

Bakersfield College 2018-2019 Program Review – Annual Update

Program Name: American Sign Language Interpreter

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:

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers
The BC ITP offers a Certificate of Completion.
- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two. N/A
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both. N/A

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. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

1. Program Goal:

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal.

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Establish an independent, specialized student interpreting lab.

Progress on goal achievement: This is our second request for this facility in Program Review.

Status Update – Action Plan and any link to Resource Requests: To acquire materials and equipment in anticipation of renovating a space for the lab.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal.

(1. Student Learning, 2. Student Progression and Completion, 3. Facilities, 4. Leadership and Engagement)

1. Student learning, 2. Student progression and completion, 3. Facilities, and 4. Leadership and engagement

Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time). *All programs will answer the following questions unless otherwise indicated.*

1. Please report on any unexpected changes or challenges that your program encountered this cycle:

As we manage running simultaneous cohorts, we have observed the great impact on staffing in the ASL Program. The ASL Program has lost 1.5 FTEF to the ITP. We believe that hiring new faculty is the only way to ameliorate this situation. We are urging BC to approve two new full-time positions for ASL in order to not only make up for loss of faculty but to increase our number of FTEF, if only slightly.

2. How does your trend data (or other data your area collects) impact your decision-making process for your program?

Because we continue to operate beneath the umbrella of the ASL Program, we have no disaggregated trend data for ITP students.

3. Evidence of Department Dialog of data

See #2.

4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?

Looking at the ASL Program, none to report yet. Anecdotally, we seem to be mirroring the college demographics.

5. Were there any changes to student success and retention rates for face-to-face and online courses? (instructional only)

Again, looking at the ASL Program as a whole, both success and retention are up, although slightly, at a five-year high.

6. Equity gaps

- Please look for large differences, or gaps, between top performing groups and others. Consider how you could identify the reasons behind these gaps, and if there changes that could be made to reduce them. For in depth review of equity issues, and on changes that are being made campus-wide, please refer to the current [Bakersfield College Student Equity Plan](#).

We have observed no gaps in our groups of students that relate to equity.

7. Please describe any recent achievements of your department, including but not limited to faculty who have won awards or distinctions, new projects your department has implemented, professional development work, professional conference presentations or recently published work.

We have completed developing curriculum for 12 new courses and gained consortium and state approval for our program.

8. The college has embarked on significant efforts such as **Guided Pathways**, **affinity groups** and **completion coaching communities** to improve the success and completion rates of our students. Please describe what your program/department/office is doing to contribute to these efforts.

Our students comprise a cohort and all take the same classes at the same time. This is, in effect, a rigid pathway that makes certain that students complete the program in four semesters.

- 9. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.

N/A

Analysis of Received Resources from Previous Cycle

Discuss the type of resources you received and their Impact on program effectiveness?

Facilities:

If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.

- 1: Space Allocation: In spite of our great need and repeated requests, we have received no new space allocation.
- 2: Renovation: New carpeting in one of our classrooms. This is effective in noise reduction.
- 3: Furniture: We received new furniture in LA 115. This has had a negative impact in reducing the number of students that it is possible to put into the room and makes moving desks for group work ineffective.
- 4: Other
- 5: Beyond Routine Maintenance

Technology:

If your program received technology (audio/visual – projectors, TV’s, document cameras) and computers, how does the technology impact your program and help contribute to student success?

- 1: Replacement Technology: None requested, none received.
- 2: New Technology: Twice requested, none received.
- 3: Software: None requested, none received.
- 4: Instructional Materials: Requested texts, teacher’s manuals, discipline texts and DVDs. Requested and received, in partial quantities.

Other Equipment

If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.

N/A

Conclusion:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program’s current circumstances and needs. Consider this a snapshot of your program if someone were to only read this portion of your annual program review.

We are very excited to see the first completers of our program in Spring 2019. Students who earn certificates will provide much-needed, professionally trained interpreters to work in the community of Kern County and beyond. We are working closely with other ASL faculty to ensure an increased presence of the ITP and smooth transition from advanced ASL classes into the ITP. We are working with local employers to provide students with practicum experience and employment.

We have determined unanticipated needs like technology (faculty laptops), new classroom furniture, budget for materials, and, most importantly, the need for a student lab.

We anticipate a high rate of employment for students completing the program. The requests listed above will help to achieve that goal.

We anticipate that by Fall 2019, we will have a body of data that will allow us to begin analysis of classes in the year 1 & 3 of the program.

We are most appreciative of the faith placed in us by President Christian, Deans Mourtzanos and Mosely, and the college to create this program. We look forward to the mutual benefit of placing practicum students in strategic, low-stakes assignments at BC as well as throughout the community.