

**Peralta Community College District
Annual Program Update Template 2013-2014
DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters**

I. Overview			
BI Download:	10/23/2013 17:41	Dept. Chair:	Iva Ikeda
Subject/Discipline:	ASL	Dean:	Antonio Barreiro
Campus:	Berkeley City College		
Mission Statement	<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. Enrollment					
	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F10	0	379	0	0	379
Census Enrollment F11	0	382	0	0	382
Census Enrollment F12	0	388	0	0	388
Sections F10	0	12	0	0	12
Sections F11	0	11	0	0	11
Sections F12	0	11	0	0	11
Total FTES F10	0	61.73	0	0	61.73
Total FTES F11	0	61.45	0	0	61.45
Total FTES F12	0	63.22	0	0	63.22
Total FTEF F10	0	3.79	0	0	3.79
Total FTEF F11	0	3.39	0	0	3.39
Total FTEF F12	0	3.36	0	0	3.36
FTES/FTEF F10	0	16.27	0	0	16.2876
FTES/FTEF F11	0	18.11	0	0	18.1268
FTES/FTEF F12	0	18.8	0	0	18.8155

III. Student Success

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F10	0	354	0	0	354
Total Graded F11	0	373	0	0	373
Total Graded F12	0	377	0	0	377
Success F10	0	245	0	0	245
Success F11	0	280	0	0	280
Success F12	0	268	0	0	268
% Success F10	0	0.69	0	0	0.69
% Success F11	0	0.75	0	0	0.75
% Success F12	0	0.71	0	0	0.71
Withdraw F10	0	68	0	0	68
Withdraw F11	0	55	0	0	55
Withdraw F12	0	68	0	0	68
% Withdraw F10	0	0.19	0	0	0.19
% Withdraw F11	0	0.15	0	0	0.15
% Withdraw F12	0	0.18	0	0	0.18

IV. Faculty

	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F10	0	2.56	0	0	2.56
Contract FTEF F11	0	1.63	0	0	1.63
Contract FTEF F12	0	0.9	0	0	0.9
TEMP FTEF F10	0	1.23	0	0	1.23
TEMP FTEF F11	0	1.48	0	0	1.48
TEMP FTEF F12	0	2.36	0	0	2.36
Extra Service FTEF F10	0	0	0	0	0
Extra Service FTEF F11	0	0.28	0	0	0.28
Extra Service FTEF F12	0	0.1	0	0	0.1
Total FTEF F10	0	3.79	0	0	3.79
Total FTEF F11	0	3.39	0	0	3.39
Total FTEF F12	0	3.36	0	0	3.36
% Contract/Total F10	0	0.67	0	0	0.6755
% Contract/Total F11	0	0.48	0	0	0.4808
% Contract/Total F12	0	0.27	0	0	0.268

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.

Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.

V. Program Outcomes and Assessments: For each one, cite Institutional Learning Outcomes (Appendix I)

Note: If program assessment has not been completed, describe assessment plan, including date, under "Assessment Findings" and put "NA" under "Action Plan."

Program	Outcomes	Assessment Findings	Action Plan
Program 1:	<ul style="list-style-type: none"> - Demonstrate expressive competence in ASL. (Communication) - Demonstrate receptive competence in ASL. (Communication) <hr/> - 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) 	<p>Assessment finding for competence in ASL is done via the American Sign Language Proficiency Interview (ASLPI) in the ASL 53 class. Our students performed well in expressive and receptive skills.</p> <hr/> <p>Assessment analysis on awareness and cultural behavior has not begun yet.</p>	<ul style="list-style-type: none"> - Continue to provide training to interviewers and raters to ensure consistent and accurate evaluations. - Establish funding for ASLPI interviewers and raters
Program 2:	N/A		
Program 3:	N/A		
Any general education components:	<p>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</p>	See above.	See above.
Any basic skills	N/A		

components:			
Describe assessment methods you are using:			
<p>The ASL Proficiency Interview (ASLPI) is a required activity at the end of ASL 52 & 53. 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. Each student has a 15-20 minute individual interview with an ASLPI interviewer (preferably members of the Deaf community and not their own teachers to prevent bias). The ASLPI score from ASL 53 (this course is the capstone of our program) is calculated in five aspects: grammar, vocabulary, fluency, accent, and comprehension. The total average rating of each aspect is 82% or above except for accent which is 78%.</p>			
Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements:			
<p>The average ASLPI score from ASL 53 classes was 2.1 which equates to 82%. We consider this score very successful. It is very critical that we continue to provide training to interviewers and raters to ensure consistent and accurate evaluations.</p>			

VI. Action Plans

Please describe your plan for responding based on the preceding data: BI Tool (see II., III., IV. above), program learning outcomes action plans (see VI. above), Berkeley City College (BCC) and Peralta (PCCD) institutional goals (see Appendix II), and/or external evidence (see V. above) if appropriate. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps. Please add rows as needed.

Plans are numbered in order by priority.

Action Item	Steps/Timeline	Person(s) Responsible	Supporting Data Source (check all that apply)
1. Hire a full time ASL instructor	Follow hiring procedure	Vice President of Instruction, Dean ASL Dept Chairperson	<input checked="" type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input checked="" type="checkbox"/> Other
2. Find on-going funding for ASLPI interviewers/raters.	Find sufficient on-going funding for paying ASLPI interviewers and raters	Dean	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other

3. Hire full-time ASL instructional assistant and tutor	- Budget increased - Hire full-time instructional assistant and tutor	Vice President of Instruction, ASL Dept Chairperson	<input checked="" type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
4. ASLPI training for ASLPI Interviewers and raters	- Establish funding for a training -Find a trainer	ASL Dept Chairperson	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
5. 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	Dean	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
6. Assess SLOs for our ASL courses	Scheduled for assessment	ASL Faculty	<input checked="" type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD 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	ASL Faculty	<input checked="" type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD Institutional Goals <input checked="" type="checkbox"/> Other
8. Replace chairs for room 223 and 226	Buy new chairs that are easy to carry, fold, and stack.	ASL Dept Chairperson	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD Institutional Goals <input checked="" type="checkbox"/> Other
9. Deaf lectures/workshops about Deaf issues	Establish funding for a variety of events/workshops Collaborate with	ASL Faculty	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input checked="" type="checkbox"/> Other

10. Build an interpreting program	Ohlone's Interpreting Preparation Program	ASL Faculty	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input checked="" type="checkbox"/> Other
11. Set up a learning/language lab.	<p>Find out whether we will have a new building in the future.</p> <p>Research language labs at other colleges (compare cost, room size, number of computers, etc.)</p>	ASL Dept Chairperson	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other

VII. Narrative: For disciplines that support interdisciplinary programs provide additional qualitative data if appropriate.

College Strategic Plan Relevance

Check all that apply

- New program under development
- Program that is integral to your college's overall strategy
- Program that is essential for transfer
- Program that serves a community niche
- Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- Other

VIII. Resource Needs: Please use the Excel template to estimate the cost of your needs, which will be used to support budget planning efforts.	Link to Action Plans (Refer to # of item in section VI)	Estimated Cost: Please use Excel template to estimate costs.
<p>Please describe and prioritize any faculty, classified, and student assistant needs.</p> <p>A. Hire a full-time ASL instructor</p> <p>B. Institutionalize a budget to pay American Sign Language Proficiency Interview (ASLPI) interviewers/raters</p> <p>C. Institutionalize a budget to pay an ASLPI trainer</p> <p>D. Hire a full-time ASL instructional assistant & tutor</p> <p>E. Pay ASL faculty for participating in SLO assessment, ASLPI and developing a standardized ASL 50 exam, "entrance" exams, and explore developing an interpreting program.</p> <p>F. Institutionalize a budget to pay guest lecturers, on current Deaf community issues</p>	<p>A. Action Item #1</p> <p>B. Action Item #2</p> <p>C. Action Item # 4</p> <p>D. Action Item #3</p> <p>E. Action Item #6,7,9</p> <p>F. Action Item #10</p>	<p>A. \$80,000</p> <p>B. \$8000 per year</p> <p>C. \$1,200 per training</p> <p>D. \$36,000 (?)</p> <p>E. TBD</p> <p>F. \$4000 (\$1000 per lecturer per year)</p>
<p>Please describe and prioritize any equipment, material, and supply needs.</p> <p>Replace chairs in room 223 and 226. We need chairs that are easy to carry, fold and stack.</p> <p>Replace 9 Apple computers in rooms 222 and 225. Current computers are outdated and cannot be upgraded.</p>	<p>Action Item #8</p> <p>Action Item #5</p>	<p>TBD</p> <p>\$18,000</p>
<p>Please describe and prioritize any facilities needs.</p> <p>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)</p>	<p>Action item #11</p>	<p>TBD</p>

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.

Appendix I: BCC Institutional Learning Outcomes (ILOs)

Berkeley City College Institutional Learning Outcomes

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

Communication

Students show that they communicate well when they

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

Critical Thinking

Students demonstrate critical thinking skills when they

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

Computational Skills (Quantitative Reasoning*)

Students demonstrate computational skills when they

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

Ethics and Personal Responsibility

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

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

Global Awareness & Valuing Diversity (Intercultural Competency*)

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

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

Information Competency

Students demonstrate information competency when they

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

Self-Awareness & Interpersonal Skills

Students demonstrate self-awareness and interpersonal skills when they

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

Appendix II: Goals

Berkeley City College Institutional Goals 2013 - 2014

1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students
2. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)
3. Ensure BCC programs and services reach sustainable, continuous improvement level
4. Collaborate to ensure Fiscal Stability
5. Meet BCC resident FTES target (3,691) by preserving and nourishing resources

Peralta Community College District Strategic Goals 2013 - 2014

- A. Advance Student Access, Equity, and Success
- B. Engage and Leverage Partners
- C. Build Programs of Distinction
- D. Create a Culture of Innovation and Collaboration
- E. Develop and Manage Resources to Advance Our Mission

BCC Goals	Alignment with PCCD Goals Below
1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students	A. Advance Student Access, Equity, and Success B. Engage and Leverage Partners C. Build Programs of Distinction
2. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)	A. Advance Student Access, Equity, and Success C. Build Programs of Distinction
3. Ensure BCC programs and services reach sustainable, continuous improvement level	B. Engage and Leverage Partners C. Build Programs of Distinction D. Create a Culture of Innovation and Collaboration
4. Collaborate to ensure Fiscal Stability	D. Create a Culture of Innovation and Collaboration E. Develop and Manage Resources to Advance Our Mission
5. Meet BCC resident FTES target (3,691) by preserving and nourishing resources	E. Develop and Manage Resources to Advance Our Mission