

# The Comprehensive Instructional Program Review Report

## 1. College: Berkeley City College

Discipline, Department or Program: American Sign Language Department

Date: Fall 2015

Members of the Comprehensive Instructional Program Review Team:

Members of the Validation Team:

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## 2. Narrative Description of the Discipline, Department or Program:

Please provide a mission statement or a brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how the discipline, department or program aligns with the college mission statement.

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 Deaf Studies programs--such as Gallaudet University in Washington D.C. or California State University Northridge-- 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

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### 3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

*Attach the Curriculum Review Report or Answer these Questions:*

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

COURSES	LAST REVIEWED ?	WHEN TO UPDATE?	NOTES
ASL 50 American Sign Language I	2013	Sp '16	
ASL 51 American Sign Language 2	2013	Sp '16	
ASL 52 American Sign Language 3	2013	Sp '16	
ASL 53 American Sign Language 4	2013	Fa '16	
ASL 55A History and Culture of Deaf People in America I	Sp '15	Fa '16	Convert to hybrid
ASL 55B History and Culture of Deaf People in America II	Sp '15	Fa '16	Convert to hybrid
ASL 57 Structure of ASL	Sp '15	Sp '17	Convert to hybrid
ASL 200A Classifiers I	2013	Sp '16	This course is not required for the degree or certificate.
ASL 200B Classifiers II	2013	Sp '16	
ASL 202A Fingerspelling & No. 1	2013	Sp '16	This course is not required for the degree or certificate.
ASL 202B Fingerspelling & No. 2	2013	Sp '16	
ASL 464 Work Experience	Sp '15	Sp '16	

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

1. Convert several courses to hybrid courses.

2. Possibly activate introduction to interpreting courses. Need to review and update them before activating.

3. Establish an interpreting program. Many of our students are interested in enrolling in an interpreting program but the two biggest impediments are:

- (1) the interpreter preparation programs (IPP) from another colleges require students be enrolled full-time. Many of our students have other commitments such as family, school, or work, and are unable to enroll full-time.

(2) Currently, the only local interpreting program is in Fremont. Other colleges with IPPs are in Sacramento or CSUN. There was one at San Rosa Junior College but it has been on hiatus for a quite some time. For some students, transportation is difficult or moving is not an option they can consider.

4. Considering offering non-credit courses to serve students who transfer to BCC and need to work on their skills or for our own students who need a refresher after time away from the classroom.

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#### 4. Assessment:

Please answer the following questions and attach the TaskStream “At a Glance” report for your discipline, department, or program for the past three years. Please review the “At a Glance” reports and answer the following questions.

##### *Questions:*

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

All instructors include SLOs in their syllabi and some post them on the Moodle shell for their courses.

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the “Status Report” section of TaskStream for these findings.

##### Improvement 1.

In May 2013, we offered a “tutoring jam” for our students (primarily in ASL 50) to prepare them for final exams. Tutors were ASL instructors and one highly knowledgeable independent contractor. Many students, especially PSSD students, improved greatly and passed their course. Unfortunately, it was offered only once and there has been no ASL tutoring for years. There is no data available.

##### Improvement 2.

##### Improvement 3.

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the “Assessment Findings and Action Plan” section for each example.

Plan 1. Standardizing ASL 50 and 51 exams. Apply for a FIG or APPLE project.

Plan 2. Offering non-credit courses to serve students who transfer to BCC and need to work on their skills or for our own students who need a refresher after time away from the classroom.

Plan 3. Developing assessment tools for transfer students who want to enroll in our program.

Plan 4. Getting our students involved in the Deaf community to maintain and improve their signing skills.

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

We don't offer online classes yet.

- Describe assessment results for courses with multiple sections. Are there similar results in each section?
- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).

ASL 52 and 53 are capstone courses of the ASL program. Students are required to participate in an American Sign Language Proficiency Interview (ASLPI) and receive a minimum score. The interviewers/raters are trained members of Deaf community not teaching ASL at our college in order to get objective ratings.

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the “Goal Alignment Summary” from TaskStream.

COURSES	BCC Institutional Student Learning Outcomes						
	Ethics and Personal Responsibility	Information Competency	Communication	Critical Thinking	Computational Skills	Global Awareness and Valuing Diversity	Self Awareness and Interpersonal Skills

	Students will be able to analyze a situation and understand the consequences of actions taken, as well as their impact on society and self. Students will demonstrate collaborative involvement in community interests.	Students will be able to find, evaluate, use, and communicate information in all its various formats.	Students will be able to speak, read, and write clearly and effectively with appropriate diction and content for the intended audience. In addition, students will be able to analyze communications for meaning, purpose, effectiveness, and logic.	Students will be able to identify a problem or argument, isolate facts related to the argument, generate multiple solutions to the problem, predict consequences, and use evidence and sound reasoning to justify a well informed position.	Students will master basic concepts, understand and their meanings, and apply them to simple concrete problems at each level of development and abstraction. Students will demonstrate algorithmic competence appropriate to each level.	Students will be able to acknowledge and act with sensitivity toward the diverse customs, beliefs, and lifestyles that exist within the college community.	Students will be able to analyze their own actions, see the perspectives of other persons, and work effectively with others in groups.
ASL 050- American Sign Language I			X			X	X
ASL 051- American Sign Language II			X	X		X	
ASL 052- American Sign Language III			X			X	
ASL 053- American Sign Language IV			X	X		X	
ASL 055A- History and Culture of Deaf People in America I		X		X		X	X
ASL 055B- History and Culture of Deaf People in America II		X		X			
ASL 057- Structure of American Sign Language	X	X	X	X		X	
ASL 200A- Classifiers I			X	X			

ASL 200B- Classifiers II		X	X	X			
ASL 202A- Fingerspelling and Numbers I			X				
ASL 202B- Fingerspelling and Numbers II			X				
ASL 464 – Occupational Work Experience		X	X	X		X	

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## 5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.
  - Most ASL courses require a lab along with a lecture. The “lab” time is in class with the instructor for hands on practice of information introduced in the lecture. (This is unlike the typical “lab” where students work independently.)
  - Dialogue practice in pairs, groups, or as a class
  - We require a Deaf-appropriate environment in the classroom (this includes things like brighter lighting, classes conducted with students seated in a semi-circle, requiring Deaf culturally appropriate behavior such as tapping a person’s shoulder to get her/his attention.)
  - Require American Sign Language Proficiency Interview (ASLPI)
  - Require attendance at Deaf events or volunteer work in the Deaf community.
  - Encourage students to attend activities like ASL coffee socials where ASL students meet and practice with each other
  - Encourage students to watch vlogs of Deaf community members (online)
- How has new technology been used by the discipline, department or program to improve student learning?
 

Technology, such as students filming themselves signing in order to do self-assessment, helps students recognize their strengths and weaknesses and improve skills. Currently, we are exploring educational software which offers teacher feedback via videos so that students can see corrections in sign language, rather than reading their teacher’s feedback in writing.

- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

ASL instructors are Deaf and ASL fluent. ASL skill courses (ASL 50, 51, 52, 53, 200, 202 and 464) follow course outlines and share the same instructional and exam materials so that any student who takes those courses will have the same course content and meet the same course objectives regardless of which instructor is teaching. All skill courses are F2F courses, but we are considering offering other courses such as History and Culture of Deaf People in America and Structure of ASL as hybrids because they are lecture courses where knowledge, rather than sign skill, is most important.

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

N/A

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

- Overall enrollment trends in the past three years

NO DATA AVAILABLE ON MOODLE??

*Please insert the data chart here*

- An explanation of student demand (or lack thereof) for specific courses.
- Productivity for the discipline, department, or program compared to the college productivity rate.

Productivity	Term									
	2012 FALL	2012 SUMMER	2013 FALL	2013 SPRING	2013 SUMMER	2014 FALL	2014 SPRING	2014 SUMMER	2015 SPRING	
Total	18.80	14.62	17.54	16.95	13.90	15.73	15.38	21.12	14.80	

College productivity rate     ??    

- Salient factors, if known, affecting the enrollment and productivity trends you mention above.

All skill courses (ASL 50, 51, 52, 53, 200B, 202B) are capped at 30 students. This does affect our productivity rates in comparison to the whole college.

Enrollment in our courses can also be affected by the need for transfer students to have their ASL skills assessed before they enroll here. Faculty have to meet with students in-person for this service and it can be difficult to meet the scheduling needs of potential students. Sometimes these students are not available to be on campus until the semester is starting. Sometimes ASL faculty is not available to do assessments when students want (e.g. during winter break or summer break). Sometimes the counseling department is not familiar with our program and they are not able to help students. Due to these obstacles and frustrations, students some times give up and do not enroll.

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

We offer classes courses in the morning, afternoon, and evening so courses students might wish to take during the same semester do not conflict. For example, many students who take ASL 57 are also enrolled in ASL 52, so these courses do not overlap.

- Recommendations and priorities.

Offer ASL 464 course every semester (including summer), so students can have as many options as possible to complete the 60-75 hours for two semesters or 120-150 hours in one semester. Our students have other school and work commitments and completing the number of hours for the work experience class can be taxing, especially if they are trying to complete all require hours in one semester.

## 6. Student Success and Student Equity:

- Describe course completion rates (*% of students that earned a grade "C" or better or "Credit"*) in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?
- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

Success%	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	55.77%	71.09%	69.73%	76.92%	64.14%	63.99%	82.42%	63.07%	65.41%

College course completion standard     ??    

CAMPUS	Berkeley
SUBJECT	ASL
CATALOG_NBR	(All)
TERM	2015 Spring



Course and Gender			
Success Course	Term		
	Female	Male	Unknown
ASL 200B - CLASSIFIERS 2	81.82%	100.00%	100.00%
ASL 464 - OCC WE/AMERICAN SIGN LANG	57.14%	50.00%	100.00%
ASL 50 - ASL I	62.24%	64.71%	33.33%
ASL 50B - ASL I (MODULE B)	NA	100.00%	NA
ASL 51 - ASL II	63.27%	57.14%	100.00%
ASL 51A - ASL II (MODULE A)	100.00%	NA	NA
ASL 51B - ASL II (MODULE B)	100.00%	NA	NA
ASL 52 - ASL III	58.82%	75.00%	100.00%
ASL 52A - ASL III (MODULE A)	100.00%	NA	NA
ASL 52B - ASL III (MODULE B)	NA	NA	100.00%
ASL 53 - ASL IV	75.00%	50.00%	100.00%
ASL 55B - HIST/CULT OF DEAF PEOPLE II	73.91%	16.67%	100.00%
<b>Grand Total</b>	<b>66.11%</b>	<b>60.87%</b>	<b>80.00%</b>

Course and Ethnicity									
Success Course	Term								
	American Indian/Alaskan Native	Asian	Black/African American	Filipino	Hispanic	Other Non white	Pacific Islander	White Non Hispanic	Mul
ASL 200B - CLASSIFIERS 2	100.00%	NA	83.33%	NA	100.00%	NA	NA	78.57%	100
ASL 464 - OCC WE/AMERICAN SIGN LANG	0.00%	NA	33.33%	NA	60.00%	NA	NA	42.86%	100
ASL 50 - ASL I	NA	85.71%	53.33%	75.00%	50.00%	100.00%	100.00%	64.10%	69
ASL 50B - ASL I (MODULE B)	NA	NA	NA	NA	NA	NA	NA	100.00%	1
ASL 51 - ASL II	50.00%	100.00%	46.15%	100.00%	25.00%	NA	NA	68.18%	62
ASL 51A - ASL II (MODULE A)	NA	NA	NA	NA	NA	NA	NA	100.00%	1
ASL 51B - ASL II (MODULE B)	NA	NA	NA	NA	100.00%	NA	NA	NA	1
ASL 52 - ASL III	100.00%	NA	66.67%	NA	33.33%	NA	NA	60.00%	66
ASL 52A - ASL III (MODULE A)	NA	NA	NA	NA	NA	NA	NA	100.00%	1
ASL 52B - ASL III (MODULE B)	NA	NA	NA	NA	NA	NA	NA	100.00%	1
ASL 53 - ASL IV	NA	NA	50.00%	NA	50.00%	NA	NA	83.33%	75
ASL 55B - HIST/CULT OF DEAF PEOPLE II	0.00%	NA	60.00%	NA	75.00%	NA	NA	83.33%	0.
<b>Grand Total</b>	<b>55.56%</b>	<b>90.91%</b>	<b>54.69%</b>	<b>83.33%</b>	<b>56.86%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>69.57%</b>	<b>68</b>

Department/discipline course completion rates:

Course 1. ASL 50 ??  
 (course name and number) rate

Course 2. ASL 51 (course name and number)	_____	rate
Course 3. ASL 52 (course name and number)	_____	rate
Course 4. ASL 53 (course name and number)	_____	rate
Course 5. ASL 55A (course name and number)	_____	rate
Course 6. ASL 55B (course name and number)	_____	rate
Course 7. ASL 57 (course name and number)	_____	rate
Course 8. ASL 200B (course name and number)	_____	rate
Course 8. ASL 202B (course name and number)	_____	rate
Course 8. ASL 464 (course name and number)	_____	rate

Discussion:

- Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

**N/A**

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

College course completion standard \_\_\_\_\_

*Please insert the data chart here or complete the section below.*

Department/discipline Distance Education (100% online) course completion rates:

Course 1. \_\_\_\_\_  
(course name and number) rate

Course 2. \_\_\_\_\_  
(course name and number) rate

Course 3. \_\_\_\_\_  
(course name and number) rate

ETC.

Discussion:

- Describe course completion rates in the department **for Hybrid** courses for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?

**N/A**

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

College course completion standard \_\_\_\_\_

*Please insert the data chart here or complete the section below.*

Department/discipline Hybrid course completion rates:

Course 1. \_\_\_\_\_  
(course name and number) rate

Course 2. \_\_\_\_\_  
(course name and number) rate

Course 3. \_\_\_\_\_  
(course name and number) rate

Discussion:

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

**N/A**

- Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a “W” in a course or series of courses). for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

Retention%	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	67.31%	81.96%	80.00%	80.00%	78.54%	72.92%	87.91%	77.09%	76.42%

**DATA ACCURATE??**

- Are there differences in the retention completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

College retention standard \_\_\_\_\_

Discipline, department, or program retention rates

Year 1. \_\_\_\_\_

Year 2. \_\_\_\_\_

Year 3. \_\_\_\_\_

Discussion:

- Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?
- Which has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three year

**7. Human, Technological, and Physical Resources (including equipment and facilities):**

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Discipline	Sub-Discipline	FTEs F15	Productivity F15	Total FTEF F15	% of total FTEF	Contract FTEF	Contract FTEF/Total FTEF	% of Contract Faculty	PT FTEF/Total FTEF	FT:P T Ratio
ASL	ASL	47.33	13.31	3.75	3.10%	2	53%	3%	47%	1.14

Full-time faculty headcount 2

Part-time faculty headcount 7 or 8

Total FTEF faculty for the discipline, department, or program 3.75

Full-time/part-time faculty ratio 1.14

Classified staff headcount 0

- Describe your current utilization of facilities and equipment. Currently our classes use room 223 and 226 which are designated and equipped for ASL instruction. Our ASL lab has five MAC computers with built-in cameras which we use to film individuals for exams. Our department has 10 working camcorders for filming individual, pair or group exams/ class activities in classrooms.
- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

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 and training for ASLPI Interviewers/raters.

The program is in great need of ASL tutors. We recommend creating a permanent part-time classified position as ASL tutor to work with students and possibly facilitate advanced students tutoring beginning students. Ideally, the part-time position should be staffed by a native signer. Tutors can be used for proctoring exams. Because the test materials are all in sign, we are often concerned that PSSD proctors, who are not ASL fluent, cannot tell whether students cheat by repeating videos when they shouldn't be.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

We need new computers, laptops and iPads. DVDs will soon be obsolete and we will need to use online methods of data transfer such as with youtube, dropbox, Moodle, etc.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

We use room 223 and 226 which are designated for ASL instruction-- they are equipped with proper lighting, screens, chairs/seating, and curtains. We must continue being the prioritized user of these rooms.

If a light is flicking or broken, it must be replaced immediately because the flickering light is extremely distracting in a visual classroom. It also results in poor quality lighting. Students must be able to see the teacher's and classmates' faces and hands for effective learning and communication. Projectors and lights must be checked every semester to ensure they work properly.

The chair situation is always problematic for our instructors. Because we have to share these classrooms with other departments, which have much higher numbers of students, the rooms have an excessive number of chairs. To teach ASL, a visual language, effectively, students must sit in a semi-circle and the unused chairs have to be moved out of the way. Our instructors have been injured from bumping into the piled up, empty chairs.

- Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

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## 8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

With only two full-time faculty (one recently hired this fall), we are trying to serve in various roles: Academic Senate, CTE, Assessment (P.I.E.), meetings for chairs, and ASL Advisory Council.

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Our program heavily depends on the Deaf community to help our students experience Deaf culture and improve their signing skills through interaction outside the classroom. There are various local and national Deaf events as well as agencies and organizations where our students can meet member of the Deaf community and other signers.

ASL faculty have been involved in non-profit organizations for professional development and collaboration: Bay Area American Sign Language Teacher Association which is affiliated with the nation-wide organization, American Sign Language Teacher Association.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Most of our ASL faculty have other job commitments, so it is difficult for them to find available time to participate in departmental trainings, discussions, and decision-making. We meet twice a year as a department for these types of activities. However, we are in touch with each other by email as needed for discussions or proposals. We haven't had any training in a while due to a lack of available budget.

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## 9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

N/A

- How do you train new instructors in the use of Distance Education platforms? Is this sufficient?

N/A

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## 10. Discipline, Department or Program Goals and Activities:

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).
- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

1. Convert hybrid courses: ASL 57, 55A and 55B
2. 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.
3. 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 course was Introduction to Consecutive to give students a taste of interpreting. With budget cuts in 2008, 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 IPP at Ohlone because of their work commitment. IPP requires students to be full time and the commitment is very demanding and arduous. Many students are not willing to quit their current job to be a full time student. There is no other IPP offered in Bay Area. Other possible idea is to develop plan for part-time students with help from the Ohlone IPP.
4. Get consistent funding to pay ASLPI raters/interviewers for their work and/or to provide training for raters
5. Develop non-credit courses.

- **Goal 2. Assessment and Rationale:**

Develop better assessment tools for transfer students. Potential students from all over 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 courses from other colleges and/or waive courses here.

- **Goal 3. Instruction Activities and Rationale:**

1. Add one ASL 50 section on Tuesday/Thursday afternoon. This will help to keep a reasonably large number of students enrolling in advanced classes.
2. Get new, high quality cameras to replace the old soon-to-be-obsolete cameras. Because ASL is a visual language, filming is the best option for students to do self-assessment. They are also needed to film exams and the ASLPI.
3. Support collaborative professional development to maintain quality of instructors and program. There is a local chapter of the American Sign Language Teachers Association (BA-ASLTA) in bay area and we will find ways to collaborate with this organization as well as ASL instructors from all over the Bay Area.

- **Goal 4. Student Success and Student Equity Activities and Rationale:**

1. Develop non-credit courses to serve students who transfer to BCC and need to work on their skills or for our own students who need a refresher after time away from the classroom.
2. Get ASL tutors who are ASL fluent. They should work closely with our ASL faculty in order to be familiar with our curriculum and methods of instruction in order to tutor our students effectively.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

Activities and Rationale:

Provide training or workshops for faculty. We always need to continue collaborative professional development to provide improved and updated curriculum and pedagogy. To develop or plan a project (e.g. standardized exams and rubrics), it takes significant faculty time outside of teaching, but the projects are certainly valuable and beneficial to our students. Because we have more part-time faculty than full-time faculty, funding is in great need to support adjuncts.

Appendix A

Comprehensive Instructional Program Review  
 Prioritized Resource Requests Summary for Additional (New) Resources

**College: Berkeley City College**

**Discipline, Department or Program: American Sign Language Department**

**Contact person: Iva Ikeda**

**Date: Fall 2015**

<b>Resource Category</b>	<b>Description</b>	<b>Priority Ranking (1 – 5, etc.)</b>	<b>Estimated Cost</b>	<b>Justification (page # in the program review narrative report)</b>
<b>Human Resources: Faculty</b>				
<b>Human Resources: Classified</b>	Part-time assistant-ASL tutors	1	\$5,000-\$7,000 per assistant-tutor per semester	
<b>Human Resources: Student Workers</b>				
<b>Technology</b>	Video assessment software	2	Est. \$1000 subscription	
<b>Equipment</b>	2 high-quality camcorders portable dividers	4	\$3000 \$500	
<b>Supplies</b>	Memory cards, tripods, curtains,	5	\$500	
<b>Facilities</b>				
<b>Professional Development</b>	ASLPI training, workshops	3	\$3000	
<b>Other (specify)</b>				

Appendix B

**PCCD Program Review  
Alignment of Goals Template**

**College:** \_\_\_\_\_

**Discipline, Department or Program:** \_\_\_\_\_

**Contact Person:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<b>Discipline, Department or Program Goal</b>	<b>College Goal</b>	<b>PCCD Goal and Institutional Objective</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Appendix C

**Program Review Validation Form and Signature Page**

**College:**

**Discipline, Department or Program:**

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**Part I. Overall Assessment of the Program Review Report**

Review Criteria	Comments: Explanation if the box is not checked
<p><input type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input type="checkbox"/></p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p>	

**Part II. Choose one of the Ratings Below and Follow the Instructions.**

Rating	Instructions
<input type="checkbox"/> 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
<input type="checkbox"/> 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
<input type="checkbox"/> 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

### Part III. Signatures

#### Validation Team Chair

\_\_\_\_\_  
 \_\_\_\_\_  
 Print Name Signature Date

#### Discipline, Department or Program Chair

\_\_\_\_\_  
 \_\_\_\_\_  
 Print Name Signature Date

#### Received by Vice President of Instruction

\_\_\_\_\_  
 \_\_\_\_\_  
 Print Name Signature Date

