



2018-19 Program Review – Instructional

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

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.

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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 throughout 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.

List your Faculty and/or Staff

Full Time: Dr. Jenny Gough and Iva Ikeda

Part Time: Carley Carbin, Gerardo Di Pietro, Sandra Germinaro, Ayisha Knight-Shaw, Dr. Amy June Rowley

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

COMPLETION

- Standardize ASL 50 exams. All ASL 50 is currently using the same exam materials and able to compare for SLO assessment.

WORK IN PROGRESS

- Build possible partnerships with interpreting agencies.
- Develop assessment tools for transfer students who want to enroll in our program.

NO INITATION YET

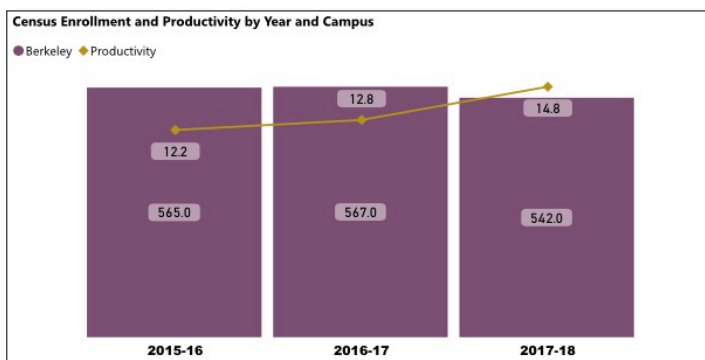
- Develop non-credit courses to serve students who transfer to BCC and need to work on their skills or for our own students who need a refresher after time away from the classroom.
- Provide ASLPI training for our faculty. NO INITATION YET.

Describe your current utilization of facilities, including labs and other space

ASL Office 222, Classroom 223 and 226, ASL Lab room 225

Enrollment Trends

Campus:
 Term:
 Subject:
 Catlog Description:
 Credit Degree:
 Basic Skill:



Year	Campus	Census Enrl	FTEF	FTES	Productivity
2015-16	Berkeley	565	7.93	96.87	12.21
2016-17	Berkeley	567	7.38	94.50	12.80
2017-18	Berkeley	542	6.25	92.20	14.76

Distance:
 Dual En:
 Transfer:
 Time o:

Term	Campus	Section ID	Subject	Catalog No.	Census Enrl	Enrl Cap	Fill Rate	Waitlist Cap	Waitlist Total	FTES	FTEF	Productivity	Instructor	Days	Class Time
Spring 17	Berkeley	1172820721	ASL	50	21	30	70.0 %	24	0	4.20	0.64	6.56	Jenny Gough	MW	09:15-10:30
Spring 17	Berkeley	1172820723	ASL	50	19	30	63.3 %	24	0	3.80	0.36	10.56	Gerardo Di Pietro	TTh	09:00-10:15
Spring 17	Berkeley	1172820725	ASL	50	20	30	66.7 %	24	0	4.00	0.36	11.11	unstaffed	MW	18:15-19:30
Spring 17	Berkeley	1172820727	ASL	50	26	30	86.7 %	24	0	5.20	0.36	14.44	Sandra Germinaro	TTh	18:15-19:30
Spring 17	Berkeley	1172820737	ASL	51	30	30	100.0 %	24	0	6.00	0.36	16.67	Ivanetta Ikeda	TTh	09:00-10:15
Spring 17	Berkeley	1172820739	ASL	51	20	30	66.7 %	24	0	4.00	0.36	11.11	Ivanetta Ikeda	TTh	18:15-19:30
Spring 17	Berkeley	1172820747	ASL	52	23	30	76.7 %	24	0	4.60	0.36	12.78	Gerardo Di Pietro	MW	18:15-19:30
Spring 17	Berkeley	1172820751	ASL	53	22	30	73.3 %	24	0	4.40	0.36	12.22	Sean Hauschildt	MW	18:15-19:30
Spring 17	Berkeley	1172820769	ASL	200B	26	30	86.7 %	10	0	1.73	0.13	13.00	Ivanetta Ikeda	M	16:00-17:50

Enrollment Trends Power BI dashboard

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years

The enrollment, in general, has remained the same. The productivity is slightly better in 2017-2018.

The fill rate of classes is mostly 60% or above. ASL 50 and 51 classes usually have high fill rate than advance classes because once they meet the language requirement, most of them are not interested in pursuing in our ASL program. Almost all of ASL courses have pre-requisites and we heavily depend on the large enrollment of ASL 50 students – the sustainability of the program can be impacted with low enrollment. We offered one section of ASL 50 in the summer 2017, ASL 51 classes were above 90%. It is critical to offer one or more ASL 50 sections in fall, spring, and summer.

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

Morning classes have fewer students than evening classes. We had the surveys asking students for schedule preferences. Most students prefer evenings because of other commitments (mostly work-related).

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

The schedule has been the same since 2014 with few class reductions. We had the surveys asking students for schedule preferences. Most students prefer evenings because of other commitments (mostly work-related). Two sections of ASL 51 are offered in every semester: one in morning and other in evening on same days (Tuesday and Thursday) In the last few years, the evening classes have more students than morning classes.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

No "new" effective and innovative teaching strategies but their extra time helping students before or after classes. ASL tutors are sorely needed because the more students understand and practice, the more they become engaged and fluent.

How is technology used by the discipline, department?

We heavily depend on technology to make videos for teaching, practicing, or testing. Several ASL instructors are starting to use CANVAS more frequently. We contemplate that CANVAS could be beneficial for students with learning disability (repeating instructional materials after class) or students, who missed classes, can catch up. There are some drawbacks with CANVAS, e.g. it does not hold sufficient memory for videos.

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 50 instructors are using the same lessons and testing materials. We standardized the exams few years ago and SLO result is more consistent.

Curriculum

Please review your course outlines of record in CurricUNet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.

All courses have been updated in fall 2016. There is no deactivated course in the past 3 years.

Due to possible new release of ASL curriculum books and workbooks for advance courses, ASL 52 and ASL 53 may be updated within the next 3 year.

CurriQunet Meta

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

We have been considering to add the ASL interpreting program to our department. Still researching on curriculum and how it will financially impact our program and Berkeley City College. One faculty is currently taking classes in interpreting pedagogy.

Assessment – Instructional

Student Learning Outcomes Assessment

List your Student Learning Outcomes

Course Number	Course Name	Student Learning Outcomes
ASL 050	American Sign Language I	Upon completion of this class, students will be able to do the following: 1. Demonstrate the basic expressive and receptive functions in ASL.
ASL 051	American Sign Language II	Upon completion of this class, students will be able to do the following: 1. Demonstrate the intermediate receptive functions in ASL.
ASL 052	American Sign Language III	Upon completion of this class, students will be able to do the following: 1. Demonstrate the ASL expressive and receptive functions in upper intermediate level.
ASL 053	American Sign Language IV	Upon completion of this class, students will be able to do the following: 1. Demonstrate the ASL expressive and receptive functions in advanced level.
ASL 055A	History and Culture of Deaf People in America I	Upon completion of this class, students will be able to do the following: 1. Describe the importance of American Sign Language and Deaf culture to members of the Deaf community 2. Explain the commonalities members of the Deaf community share, which include specific places, behaviors, experiences and activities. 3. Describe and give examples of the historical events in the Deaf community.
ASL 055B	History and Culture of Deaf People in America II	Upon completion of this class, students will be able to do the following: 1. Explain the history of significant events that have shaped Deaf History in the United States and Europe in depth. 2. Analyze and interpret the issues faced by Deaf people from social, linguistic, and political perspectives. 3. Explain individuals significant in historical developments of Deaf education, sign language, political power in the "Deaf World" and describe their contributions.
ASL 057	Structure of American Sign Language	Upon completion of this class, students will be able to do the following: 1. Compare and contrast the linguistic structures of ASL and English. 2. Analyze and discuss the linguistic structures of ASL and English. 3. Identify and explain the historical view of changing social attitudes towards American Sign Language
ASL 200A	Classifiers I	Upon completion of this class, students will be able to do the following: 1. Demonstrate the appropriate use of classifiers in their expressive signing. 2. Identify the different types of classifiers used in ASL and the purpose for each type, and correctly recognize when to use them.
ASL 200B	Classifiers II	Upon completion of this class, students will be able to do the following: 1. Demonstrate the appropriate use of all classifiers in expressive signing. 2. Identify and describe in depth different types of classifiers used in ASL and the purpose for each type, and correctly use them.
ASL 202A	Fingerspelling and Numbers I	Upon completion of this class, students will be able to do the following: 1. Demonstrate receptive and expressive basic skills of fingerspelling words, letters and numbers.
ASL 202B	Fingerspelling and Numbers II	Upon completion of this class, students will be able to do the following: 1. Demonstrate receptive and expressive advanced skills of fingerspelling and numbers.
ASL 464	Occupational Work Experience: American Sign Language	Upon completion of this class, students will be able to do the following: 1. Demonstrate expressive and receptive competencies in American Sign Language on the job with supervisors and co-workers. 2. Analyze and document on-the-job experiences at the placement site, including how topics studied in school relate to experiences there.
		updated Spring 2017

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

Obtaining SLO data from ASL instructors is slow, difficult, and frustrating. The raw data is not always easy to read or set up easily especially with Excel.

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

1 out of 12 courses had been assessed. Still work in progress.

How has your dept worked together on assessment (planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

Scheduling a group meeting is challenge due to their other school commitments, especially with adjunct instructors. Instead of meeting in a group, the department chair had to meet individuals to obtain and discuss data. Like it was mentioned previously, the raw data is not always easy to read or set up easily so the chair eventually set it up by herself in hope that one can make sense of it before discussing with instructors again. Slow, difficult, and frustrating.

Collaboration

All ASL instructors participated.

Leadership Roles

See above

Planning Process

See above

Dept meetings for Collaboration

See above

Data Analysis

See above

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

Standardized the testing materials in ASL 50 classes — the test results are more consistent. Students have demonstrated they are skilled and well-prepared when enrolling an advance class. We are able to consult with students from ASL 50 classes who got a C as their final grade to consider in taking the same class again to improve their receptive and/or comprehension skills before enrolling advance courses.

Does your department participate in the assessment of multidisciplinary programs? If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

No, our department does not participate in the assessment of multi-disciplinary programs.

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

No, our department does not participate in the assessment of ILOs.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

I don't know if the assessment coordinators are able to help with setting up our data more clearly. I need an assistant who works closely with our department so s/he becomes familiar with ASL skill areas/features and able to set raw data up more clearly.

Course Completion

College: Berkeley City College | Semester: Fall 17 | Subject: ASL | Catalog No.: All | Academic: 2017-18

Academic Year	College	Completion Rate	Retention Rate
2017-18	Berkeley City College	64 %	79 %

Academic Year	Subject	Completion Rate	Retention Rate
2017-18	ASL	65 %	77 %

Age Range

Gender

Ethnicity

Age Range	Ttl Graded	Completions	Completion Rate
15 or younger	12	11	92 %
16-18	29	16	55 %
19-24	97	57	59 %
25-29	56	41	73 %
30-34	12	8	67 %
35-54	62	43	69 %
55-64	8	3	38 %
65 & Above	3	3	100 %

Gender	Ttl Graded	Completions	Completion Rate
Female	216	143	66 %
Male	56	35	63 %
Unknown	7	4	57 %

Ethnicity	Ttl Graded	Completions	Completion Rate
Asian	29	20	69 %
Black / African American	43	21	49 %
Hispanic / Latino	63	36	57 %
Pacific Islander	1	1	100 %
Two or More	29	20	69 %
Unknown / NR	19	11	58 %
White	95	73	77 %

Navigation: Age_Gender_Ethnicity | Special Populations | Mode of Instruction | Course Detail

College: Berkeley City College | Semester: Spring 18 | Subject: ASL | Catalog No.: All | Academic: 2017-18

Academic Year	College	Completion Rate	Retention Rate
2017-18	Berkeley City College	66 %	79 %

Academic Year	Subject	Completion Rate	Retention Rate
2017-18	ASL	69 %	76 %

Age Range

Gender

Ethnicity

Age Range	Ttl Graded	Completions	Completion Rate
15 or younger	6	5	83 %
16-18	25	19	76 %
19-24	99	56	57 %
25-29	51	40	78 %
30-34	23	16	70 %
35-54	47	35	74 %
55-64	11	8	73 %
65 & Above	5	5	100 %

Gender	Ttl Graded	Completions	Completion Rate
Unknown	7	5	71 %
Male	70	49	70 %
Female	190	130	68 %

Ethnicity	Ttl Graded	Completions	Completion Rate
Asian	27	20	74 %
Black / African American	41	17	41 %
Hispanic / Latino	64	44	69 %
Two or More	31	20	65 %
Unknown / NR	13	10	77 %
White	91	73	80 %

Navigation: Age_Gender_Ethnicity | Special Populations | Mode of Instruction | Course Detail

Course Completion Power BI Dashboard

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age

Comparing fall 2017 and spring 2018 (there is no data before fall 2017 provided), the completion rate increased. 19-24 group fell less than 3% and 15 or younger group has 5 out of 6 students completed.

Ethnicity

The completion rate mostly increased except for Two or More group (decreased 5%) and Black/ African American (8%). It is difficult to comment on why numbers decreased because the data don't reveal sufficient.

Gender

All completion rate increased by 7% or above.

Foster Youth Status

Only one data available: spring 2017 which had 2 students, only 1 completed.

Disability Status

Comparing spring 16 to spring 18, the former is 63% with 29 students and the latter is 45% with 18 students. The reason why it is declining could be because they need ASL tutors. In last several years, we didn't have ASL tutors available, especially the ones who are fluent in ASL. There are two private tutors available but most of students couldn't afford or couldn't make because of schedule conflict.

Low Income Status

Comparing spring 16 to spring 18, the former is 68% with 151 students and the latter is 63% with 126 students. Fall 17 has 57%. Possibly same reason: no ASL tutors available.

Veteran Status

Only two data available are spring 2016 (33% with 5 students) and spring 2018 (50% with 2 students). Not significant enough to compare.

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

Face-to-Face

No significant difference. It has been expected that evening classes have better completion rate than morning classes.

Hybrid

ASL 57 is only one that is hybrid but the instructor had not practiced. One or two times in the whole semester, instructors asked students to watch movies online instead of showing up in class. No significant difference.

100% Online

No online course is offered

Dual Enrollment

No dual enrollment course is offered

Day time

Increased by 16%.

Evening

Decreased by 4%. No significant difference.

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

No significant difference. ASL's completion rate from all data is 65% or above.

How do the department's Hybrid course completion rates compare to the college course completion standard?

No significant difference.

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?

No significant difference.

Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

No significant difference. ASL's retention rate from all data is 76% or above.

What has the discipline, department, or program done to improve course completion and retention rates?

Instructors had to use a lot of extra times to help students—very taxing for part timers. ASL tutors or assistants available would be extremely helpful.

Degrees & Certificates Conferred



Degrees & Certificates Power BI dashboard

What 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.

We were surprised that 22 students completed our program in the year of 17-18. We have not done anything different in past 3 years.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

Possibly interpreting program?

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

Offering more ASL 50 sections (only if they have room for our classes) and ASL interpreting program.
More ASL tutors

Engagement

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.

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

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

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff	Test proctors available for evening classes			
Personnel: Student Worker	Test proctors available for evening classes			
Personnel: Part Time Faculty	ASL tutors			
Personnel: Full Time Faculty	ASL tutors			

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	Canvas training especially for ASL instructors (making, uploading and making signing videos)	\$1000 for trainers who are familiar with

Professional Development: Personal/Individual PD needed	Workshop or class on planning and setting up an online course especially designed for ASL class (requires different needs and features than regular class)	
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Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software	None	
Supplies: Books, Magazines, and/or Periodicals	None	
Supplies: Instructional Supplies	Black markers (no other colors), board erasers, scanner	\$150 for markers and erasers each semester. \$500 for scanner
Supplies: Non-Instructional Supplies	Zoom for video conference for ASL instructors to meet with students via Zoom for meetings or class interviews	\$15.00 monthly. Need 4 separate numbers
Supplies: Library Collections	None	

Resource Category	Description/Justification	Total Estimated Cost
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Technology & Equipment: New	6 new camcorders are needed for filming signing tests or interviews. Our current camcorders are bought 10 years ago and they are soon obsolete.	\$1200 (\$200 each camcorder)
Technology & Equipment: Replacement	None	

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms	Other than classroom 223 and 226, two portable white boards are needed for other rooms (e.g. 212, 214, or 216) because screens block white boards when pulled down. Because of that, ASL instructors cannot write anything while teaching with PP slides or showing videos on screens. We need the portable ones that we can put in our own storage (or office) and use them whenever needed instead of looking for it or waiting for a custodian to find one for us.	\$500
Facilities: Offices	One new (or used) iMac computer with lighting equipment for ASL faculty to make videos without having to pull things down or use lab room	\$1500
Facilities: Labs	None	
Facilities: Other	None	

Resource Category	Description/Justification	Total Estimated
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		Cost
Library: Library materials		
Library: Library collections		

Resource Category	Description/Justification	Total Estimated Cost
OTHER	Canvas help support for students and instructors and add more features especially video storage	