members of the community find the newsletter. However, to conserve resources and funds, we now distribute

“e-newsletters” via email rather than paper copies. These will also be posted on the BCC ASL webpage. We will need a webpage designer to help us how to set up an automated subscriber system and other important features.

The ASL department hosted an Advisory Committee meeting in fall 2011 at Ohlone College but only 2 out of 6 committee members showed up. The members are valuable but it is very difficult to find an agreeable meeting time—that has been an on-going problem for us. The department will work on better options to meet (such as via videophone) but the policy indicates that we must meet in person. Nevertheless, the deaf community is small and close-knit, which means that information, concerns, or suggestions from interested parties (such as family members, interpreters, friends, coworkers—locally and nationally) often reach us through individuals other than the advisory committee. Because of that, we are always up to date on current issues in Deaf communities and among interpreters. We suggest that an exception to the policy be made to allow us to meet via videophone or iChat or other type of video conferencing.

The ASL department needs someone such as a researcher to develop a survey for follow up on graduates and to guide us in how to track our students’ success and progress after they graduate. There is no formal system in place to obtain this information. Ideally, the statistical evaluation would be done as part of a formal system designed to provide information relevant to program improvement as well as simply report on graduates at various intervals after leaving the college. A number of students meet their vocational goals without completing our program.

Last fall 2011, we offered ASL 50 delivered over a one-year time frame at Emery High School. However, the school contact person was not reliable in meeting the details of our agreement. Some of the difficulties included textbooks were not provided in a timely manner, necessary equipment was not ready or accessible to the teacher before class time, and a change in the class meeting time for the spring semester without notifying our department. We were not aware of the change in meeting time until the semester began. By that time, we were not able to find another instructor available to take over the class and the class was cancelled. After many months of frustration, we are no longer interested in teaching ASL at their site but we are still interested in teaching ASL at other high schools.

The information on employment placement rates, titles and salaries are explained in III.b. External Evidence above. Our students who have a certificate or degree in ASL can continue education to become ASL teachers, teachers for the deaf, and many more.

Recommendations and Priorities:

1. Make an exception to meeting in person for ASL Advisory Committee
2. Offer some workshops or training for Deaf and interpreting communities
3. Develop strategies to better market the program to the local service area
4. Develop a system to follow graduates progress (college-wide)
5. Revise ASL webpage

IV. Action Plans *Plans are numbered in order by its priority.*

Action Item	Steps/Timeline	Person(s) Responsible	Supporting Data Source
1. Hire 1-2 additional full time instructors in ASL department	Hire additional full-time instructors (2012-2013)	Vice President of Instruction, ASL Dept Chairperson	<input type="checkbox"/> Assessment Findings <input checked="" type="checkbox"/> BI Data <input type="checkbox"/> Institutional Goals <input type="checkbox"/> Other
2. Find on-going funding for ASLPI interviewers/raters.	Find sufficient on-going funding for paying ASLPI interviewers and raters	Vice President of Instruction	<input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> Institutional Goals <input type="checkbox"/> Other
3. Increase budget for instructional assistants in ASL department to allow for sufficient support in ASL classes; hire full-time ASL tutor	- Budget increased - Hire full-time ASL tutor(s) - Hire part-time lab assistant	Vice President of Instruction, ASL Dept Chairperson	<input checked="" type="checkbox"/> Assessment Findings <input checked="" type="checkbox"/> BI Data <input type="checkbox"/> Institutional Goals <input type="checkbox"/> Other
4. Purchase, update, replace instructional equipment or materials (computers, software, projectors, camcorders, etc.)	Budget increased or add line item to budget to fund equipment and materials needed for instructions	Vice President of Instruction	<input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> Institutional Goals <input type="checkbox"/> Other
5. Reinstate ASL 53 for fall semesters	Reinstate ASL 53 and assign instructor	Vice President of Instruction, ASL Dept Chairperson	<input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> Institutional Goals <input type="checkbox"/> Other
6. Assess SLOs for our ASL courses	Scheduled for assessment (2012-2015, see Curriculum section)	ASL Faculty , ASL Dept Chairperson	<input checked="" type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input type="checkbox"/> Institutional Goals <input checked="" type="checkbox"/> Other
7. Develop standardized test for ASL 50 course; possible develop "entrance exam" for advanced courses	ASL50 instructors develop a standardized test Establish a fund for developing and planning tests	Vice-President of Instruction, ASL Faculty	<input checked="" type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input type="checkbox"/> Institutional Goals <input checked="" type="checkbox"/> Other
8. Build an interpreting program	Collaborate with Ohlone's Interpreting	ASL Dept Chairperson	<input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data

	Preparation Program		<input checked="" type="checkbox"/> Institutional Goals <input checked="" type="checkbox"/> Other
9. Deaf lectures/ workshops about Deaf issues	Establish funding for a variety of events/workshops.	Vice President of Instruction, ASL Faculty, ASL Dept Chairperson	<input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input type="checkbox"/> Institutional Goals <input checked="" type="checkbox"/> Other
10. Hybrid course	Establish a fund for developing and planning hybrid courses	Vice President of Instruction, ASL Faculty, ASL Dept Chairperson	<input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input type="checkbox"/> Institutional Goals <input checked="" type="checkbox"/> Other
11. Set up a learning/ language lab.	Find out whether we will have a new building in the future. Research language labs at other colleges (compare cost, room size, number of computers, etc.)	ASL Dept Chairperson	<input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> Institutional Goals <input type="checkbox"/> Other

V. Resource Needs	Link to Action Plans (Section)
<p>Please describe and prioritize any faculty, classified, and student assistant needs.</p> <ol style="list-style-type: none"> 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 retirees 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. The estimate sum of paying interviewers/raters per year is \$8000. 3. We are in great need of ASL tutors. We recommend creating a permanent full-time classified position as ASL tutor to work with advanced students and to facilitate advanced students tutoring beginning students. 4. The ASL department is constantly in need of assistance with using equipment, especially during testing. Most of the instructors are not familiar with how to use the Audio-Visual Control Stations (AVCS), LCD projectors, or camcorders as well as transferring, editing, or copying movie files. 	<ol style="list-style-type: none"> 1. Re-evaluate job description of ASL faculty position. Hire a full-time ASL faculty (action plan #1) 2. Establish on-going funding for ASLPI interviewers/raters. (action plan #2) 3. Hire full-time tutor Ideally, the full-time position should be staffed by a native signer. (action plan #3) 4. Hire a part-time assistant/aide who is an expert in doing this kind of work to assist teachers in doing some of this for them (including troubleshooting on exam days) or providing training so they can do it on their own. (action plan #3)

5. Funding for interpreters. As a full-time department chair, I am required to attend a variety of meetings/workshops. If a meeting is longer than one hour, two interpreters are required. In order to request the amount of money necessary each year, we complete reasonable accommodation forms. The forms are routinely approved by the Risk Manager, but the information does not seem to be shared with the finance office, thus the amount put in our budget does not reflect what has been approved.

6. 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.

5. Improve processes at district office between risk manager and finance office to share information regarding accommodation items with budget impacts

6. Lecturers are readily available, but we need to find a funding source. (action plan #9)

<p>Please describe and prioritize any equipment, material, and supply needs.</p> <ol style="list-style-type: none"> 1. Need funding to upgrade equipment and renew software licenses and/or replace and repair. 2. The lighting or projectors in classrooms must be fixed immediately when requested. Too dark images and flicking lightings make viewing and thus learning difficult and are also a distraction during tests. 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. 	<ol style="list-style-type: none"> 1. Find funding. The IT or AV dept will install or upgrade equipment, or renew software licenses. (action plan #4) 2. Need custodial and AV departments to respond and replace quickly. 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. (action plan #11)
<p>Please describe and prioritize any facilities needs.</p>	