**Peralta Community College District**

## Annual Program Update Template 2014-2015

## DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters

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| I. Overview | | | |
| BI Download: | 10/24/2014 | Dept. Chair: Iva Ikeda |  |
| Subject/Discipline: | ASL | Dean: Antonio Barreiro |  |
| Campus: | Berkeley City 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. | | |

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| II. Enrollment | | | | | |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Census Enrollment F11 | 0 | 382 | 0 | 0 | **!Undefined Bookmark, A\_CENSUS\_** |
| Census Enrollment F12 | 0 | 388 | 0 | 0 | **!Undefined Bookmark, A\_CENSUS\_** |
| Census Enrollment F13 | 0 | 396 | 0 | 0 | **!Undefined Bookmark, A\_CENSUS\_** |
| Sections F11 | 0 | 11 | 0 | 0 | **!Undefined Bookmark, A\_SECTION** |
| Sections F12 | 0 | 11 | 0 | 0 | **!Undefined Bookmark, A\_SECTION** |
| Sections F13 | 0 | 12 | 0 | 0 | **!Undefined Bookmark, A\_SECTION** |
| Total FTES F11 | 0.00 | 61.43 | 0.00 | 0.00 | **!Undefined Bookmark, A\_FTES\_F1** |
| Total FTES F12 | 0.00 | 63.22 | 0.00 | 0.00 | **!Undefined Bookmark, A\_FTES\_F1** |
| Total FTES F13 | 0.00 | 65.24 | 0.00 | 0.00 | **!Undefined Bookmark, A\_FTES\_F1** |
| Total FTEF F11 | 0.00 | 3.39 | 0.00 | 0.00 | **!Undefined Bookmark, A\_FTEF\_F1** |
| Total FTEF F12 | 0.00 | 3.36 | 0.00 | 0.00 | **!Undefined Bookmark, A\_FTEF\_F1** |
| Total FTEF F13 | 0.00 | 3.75 | 0.00 | 0.00 | **!Undefined Bookmark, A\_FTEF\_F1** |
| FTES/FTEF F11 | 0.00 | 18.10 | 0.00 | 0.00 | **!Undefined Bookmark, A\_FTESFTE** |
| FTES/FTEF F12 | 0.00 | 18.80 | 0.00 | 0.00 | **!Undefined Bookmark, A\_FTESFTE** |
| FTES/FTEF F13 | 0.00 | 17.38 | 0.00 | 0.00 | **!Undefined Bookmark, A\_FTESFTE** |

Note: Attendance Method “X” classes are excluded from the calculations.

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| III. Student Success | | | | | |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Total Graded F11 | 0 | 373 | 0 | 0 | **!Undefined Bookmark, A\_TOTAL\_G** |
| Total Graded F12 | 0 | 377 | 0 | 0 | **!Undefined Bookmark, A\_TOTAL\_G** |
| Total Graded F13 | 0 | 397 | 0 | 0 | **!Undefined Bookmark, A\_TOTAL\_G** |
| Success F11 | 0 | 280 | 0 | 0 | **!Undefined Bookmark, A\_SUCCESS** |
| Success F12 | 0 | 268 | 0 | 0 | **!Undefined Bookmark, A\_SUCCESS** |
| Success F13 | 0 | 254 | 0 | 0 | **!Undefined Bookmark, A\_SUCCESS** |
| % Success F11 | 0.00 | 0.75 | 0.00 | 0.00 | **!Undefined Bookmark, A\_SUCCESS** |
| % Success F12 | 0.00 | 0.71 | 0.00 | 0.00 | **!Undefined Bookmark, A\_SUCCESS** |
| % Success F13 | 0.00 | 0.64 | 0.00 | 0.00 | **!Undefined Bookmark, A\_SUCCESS** |
| Withdraw F11 | 0 | 55 | 0 | 0 | **!Undefined Bookmark, A\_WITHDRA** |
| Withdraw F12 | 0 | 68 | 0 | 0 | **!Undefined Bookmark, A\_WITHDRA** |
| Withdraw F13 | 0 | 86 | 0 | 0 | **!Undefined Bookmark, A\_WITHDRA** |
| % Withdraw F11 | 0.00 | 0.15 | 0.00 | 0.00 | **!Undefined Bookmark, A\_WITHDRA** |
| % Withdraw F12 | 0.00 | 0.18 | 0.00 | 0.00 | **!Undefined Bookmark, A\_WITHDRA** |
| % Withdraw F13 | 0.00 | 0.22 | 0.00 | 0.00 | **!Undefined Bookmark, A\_WITHDRA** |

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| IV. Faculty | | | | | |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Contract FTEF F11 | 0.00 | 1.63 | 0.00 | 0.00 | **!Undefined Bookmark, A\_FCONT\_F** |
| Contract FTEF F12 | 0.00 | 0.90 | 0.00 | 0.00 | **!Undefined Bookmark, A\_FCONT\_F** |
| Contract FTEF F13 | 0.00 | 0.77 | 0.00 | 0.00 | **!Undefined Bookmark, A\_FCONT\_F** |
| TEMP FTEF F11 | 0.00 | 1.48 | 0.00 | 0.00 | **!Undefined Bookmark, A\_FTEMP\_F** |
| TEMP FTEF F12 | 0.00 | 2.36 | 0.00 | 0.00 | **!Undefined Bookmark, A\_FTEMP\_F** |
| TEMP FTEF F13 | 0.00 | 2.98 | 0.00 | 0.00 | **!Undefined Bookmark, A\_FTEMP\_F** |
| Extra Service FTEF F11 | 0.00 | 0.28 | 0.00 | 0.00 | **!Undefined Bookmark, A\_FEXSV\_F** |
| Extra Service FTEF F12 | 0.00 | 0.10 | 0.00 | 0.00 | **!Undefined Bookmark, A\_FEXSV\_F** |
| Extra Service FTEF F13 | 0.00 | 0.00 | 0.00 | 0.00 | **!Undefined Bookmark, A\_FEXSV\_F** |
| Total FTEF F11 | 0.00 | 3.39 | 0.00 | 0.00 | **!Undefined Bookmark, A\_FTOTL\_F** |
| Total FTEF F12 | 0.00 | 3.36 | 0.00 | 0.00 | **!Undefined Bookmark, A\_FTOTL\_F** |
| Total FTEF F13 | 0.00 | 3.75 | 0.00 | 0.00 | **!Undefined Bookmark, A\_FTOTL\_F** |
| % Contract/Total F11 | 0.00 | 0.48 | 0.00 | 0.00 | **!Undefined Bookmark, A\_FCONT\_F** |
| % Contract/Total F12 | 0.00 | 0.27 | 0.00 | 0.00 | **!Undefined Bookmark, A\_FCONT\_F** |
| % Contract/Total F13 | 0.00 | 0.21 | 0.00 | 0.00 | **!Undefined Bookmark, A\_FCONT\_F** |

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| V. Qualitative Assessments | |
| **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 statiscs 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. |  | |

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| VI. Course SLOs and Assessment | |
|  | Fall 2014 |
| Number of active courses in your discipline | 12 |
| Number with SLOs | 12 |
| % SLOs/Active Courses | 100% |
| Number of courses with SLOs that have been assessed | 8 |
| % Assessed/SLOs | 67% |
| Describe types of assessment methods you are using  Minutes, Rubrics, Proficiency Interviews | |
| Describe results of your SLO assessment progress  Will be discussed during Spring 2015 | |
| Describe how assessment results and reflection on those results have led to improvements.  Will be discussed during Spring 2015 | |

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| VII. Program Learning Outcomes and Assessment | |
|  | Fall 2014 |
| Number of degrees and certificates in your discipline | ?? |
| Number with Program Learning Outcomes | ?? |
| Number assessed | ?? |
| % Assessed | ?? |
| Describe assessment methods you are using  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%. | |
| Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.  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 ASLPI training to interviewers and raters to ensure consistent and accurate evaluations. | |

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| VIII. Strategic Planning Goals | |
| Check all that apply.  Advance Student Access, Success & Equity  Engage our Communities & Partners  Build Programs of Distinction  Create a Culture of Innovation & Collaboration  Develop Resources to Advance & Sustain Mission | Describe how goal applies to your program.  Complete certificate/A.A. degree in ASL and transfer to an interpreter preparation program or any program at a college/university that requires mastery of ASL skills (e.g. Gallaudet University, Ohlone College, Deaf Studies, Deaf Education, Interpretering, etc.). |

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| IX. 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 |

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| X. Action Plan |
| Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.  Include overall plans/goals and specific action steps.   1. Hire a full time ASL instructor 2. Institutionalize a budget to pay American Sign Language Proficiency Interview (ASLPI) interviewers/raters 3. Hire a full time ASL instructional assistant 4. Hire several ASL tutors 5. ASLPI training for ASLPI interviewers and raters. Institutionalize a budget to pay an ASLPI trainer 6. Provide Signing Naturally curriculum workshop/training to ASL Faculty 7. Build an interpreting program, collaborate with interpreter preparation program from another college (e.g. Ohlone College). 8. Institutionalize a budget to pay guest lecturers on current Deaf community issues 9. Set up a learning/language lab |

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| XI. Needs |
| Please describe and prioritize any **faculty, classified, and student assistant** needs.  1. A full-time ASL instructor  2. A full-time ASL instructional assistant  3. Several ASL tutors |
| Please describe and prioritize any **equipment, material, and supply** needs.  Replace 5 Apple computers in room 225 (lab) and replace projectors in classroom 223 and 226. Current projectors have ongoing problems and are not compatible with the recently installed new classroom computers. The lab computers are outdated and cannot be upgraded. |
| Please describe and prioritize any **facilities** needs.  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.    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). |
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