

Bakersfield College

Program Review – Annual Update

I. Program Information:

Program Name:

Program Type: Instructional Student Affairs Administrative Service

Bakersfield College Mission: Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Describe how the program supports the Bakersfield College Mission:

The Bakersfield College ASL Program supports the college mission by providing opportunities for all students to learn a second language, satisfying both foreign language and GE requirements. Our program provides an opportunity to earn an AA degree and our courses transfer to CSUs, UCs, and other four-year institutions. Students in the ASL Program are challenged and empowered to think critically about contrasting cultures and communicate effectively while analyzing a different language, enabling them to become responsible, committed, confident, productive citizens in their own communities as well as Deaf and hearing communities locally, nationally and internationally.

Program Mission Statement:

BC's ASL program empowers students to develop fluency in American Sign Language and to cultivate an in-depth understanding of American Deaf Culture. The program provides students with a foundation for achieving fluency and the opportunity to transfer to a four-year institution. Fluency in ASL will benefit anyone working in an entity that employs or serves Deaf or hard of hearing people. With additional training, employment opportunities include interpreting, teaching, counseling, social services, medical/health care, classroom support and many others in various fields at a local, statewide or national level.

II. Progress on Program Goals:

A. List the program's current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

Program Goal	Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Comments
1. Develop uniform instructional practices and assessments for ASL 2 and 3.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input checked="" type="checkbox"/> Completed: <u>04/01/2016</u> (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: _____ (Date)	All faculty teaching ASL 2 and ASL 3 met throughout the spring semester to craft uniform curriculum and assessment mechanisms. That work has been completed.
2. Develop departmental video materials such as syllabus explanation and video quizzes.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: <u>05/01/2017</u> (Date)	The ASL Program has ceased using an outside, online quiz source, switching to live, in-class quizzes. We would like create videos that would provide a more uniform testing experience; however, due to the increase in workload (25% for FT faculty and 20% for PT), we are struggling to find the time to develop these materials. We will enlist the help of media services in order to complete our tasks.

B. List new or revised goals (if applicable)

New/Replacement Program Goal	Which institutional goals will be advanced upon completion of this goal? (select all that apply)	Anticipated Results
Develop Interpreter Education Curriculum	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	Having hired a new FT faculty member, program members will now develop curriculum for individual courses for an interpreter education program. This will happen in two phases in order for courses to roll out in a timely manner. Phase I will be completed by October, 2016 and Phase II by early 2017.

New/Replacement Program Goal	Which institutional goals will be advanced upon completion of this goal? (select all that apply)	Anticipated Results
Develop Interpreter Education Curriculum	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	Having hired a new FT faculty member, program members will now develop a program for an interpreter education program. We anticipate having the program completed and submitted by May, 2017.

III. Trend Data Analysis:

Highlight **any significant changes** in the following metrics and discuss what such changes mean to your program.

A. Changes in student demographics (gender, age and ethnicity).

The ASL Program has shown a steady increase in both students who have completed an ed plan and those who are fully matriculated. In each case we surpass the college average by more than 10%.

One demographic, students 40 and older, who typically struggle in ASL courses, has shown a drop in enrollment by nearly 50%, from 7% to 4%. No changes in the ethnicity metric and we continue to mirror college averages in all others except gender. Our discipline comprises 75% female students.

B. Changes in enrollment (headcount, sections, course enrollment and productivity).

The ASL Program has effected the following changes:

Sections: In the past five years, our number of courses has increased from 26 to 46 or 77%. In the past year, we have increased from 35 to 46, or 31%.

Course Enrollments: As expected, with increased sections have come commensurate increased enrollments. Over a five-year period, census date enrollments have increased by 77%. In the past year, census date enrollments have increased by 34%.

Productivity: ASL Program productivity has increased over the past three years, 4.4% in the last year. We are currently at 16.5, 3% behind the college average for traditional instruction. This is likely due to the fact that we can't effectively increase students-per-section and that we have yet to determine a way to offer pedagogically sound online instruction.

C. Success and retention for face-to-face, as well as online/distance courses.

ASL Program success and retention rates have remained fairly constant. Last year, our retention rate increased to 90%, besting the college average for traditional classes by 2%. According to disaggregated data, the ASL Program is 5% or more above the college averages for retention and success. We are more successful with younger students than older. In fact, students above 40 years of age have a success rate of 69%, 6% lower than the college average. This could be due to a number of reasons, among them brain plasticity or the manual dexterity required for manual communication.

D. Other program-specific data that reflects significant changes (*please specify or attach*). All Student Affairs and Administrative Services should respond.

Our number of awards has nearly doubled in the past five years. We have awarded 89 degrees in the past five years, 50 of which were in the past two years. We intend to continue to increase this number. We are considering requiring an AA degree in ASL as a prerequisite for entrance into the interpreter training program which will likely have in positive effect on number of degrees awarded.

IV. Program Assessment (focus on most recent year):

Use attached **Assessment Report Form AU Tab**

A. Describe *any significant changes* in your program's strengths since last year.

Over the past year, all ASL instructors have implemented new forms of assessment. We have modified our existing quizzes to increase rigor. We have begun assessing all ASL students' expressive language ability through video recording. We are now working towards video recording our common assessment instruments. We anticipate that this will make the instrument more uniform and the resulting assessments should lead to more uniform instruction. This has had a positive and synergistic effect on using Supplemental Instruction. All ASL 1 students (more than 500 of them) can attend any ASL B1 SI session because our instruction (textbooks, lesson plans, quizzes, and videos) are uniform across all classes.

- B. Describe *any significant changes* in your program's weaknesses since last year.

Video assessment has greatly enhanced student learning, and after only two semesters, we can see noticeable improvements in student performance across the board. We have purposely blocked out the 3:00 p.m. time block (our lowest enrollment block) for FT instructors to meet regularly on Tuesdays and Thursdays. This allows faculty to meet regularly to tackle issues like norming of assessment methods, creating assessment instruments, revising curriculum, and so on. As to scheduling, three of four FT faculty members, on a rotating basis, teach at either 8:00 a.m. or 6:00 p.m. in order to make FT faculty members available to all students, regardless of when they take classes.

- C. If applicable, describe any unplanned events that affected your program.

We recognized that video assessment would dramatically increase the work for individual instructors; however, we failed to gauge the impact of reducing our units. Because FT instructors now teach four sections, we are each assessing as many as 600 videos each semester. This work is necessary but overwhelming. We are currently researching ways to streamline our work without eliminating assessments.

We have also expanded by using available classrooms, primarily off-site. These rooms are not designed for visual instruction and student learning has suffered as a result. Using rooms at the Weill, FPU, or available rooms on campus that are not arranged for the needs of visual instruction has yielded poor results.

V. Assess Your Program's Resource Needs: To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

- A. Human Resources and Professional Development:

1. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.
2. Professional Development:
 - a. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success.

We actively participated in a number of FLEX activities such as Canvas training, the Remind app workshop, and SI training. Our focus is providing more accessible instruction (hybrid classes) and improved communication with students. The ASL Program has embraced the concept of Supplemental Instruction and most of our sections have an SI leader. We are employing both hearing and Deaf students as SI leaders. The former provide ad hoc communication assistance for Deaf instructors; the latter provide authentic language models in classes served by hearing, second-language instructors. This initiative has been a boon to our program.

- b. What professional development opportunities and contributions can your program make to the college in the future?

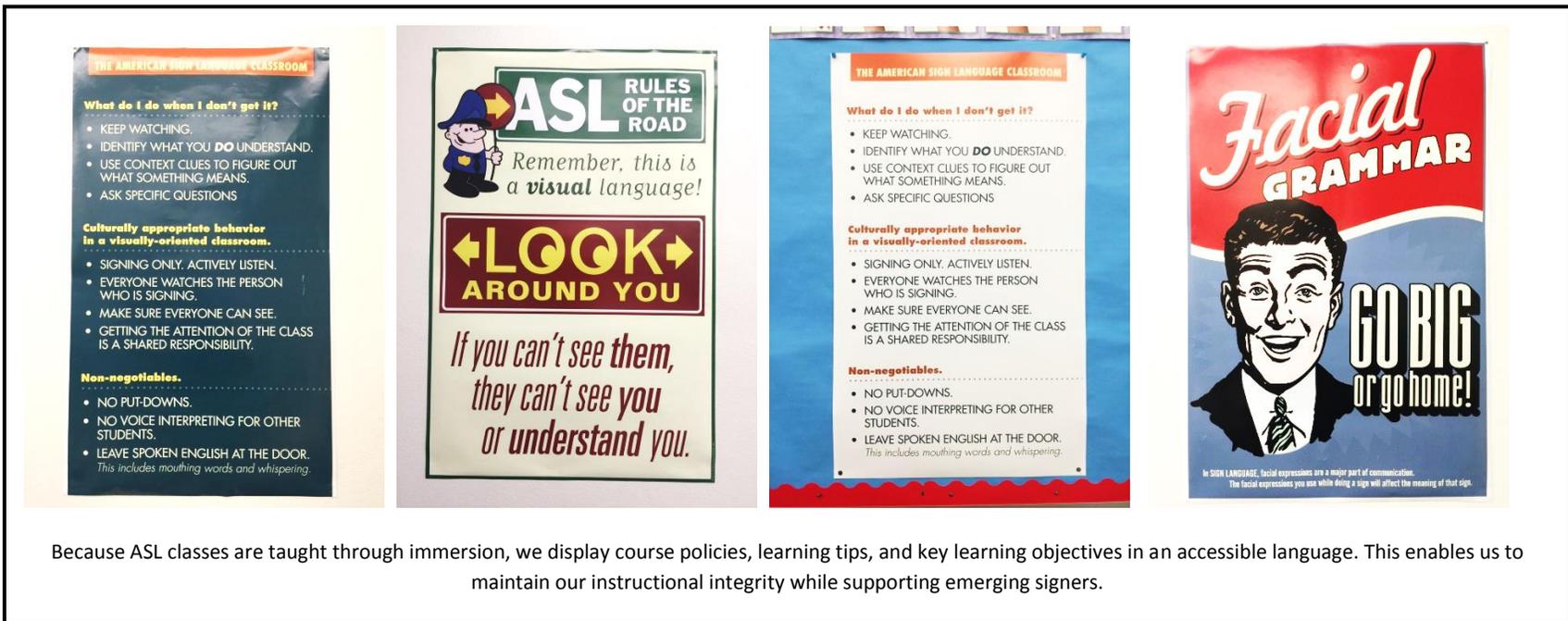
In conferring with students who have transferred, we have determined that we are not keeping sufficiently abreast with trends in our discipline. Some students who have transferred are reporting that, while they are well-prepared in language fluency, they are not familiar with much of the terminology and some of the techniques used at our sister institutions. As a result, we plan to attend national conferences. Jaclyn Krause and Pam Davis are attending the Conference of Interpreter Trainers and Linda McLaughlin and Tom Moran hope to attend the American Sign Language Teachers Association conference in Salt Lake City in summer, 2017.

We also see a need to provide better training and communication to the campus on matters of working with individuals who are Deaf as well as how to better and more efficiently provide ASL interpreting services.

B. Facilities:

1. How have facilities, maintenance, repair or updating affected your program in the past year as it relates to student success?

The ASL Program now has two dedicated classrooms. They are staged for visual instruction: posters with rules, guidelines, and learning tips adorn the walls, and furniture is arranged into a semi-circle. In LA113, we received new carpeting, paint, and all new desks that are ideal for group exercises and spontaneous interaction. The new furniture and atmosphere has had an immediately visible effect on student learning, attendance, and success. We were using desks that were 50 years old; our new desks are ergonomically designed, more comfortable, and fit students with larger physiques. The addition of this room has coincided with an increase in enrollment of over 30%. We are serving more students more effectively than in the past. Our two dedicated rooms, which are large, allow us to arrange desks in two semi-circular rows. This allows for line-of-sight viewing for nearly all students and the instructor. Students, who move frequently throughout the class period, do so in comfort and safety. As grateful as we are, a program of our size with only two rooms is limited in what it can accomplish. We are limited to only 20 classes in which instruction and student interaction is pedagogically sound. In keeping with second language learning best practices, we use an immersion approach, in which ASL or gesturing is the sole means of instruction. Not only is this pedagogically sound, because we usually have Deaf people in the classroom (teachers or SI leaders or students), we cannot transact in spoken English. To do so violates the tenets of our curriculum, basic courtesy, and the ADA. Having an interpreter in the room would solve this problem, but we're keenly aware of the tremendous expense involved in providing interpreters in all ASL classes—we are proud to have planned our activities carefully so that the provision of interpreting services is limited to only one meeting of ASL 1 classes each semester. To ameliorate the difficulties of learning in a second language, our dedicated classroom walls are adorned with course rules, best practices, student activities, and learning tips. For example, what do you do if you don't understand? Why is not OK to chew gum? Why is it important to display "listening behavior?" and so on.



The ASL Program has demonstrated an eager willingness to move into available classrooms, either on campus or off-site in Delano, Fresno Pacific University, and the Weill Center. In each circumstance, when we offer courses in a non-dedicated room, we lose our teaching aids and, if a room is small (like LA 202), we are unable move seats into a semi-circle that will accommodate 30 students. At the Weill, classrooms have heavy tables that prevent us from sitting in a circle at all, reducing teacher/student and student/student interaction to a cumbersome and difficult task. As a result, many students can't see what is being signed at all times. This is analogous to a classroom in which students are unable to hear the instructor much of the time. If we are in a large room, and can move seats into a semi-circle, we compromise instructional time and risk injury in doing so. Aisles are typically littered with backpacks, guitars, art portfolios, skateboards, etc. It takes a few minutes at the beginning of class to arrange the desks and a few minutes at the end of class to return them to aisle formation. Programs housed in those rooms are understandably upset when we forget to restore the original seating arrangement. Visual instruction in a student's second language requires extensive visual aids that must be projected in order to be visible to all students. Our rooms must have projectors that are wall-mounted. A moveable projector cart is not feasible because it obstructs the view of some students—not of the screen but of each other, hindering visual communication. It is for these reasons, and many others, that we need more dedicated classrooms. The ASL Program has a demonstrated history of using rooms at or near 100% scheduling capacity and 100% enrollment capacity. Very few of our students drop. In order to further utilize our existing rooms, we are currently exploring the viability of offering Friday- or Saturday-only classes. We have concerns about student learning in once-a-week classes, but we are willing to try and examine the success rates. We will do so as soon as we can hire available instructors. Current adjunct instructors who are available to teach at that time all teach two classes twice per week. None are available to teach two classes three days a week, something required if one teaches on Friday or Saturday.



In small rooms like LA 201 – 204, even with moveable desks, students and instructor struggle to see one another signing. When desks are circled, students are still several rows deep making visual communication between students impractical, if not impossible. In addition, the crowded conditions create a significant safety hazard.

In small rooms such as LA202, which lack wall-mounted projectors, we are unable to arrange the furniture in a way that allows students to see the instructor and each other. TV screens are too small to be viewed from 20 or 30 feet away. The furniture is arranged in rows, which means that the instructor and students must move furniture twice during a single class meeting. Rooms such as these are simply too small to safely allow for visual instruction with 30 students.

2. How will your Facilities Request for next year contribute to student success?

Acquiring a third, dedicated classroom will mean that we can continue to serve more students safely and effectively with greater success rates. The ASL Program success rate has dipped by 7% in five years. We believe that poor instructional environments may be a contributing factor. At the request of the college, we have expanded our course offerings and have willingly tried smaller rooms and off-site locations. These efforts have been unsuccessful due to our unique needs for visual instruction. Lecture-based disciplines with small-group work are ideally suited for these rooms; however, our activity-based classes are like music, chemistry, or culinary arts: we require a specific environment in order for instruction to be feasible, let alone successful.

A third, dedicated classroom will allow us to

- serve students in the newly-inaugurated interpreter education program, slated to begin in Fall 2017.
- decrease the need for interpreters and their associated costs.
- train our students in an pedagogically appropriate environment that they can expect to find at our transfer institutions.
- instruct our students in an environment that is comfortable and safe.



In larger rooms, such as LA115 and LA113, visual instruction can take place easily. Desks are arranged in a large semi-circle, allowing for the instructor or student to be visible to all class members simultaneously. In the large central space, students can interact in frequent classroom exercises safely and comfortably.

We operate under the assumption that all rooms belong to the college and they will be assigned to various programs based on demonstrated need and efficiency of use. We also follow the college dictate that we must offer classes in equal proportions morning, afternoon, and evening. The ASL Program has never had any difficulty filling classes at all scheduled time blocks. Indeed, at one time we offered a majority of our courses at 2:35 due to a lack of available rooms. That debacle was part of the birth of priority room assignment. We need an additional large classroom, and we believe there is one available in the Language Arts building. The data below reveals four large Language Arts classrooms that are being schedule by their priority department at significantly less than 100%. We believe that the current department housed in these rooms can consolidate their offerings easily into three rooms with room to spare, freeing one room for the ASL Program to use exclusively. We understand and respect that no one wants to surrender a room for which they currently hold priority scheduling rights; however, no department or program can grow without more available rooms. We believe that we have adequately demonstrated that off-site rooms and rooms available by happenstance are not practicable choices for our program. We believe the data demonstrates that we can acquire this room and increase college FTES.

Potential Rooms for Consideration, listed in order of utilization:

Room	Priority Dept.	Utilization
LA221	Behavioral Sciences	In Fall 2016, 33% of courses offered in this room are non-priority department courses. It has been scheduled to only 66% capacity. The ASL Program is prepared to schedule this room to 100% capacity.
LA203	Behavioral Sciences	In Fall 2016, 31% of courses offered in this room are non-priority department courses. It has been scheduled to only 69% capacity. ASL is prepared to use this room to 100% capacity.
LA217	Behavioral Sciences	In Fall 2016, 22% of courses offered in this room are non-priority department courses. It has been scheduled to 78% capacity. ASL is prepared to use this room to 100% capacity.
LA223	Behavioral Sciences	In Fall 2016, 15% of courses offered in this room are non-priority department courses. This room has been scheduled to near capacity. It should remain a priority-scheduled room for this department.

We respect and value our colleagues in Behavioral Sciences. These rooms have been chosen not because they fall under their priority scheduling, but because they are appropriately sized rooms for our needs in Language Arts and they are under-utilized for priority scheduling. If one of the above rooms is granted to us, Behavioral Sciences can offer the same number of courses in fewer rooms by simply scheduling their courses during times that are currently being used by “guest” departments such as Communication, EMLS, Math, and others. There are departments on campus that believe students won’t take certain courses at certain times; however, the ASL Program’s scheduling history clearly reveals that students will take courses when they are offered. We’ve never had a class fail to fill because of the time that it is scheduled. When priority room scheduling was established, it was declared that a department may request an additional room once they schedule their existing room(s) at or near 100% capacity. We are following this procedure in our home rooms and in making our request.

We thank the Program Review Committee, our respective deans, and the college administration for their consideration of our request to more effectively and efficiently allocate resources.

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success?

Our classes are functioning far more smoothly since installing two wall-mounted projectors in our classrooms. We are saving time by not having to move a cart and play with wires, the result of which not only saves time, it creates a safer environment. Our retention rates are up, indicating that students are perhaps more comfortable in their classes and that instructors have more free time to attend to issues of attendance and our Early Warning System. We

are immensely grateful for our vastly improved conditions and we believe that our students are learning better and more efficiently.

2. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?

With the addition of a third, dedicated classroom, we can serve 30% more students with equal efficiency and success. Unlike many other disciplines, the rooms in which we teach impact instruction, safety, and student success.

3. Discuss the effectiveness of technology used in your area to meet college strategic goals.

The use of wall-mounted projectors is a key component to a visually-centered instructional environment. This has allowed us to increase both rigor and safety, reflecting our strategic direction of “Learning.” Our enhanced visual learning environment respects the integrity and vision of a Deaf way of being, mirroring the make-up of our faculty, students, and staff, reflecting our strategic direction of vision. Our visual learning environments has created a space in which Deaf students find employment as SI leaders, greatly enhancing the education of our Deaf and hearing students enrolled in ASL. This greatly impacts the spirit of these students, reflecting the strategic direction of wellness.

Our improved technology, wall-mounted projectors have greatly enhanced student learning by creating equal resources for all instructors, saving time in set up and tear-down, and making instruction 100% accessible to all students. Our facilities, including one new entirely refurbished room with furniture, create a much more efficient and comfortable learning environment. The ASL Program shows leadership and engagement through our uniform instruction, faculty collaboration, and high success rates. All of this is made possible by our dedicated rooms that feature enhanced learning technology.

- D. Budget: Explain how your budget justifications will contribute to increased student success for your program.

VI. Conclusions and Findings:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.

The ASL Program is proud to be associated with the Foreign Language Department and with Bakersfield College. We are aligned with the college’s goals, a fact reflected in our robust growth over the past five years, especially the last year. We are establishing a new program to train sign language interpreters. This will improve accessibility for Deaf Kern County citizens, will provide cost-effective interpreters to BC, and increase our programs FTES. Having said that, we have only two dedicated classrooms, and that is insufficient given our unique instructional needs of line-of-sight viewing, posted visual aids, the need to be seated in a large semi-circle, and the need to serve a new, additional group of students. We have learned that using other classrooms, where seating is limited, visual aids are not available, and technology obstructs, rather than enhances, instruction, success rates drop. We believe that with the addition of an additional dedicated classroom and appropriate technology, we can continue to provide excellent instruction serving large numbers of students. We currently have facilities to offer 20 sections of ASL each semester, with the possibility of expanding to 22. With an additional classroom, and sufficient adjunct instructors, we can offer as many as 33 sections of ASL and Interpreting.