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| **Berkeley City College’s mission is to provide our diverse community with**  **educational opportunities, promote student success, and to transform lives.** |

**Introduction and Directions**

The Peralta Community College District has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years.

The Program Review 2021-22 timeline has been developed for each program and services to guide through the semester. Please review and work with your Deans, Managers, Department Chairs and/or Supervisors to complete this Program Review.

The Program Review is intended to primarily focus upon planning for the subsequent two years and institutional effectiveness. The Program Review process directly leads to the institutional resource allocation process and budget planning for the following academic year (2022-23). This is an opportunity for each administrative unit, support service program, and department to reflect on progress made and identify areas of program improvements to achieve equitable student success and elimination of achievement gaps. In this process of making continuous quality improvement, there is an opportunity for each program, student services, and department to request resources that support achieving the stated goals.

If you have questions regarding other material in the Program Review, please contact your Dean or Manager. If you have questions regarding data, please contact Dr. Phoumy Sayavong, Senior Researcher and Planning Analyst (psayavong@peralta.edu).

**Please email the completed Program Review to your Dean by November 30, 2021.**

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| **COLLEGE PROFILE** |
| [Click here to view the Berkeley City College Student Demographics Dashboard](https://app.powerbi.com/view?r=eyJrIjoiOWQ0NDc2M2YtZDUyMi00MjdkLTljZTktOWI3MzQyYzdlNDc0IiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9).  This 2-page dashboard will provide information on the characteristics of our student body from the past two years such as headcount, ethnicity, enrollment status, age group, educational goals, and majors. |

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| **College Outcomes** | **2017-2018** | **2018-2019** | **2019-2020** | **2020-21** |
| Full Time Equivalent Students (FTES) | 4,140 | 3,864 | 3,696 | 3,290 |
| Efficiency  (Productivity; avg faculty-student ratio) | 13.4 | 13 | 13.2 | 14.3 |
| Success Rate (%) | 67% | 69% | 67%\* | 74% |
| Degrees + Certificates Awarded (#) | 1,021 | 948 | 1,106 | 1,014 |

*\*Excludes “EW” grades*

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**To view prior Program Reviews,** [**click here**](https://drive.google.com/drive/folders/1uzclwbMDUQPLY-nkDx1sq8Dy6ODICv-6?usp=sharing)**. To view prior Annual Program Updates,** [**click here**](https://drive.google.com/drive/folders/1NcFLqqL0DhYtaKQ6ntaejh1z7qtGao1F?usp=sharing)**.**

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| 1. **DEPARTMENT DESCRIPTION**   Please verify the mission statement for your department. If your program has not created a mission statement, provide details on how your department supports and contributes to the College’s mission. | | |
| **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.** | | |
| **Name(s) of member(s) completing this Program Review** | **Department/Program** | **Completion Date** |
| Dr. Jenny Gough | American Sign Language | November 29, 2021 |
| **List faculty names and/or staff with assignments in fall 2021.** | | |
| Full Time | Part Time | |
| Dr. Jenny Gough  Iva Ikeda | Carley Carbin  Gerardo Dipietro  Dr. Daniel Gough | |

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| **II. STUDENT EQUITY & SUCCESS** |
| Using the data dashboards provided below, review and reflect upon the outcome trends for your department. You may use data from other sources if available.  [Click here if you would like to view BCC’s Planning Documents](https://www.berkeleycitycollege.edu/prm/bcc-plans/) (Education Master Plan, College Strategic Goals, Student Equity Plan, District Strategic Goals, Vision for Success, Guided Pathways, Technology Plan, Facilities Plan)    For assistance with data dashboards, contact Phoumy Sayavong at [psayavong@peralta.edu](mailto:psayavong@peralta.edu?subject=Program%20Review%20Data%20Dashboard%20Assistance) |

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| **3A.** [**Enrollment Trend and Productivity Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  \*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals. | | |
| **What are your enrollment trends in the past three years?** | | |
| The enrollment based on all data is slowly decreased from 509 to 457 students. The productivity based on all data is decreased from 134 to 121. | | |
| **When the data for your department are disaggregated by student ethnic groups, what trends do you observe and how do plan to address them over the next three years?** | | |
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| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| Black/African American students- increase the % of completion\* from 48.5% to 53.35%.  Hispanic/Latino students- increase the % of completion\* from 71.9% to 79.09%. | Black/African American students- increase the % of completion\* from 53.45% to 58.69%.  Hispanic/Latino students- increase the % of completion\* from 79.09% to 86.99%. | Black/African American students- increase the % of completion\* from 58.69% to 64.55%.  Hispanic/Latino students- increase the % of completion\* from 86.99% to 95.68%. |
| **What would you recommend that we do to increase student enrollment in your department?** | | |
| Increase better service, accessibility for BIPOC/POC students, set up mentor/buddy system to support BIPOC/POC students, provide LRC service/embedded tutor service and hire BIPOC/POC instructors for ASL department. | | |

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| **3B.** [**Course Completion and Retention Rates Dashboard – Instruction**](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  \*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals.  *If you need more guidance with this item, click here for additional support.* [Click here for additional guidance for how to view and use equity data](https://drive.google.com/file/d/14C9cxxXt_YAzK_LJEVPSD_fJwwcWUVps/view?usp=sharing). If you would like to view BCC’s Equity Plan, [click here](https://www.berkeleycitycollege.edu/prm/files/2020/09/Student-Equity-Plan-2019-2020.pdf). | | |
| **On page 3 of the “Course Completion and Retention Rates by Subject” dashboard, what are the completion and retention trends by gender, age, ethnicity in your department?** | | |
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| **What disproportionately impacted (DI) population(s) showed outcomes gains in your program area and which need more support?**  *Disaggregate the data and outcomes as far down as a possible then ask:*   * *What trends do you notice when examining course success rates for disproportionately impacted student populations? Which factors do you believe have the greatest impact (positive or negative) and cause variation between student course success rates between faculty in your department? Describe some specific methods your department/unit is planning or implementing to address these equity gaps. How will you evaluate the efficacy of these interventions?* * *How has pivoting to online instruction contributed to potential reductions in student success? Provide some specific examples of practices that faculty in your department have found ineffective in the online environment.*   *Please review the video from the RP Group acknowledging the interrogation De Anza Community College committed to in their analysis of course completion and success rate:*   * + *RP project of the Year Award 2020*   [**https://www.youtube.com/watch?v=T4wQVq5a71U&feature=youtu.be**](https://www.youtube.com/watch?v=T4wQVq5a71U&feature=youtu.be) | | |
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| **How do these outcome trends compare to the college average?** | | |
| The outcome trends compare to the college average from three years ago to present have slowly increased. For instance, the completion\* for the Berkeley Community College from 69.1% (three years ago) to 71.3% (2021). All colleges are in similar average percentage of completion\* and retention. | | |
| **What questions do you have about the trends?** | | |
| 1. Does the online courses benefit students that increase % of completion\* and retention? 2. What about face to face classes? What are the factors impacted students to success and complete the courses compare face to face and online? 3. How can our colleges provide more services and support for students to increase # of course completion and rentention? | | |
| **Based on input you’ve received from students, what have they expressed as their need (s) to complete and succeed in your courses? (support your recommendations with examples) e.g., offer diff modalities; timing of day).** | | |
| 1. They need ASL tutor including LRC and embedded tutor. 2. They need ASL club. 3. Some of them want face to face classes. Some of them want online classes. 4. Revisit class schedule and check in with students if the timing of day works for them such as survey. 5. They need more services from BCC to provide their supports to meet their needs. 6. Many high school students want to take ASL courses 7. They want to take interpreting program to give their incentive and the reason to complete ASL courses for AA degree or certificate. | | |
| **How will these outcome trends you identified in this section affect your department goals and plans for the next three years?** | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| 1. Develop and modify the courses from face to face to online/hybrid courses for specific ASL courses instead of all ASL courses. 2. Continue with embedded and LRC tutor for ASL classes 3. Develop the partnership with high schools 4. Hire Instructor(s) for teaching ASL classes for high school students only | 1. Build interpreting program, possible partnerships with interpreting company 2. Continue with embedded and LRC tutor for ASL classes 3. Continue the partnership with high schools 4. Continue with the Instructor(s) teach ASL classes for high school students only | 1. Build interpreting program, possible partnerships with interpreting company 2. Continue with embedded and LRC tutor for ASL classes 3. Continue the partnership with high schools 4. Continue with the Instructor(s) teach ASL classes for high school students only |

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| **3C.** [**Degrees and Certificates Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd) | | |
| **On page 1 of the “Degrees and Certificate Awards Trends” Dashboard, what are the award trends for your department (overall, by gender, age, and ethnicity).** | | |
| The award trends by ASL has decreased and increased from 13 to 13.  The number of degrees and certificates awards trend and conferred by ASL has decreased and increased- certificates of achievement from 7 to 4 to 7 and associate in arts from 6 to 5 to 6. | | |
| **On page 4, what DI population(s) award trends showed gains in your program area and which populations need more support?** | | |
| N/A- doesn’t have division to our program area, ASL  Based on the division (blank)- Veterans, Low Income and Adult Ed awards showed gains in general program areas.  Based on the division (blank)- DSPS and Foster Youth population awards showed need more support in program areas. | | |
| **How do these outcome trends compare to the college average?** | | |
| The outcome trends showed from decline to increase and decline such as 2441 to 2537 to 2233. The outcome trends from our programs to the college average are in the similar date information. | | |
| **Based on input you’ve received from students, what have they expressed as their need (s) to complete their degrees and/or certificates? (support your recommendations with examples)** | | |
| 1. They need to take classes that they were cancelled due to low enrollments. They want to see this classes are offering no matter what situation due to their able to earn their certificate or degree and graduate on time. 2. Some of them took classes one or two years ago and they forgot some signs. We continue with tutor service where they can assist them to polish their skills. 3. Some of them wanted online, face to face and/or hybrid classes. | | |
| **How will these outcome trends you identified in this section affect your department goals and plans for the next three years?** | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| 1. Develop the strategies for cancelling the class and move them to summer. 2. Develop the non credit class where students will take an opportunity to practice more ASL skills. 3. Develop strategies for type of classes that can meet students’ motivation for taking ASL classes. | 1. Develop the strategies for cancelling the class and move them to summer. 2. Develop the non credit class where students will take an opportunity to practice more ASL skills. 3. Develop strategies for type of classes that can meet students’ motivation for taking ASL classes. | 1. Develop the strategies for cancelling the class and move them to summer. 2. Develop the non credit class where students will take an opportunity to practice more ASL skills. 3. Develop strategies for type of classes that can meet students’ motivation for taking ASL classes. |

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| **3D.** [**Transfer Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZmJlODJiODktZjM0OC00ZWIwLWIzNDMtN2Y1Yzc3ZGFhNGRhIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9) |
| **This dashboard does not provide data by subject. Reflect on what you can do to affect student transfer. How may your department help to support BCC student transfer?** (e.g., serve on panels, strengthen GP in your dept, change curriculum, increase number of AD-Ts, etc.) |
| Our asl department can offer panels, and work with counselor to hire coordinator or specialist to explain about university’ service. |

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| **3E. Curriculum** |
| View the department’s curriculum through the lens of student equity outcomes. BCC outcome data suggests that disproportionately impacted groups of students experience low rates of success. |
| **How do you plan to adjust the curriculum to advance student equity and address DI student outcome gaps?**  Examples include: making adjustments to lesson plans based on student assessment outcomes; review pedagogy and revise assignments for culturally relevant content; simplify student processes and make service areas student-centered; manage class discussions and student participation; review best practices, etc.). |
| 1. We need to adjust the curriculum to everything is equity and inclusion in the lessons. 2. We need to modify our standard assessment for the exams. |

**III. PROGRAM GOALS**

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| 1. **List your current Department Goals.** | | |
| 1. Develop online and hybrid courses for ASL 50, 51, 55A, 55B, 57, 200A, 200B, 201A and 201B.  2. Develop assessment tools for transfer students who want to enroll in our program  3. Build interpreting program, possible partnerships with interpreting agencies | | |
| 1. **How do the goals align with the College goals? If so, which ones?** | | |
| **Berkeley City College Goals**   * **GOAL I:** Strengthen Resilience: Strengthen BCC students’ abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences that result in personal and academic success. * **GOAL II:** Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program. * **GOAL III:** Enhance Career-Technical Education Certificates and Degrees: Enhance BCC’s 1- and 2-year career and technical education programs so that they provide current and transferable skills and competencies to earn a living wage in our area, and to maintain competency for advancement in one’s career. * **GOAL IV:** Increase Transfer and Transfer Degrees: Ensure that all of BCC’s programs of study and transfer pathways for degrees prepare students, in a timely manner, for multiple transfer options. * **GOAL V:** Ensure Institutional Sustainability: Increase BCC’s impact in education through innovation, internal and external collaboration and partnerships, and sufficient resources, both short-term and long-term. | | |
| 1. Work in progress  2. Work in progress  3. On hold due to COVID-19  4. On hold due to COVID-19 | | |
| 1. **Assess your facilities utilization (including labs, support for online learning, and other spaces) and for each year, indicate if the space is insufficient. If so, what are the needs and why? \****Note that facility needs and planning are addressed in the Facility Master Plan for the college, including the planning for new buildings.* | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| ASL classrooms- Deaf friendly  ASL labs  ASL tutor & embedded tutor | ASL classrooms- Deaf friendly  ASL labs  ASL tutor & embedded tutor | ASL classrooms- Deaf friendly  ASL labs  ASL tutor & embedded tutor |
| 1. **What are the essential functions of your department, any unique characteristics or trends? Provide specific examples.** | | |
| The essential functions of our department is Deaf culture as a heartbeat of program. It does affect classroom setting such as U-shaped seats and make sure everyone can see each other. When students learn ASL, they learn how to approach Deaf people in the appropriate way and communicate with Deaf people by using ASL. For online classes, it provides more opportunity to reach more people out of the bay area. In addition, there are some students who stay home and take care of their child(ren) and they get an opportunity to complete the ASL classes via online. | | |
| 1. **Describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, district and college governance have an impact on the support services your department provides. (e.g., partnered with dual enrollment and contract Ed programs at K-12 districts and high schools; support staff at high schools have access to Canvas to follow along and support students; allow tutors into the classes; Guided Pathways, AB 705, etc.)** | | |
| There are many high schools students from high schools want to sign up ASL classes under BCC. We started to have dialogue about it and the goals to set up the partnered with dual enrollment and work with K-12 districts where the instructors from BCC can teach classes to high school students.  The tutors have established two semesters ago, many students found this kind of service very benefit. We are continuing to provide embedded and LRC service for ASL students. | | |

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| Based on your responses to questions 4-8, are there areas that need improvements? If so, add improvement actions below. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Department/Discipline: |  |
| Action Name: |  |
| Description: |  |
| Completion timeline: |  |
| Responsible person: |  |

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| 1. **ASSESSMENT** |
| Berkeley City College is committed to a culture of assessment to improve instruction, services, and institutional planning.  Findings from SLO, PLO, ALO assessments, and program review data are used to direct resources for areas that are institutional priorities that are articulated in the Educational Master Plan and BCC Strategic Plan.  *Due to the critical role that course and program assessments play in our institutional planning and to be in compliance with the Accreditation requirements, the Program Review resource allocation requests require the completion of assessment in order to qualify.* |
| **9A. List and describe the department/program’s progress and reflection on Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Service Area Outcomes (SAOs). If your department/program offers a degree or certificate, please describe the department’s progress on Program Learning Outcomes (PLOs).** |
| COVID-19 disruption (from in person to OL conversion). ASL 50-53, ASL 55A & ASL 55B, ASL 202A and 202B, ASL 200 A & B, ASL 57 and ASL 464- Completed some of them and some of them are work in progress. |
| **9B. What improvement plans did your department identify upon the assessment of each program? How has your department used the results of assessment to improve student learning outcomes and/or curriculum? Please be as detailed as possible.** |
| We noticed that ASL 50 and ASL 51- students need to work on fingerspelling, expressive skills and receptive skills. We continue to provide more supports through the lessons and help them to prepare for their assessments and exams. The results of ASL 50 and 51 are similar with ASL 52 and 53. |
| **9C. Describe how the program has made use of information from the data it has from program and student learning outcomes in Round 4 (last cycle of the last 3 years) for continuous improvement.  Include the three most significant plans for improvements as a result of the assessment process with timelines.**[Click here to view your Assessment Calendar](https://peralta4-my.sharepoint.com/personal/ncayton_peralta_edu/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fncayton%5Fperalta%5Fedu%2FDocuments%2FAssessment%20Info%20for%20APU&originalPath=aHR0cHM6Ly9wZXJhbHRhNC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9uY2F5dG9uX3BlcmFsdGFfZWR1L0VrUF9iTld5cFJCSnYwNzhMM1pjcFk0Qk52MzBzZXRjQ2RpZFFwR3FWMUNCV2c_cnRpbWU9RGktQjZ4cGYyRWc) |
| The program has used the information from the data that has showed the SLOS where we need to work on modify the lessons from our curriculum, modify our activities and provide our supports to students. We will continue to complete our SLOs report for this semester by Fall 2021 and following rest of semesters by each of end of the semesters. We can see the annual program review and three year program review. This way, we can continue and modify the curriculum, lessons, services, and instructors’ supports with students’ needs. |
| **9**D**. How does your department, program, or unit ensure that students are aware of learning or service area outcomes?** |
| Our department and program are designing the SLOs that match to our ASL curriculum and assessments that apply to students’ learning. It will lead the outcome of SLOs. |
| **9**E**. Besides your syllabi, where are the service area and/or program level outcomes published? If on a website, please specify the URL.** |
| 1. [**https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf**](https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf) 2. [**https://aslta.org/wp-content/uploads/2014/07/National\_ASL\_Standards.pdf**](https://aslta.org/wp-content/uploads/2014/07/National_ASL_Standards.pdf) 3. [**https://www.gallaudet.edu/Documents/ASL-Standards/K-12-ASL-Content-Standard.pdf**](https://www.gallaudet.edu/Documents/ASL-Standards/K-12-ASL-Content-Standard.pdf) 4. [**https://www.lulu.com/shop/kim-brown-kurz/shop/kim-brown-kurz/learning-outcomes-for-american-sign-language-skills-levels-1-4/ebook/product-14npm7d5.html?page=1&pageSize=4**](https://www.lulu.com/shop/kim-brown-kurz/shop/kim-brown-kurz/learning-outcomes-for-american-sign-language-skills-levels-1-4/ebook/product-14npm7d5.html?page=1&pageSize=4) |

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| |  |  | | --- | --- | | In the boxes below, add improvement actions that are directly related to **Student Equity & Success**. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | | | **IMPROVEMENT ACTIONS** | | | Department/Discipline: | ASL | | Action Name: | ASL online and hybrid courses for ASL 50 and 51 | | Description: | Exploring and determine which teaching and learning methods that are more effective | | Completion timeline: | Fall 2022 | | Responsible person: | ASL faculty | | In the boxes below, add improvement actions that are directly related to **Student Equity & Success**. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | | | **IMPROVEMENT ACTIONS** | | | Department/Discipline: | ASL | | Action Name: | ASL online and hybrid classes, ASL 50-ASL 53. | | Description: | We need to modify our standard assessment for the exams. | | Completion timeline: | Fall 2022 | | Responsible person: | ASL faculty | |

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| 1. **ENGAGEMENT** |
| **10A. 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/staff/admin participate in.** |
| Faculty and staff have engaged with committees, presentations during flex day and apple/fig and professional development trainings. Academic Senate, Department Chair Council, Assessment Committee, and Safety committee. |
| **10B. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.** |
| Faculty and staff have engaged in community activities such as American Sign Language Association of the Deaf, Conference of Interpreter Trainers, Registry of Interpreters for the Deaf (RID), ACTFL, NorCal RID, Bay Area ASLTA, and webinars/professional development trainings/conferences. |
| **10C. Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.** |
| We attended department meetings, discussed about ASL classes, programs, students and the decision making. We also attended professional development trainings that benefited our program by revisiting our curriculum, materials, and goals. |
| 1. **10D. Discuss the relationship and engagement with other support services, programs, departments, or administrative units and how these relationships support your area to meet its goals.** |
| Department and administrative units- continue to support our program by providing our needs such as computers/laptops, ipads, studio room, ASL lab, high quality of interpreters, professional development trainings and continue to support our ASL classes. |

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| In the boxes below, add improvement actions that are directly related to Engagement. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Discipline: |  |
| Action Name: |  |
| Description: |  |
| Completion Timeline |  |
| Responsible person: |  |

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| **VI. Prioritized Resource Requests** |
| In the boxes below, add a 3-year resource requests for your department/program that *have not been funded by existing funding sources*. Work with your supervisor to estimate costs. If there are no resource requested, leave the boxes blank.  [Click here to view the Resource Request Process and Timeline](https://drive.google.com/file/d/1AaC-W2_qjNaYbe6h8WjQ4_HIX43eBctx/view?usp=sharing) |

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| **Resource Category** | **Description/Justification** | **Estimated Annual Salary Costs** | **Estimated Annual Benefits Costs** | **Total**  **Estimated**  **Cost** | **Overall**  **Priority Ranking of ALL Requests (1=Most important, 2=Second Most Important, etc.)** |
| **Personnel** |  |  |  |  |  |
| Classified Staff | Yr 1=  Yr 2=  Yr 3= |  |  |  |  |
| Student Worker | Yr 1=  Yr 2=  Yr 3= |  |  |  |  |
| Part Time Faculty | Yr 1=  Yr 2=  Yr 3= |  |  |  |  |
| **Professional Development** | Description/Justification | | | Estimated Cost |  |
| Department wide PD needed | Yr 1=  Yr 2=  Yr 3= | | |  |  |
| Personal/Individual PD needed | Yr 1=  Yr 2=  Yr 3= | | |  |  |
| **Supplies** | Description/Justification | | | Estimated Cost |  |
| Software (for whom or role?) | Yr 1=  Yr 2=  Yr 3= | | |  |  |
| Books, Magazines, and/or Periodicals | Yr 1=  Yr 2=  Yr 3= | | |  |  |
| Instructional Supplies | Yr 1=  6 Digital Tablet Drawing Pen Tablets  4 Video Conference Lighting for Remote Working  2 Ipad pro  2 Apple Pencils  2 Dry-erase whiteboards  Yr 2=  6 Digital Tablet Drawing Pen Tablets  4 Video Conference Lighting for Remote Working  2 Ipad pro  2 Apple Pencils  2 Dry-erase whiteboards  Yr 3=  6 Digital Tablet Drawing Pen Tablets  4 Video Conference Lighting for Remote Working  2 Ipad pro  2 Apple Pencils  2 Dry-erase whiteboards | | | $600 ($100 each tablet)  $200 ($50 each lighting)  $2,500 ($1,250 each ipad pro) $200 ($100 each pencil  $70 ($35 each board) | 2  3  46 Digital Tablet Drawing Pen Tablets  4 Video Conference Lighting for Remote Working  2 Ipad pro  2 Apple Pencils  2 Dry-erase whiteboards |
| Non-Instructional Supplies | Yr 1=  Yr 2=  Yr 3= | | |  |  |
| **Technology & Equipment** | Description/Justification  *Before you list your technology request,* [*click here to view the latest Technology Refresh Plan*](https://drive.google.com/drive/folders/1SityYoJ8rYTzcYq_Iwtr59fJ6205LWIX?usp=sharing) *to verify whether it has already included.* | | | Estimated Cost |  |
| New | Yr 1=  Yr 2=  Yr 3= | | |  |  |
| Replacement | Yr 1=  Yr 2=  Yr 3= | | |  |  |
| **Facilities** | Description/Justification | | | Estimated Cost |  |
| Classrooms |  | | |  |  |
| Offices |  | | |  |  |
| Labs |  | | |  |  |
| Other |  | | |  |  |
| **Library** | Description/Justification | | | Estimated Cost |  |
| Library materials (including streamline media needs) | 8 Signing Naturally Unit 1-6 video library subscirption  8 Signing Naturally Unit 7-12 video library subscritpion  10 Signing Naturally Unit 1-6 workbooks  6 Signing Naturally Unit 7-12 workbooks | | | $560 ($35 subscription per year)  $1360 work ooks ($85 per book) | 1 |
| Library collections |  | | |  |  |
| OER |  | | |  |  |
| **Other** | Description/Justification | | | Estimated Cost |  |
| OTHER Description | Yr 1=  Yr 2=  Yr 3= | | |  |  |

**Thank you for your time and effort in completing the Program Review!**

**Please email the completed Program Review to your Dean by November 30, 2021.**