

Bakersfield College

Program Review – Annual Update

Program Name:

Program Type: Instructional Student Affairs Administrative Service Other

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/English Interpreting Program (ITP) supports the college mission by providing opportunities for advanced students to become trained and employment-ready in a field with a long history of an inadequate workforce—both in terms of training and sheer numbers. Our program will provide an opportunity to earn a certificate signifying to employers that students have received comprehensive training in the field and are ready to pursue state or national certification. Students in the Program are challenged and empowered to think critically about various stakeholders while analyzing two different languages, enabling them to a much-in-demand service in their own communities as well as Deaf and hearing communities locally, nationally and internationally.

Program Mission Statement:

BC's ASL/English Interpreting Program trains students in the skill of providing consecutive and simultaneous interpreting, delivering service to multiple specialized populations. The program provides students with a comprehensive foundation enabling them to find employment at a local, statewide or national level upon completion of the program. A practicum experience with advanced students will provide service to BC, in order to deliver services to students in a more comprehensive, efficient, and cost-effective manner.

Instructional Programs only:

A. List the degrees and Certificates of Achievement the program offers

Upon program approval, we will seek certificate status.

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

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

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)	Status Update – Action Plan
1. To develop curriculum for 12 courses that will comprise the program and transfer them into eLumen for approval	<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: _____ (Date)	Curriculum is being edited now waiting for rollout of eLumen platform in order to submit final six courses for approval.
2. To create a program for district and state-wide approval.	<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: _____ (Date)	Work is underway to apply for program status. Awaiting eLumen rollout for curriculum approval before submitting program application(s).

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)	Status Update – Action Plan
	<input type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	

Best Practices:

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

BC's ASL/English Interpreting Program follows a limited cohort model. Class sizes are manageable and students take all classes together in order to build a community of learners. We are unable to demonstrate the success of this approach, but we project that it will result in higher rates of success and retention.

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).

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

The realization that running simultaneous cohorts will greatly impact staffing in the ASL Program. In effect, ASL will lose 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 impact your decision making process for your program?

We are not yet a bona fide program and have no trend data.

3. Were there any changes to student success and retention for face-to-face, as well as online/distance courses?

None to report yet.

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

None to report yet. Anecdotally, we seem to be mirroring the college demographics.

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
Positions: <i>Discuss the impact new and/or replacement</i>	<input type="checkbox"/> 1: Classified Staff <input checked="" type="checkbox"/> 2: Faculty	We are requesting two new position for the ASL Program (see ASL Program Review faculty requests) in order to back-fill FTEF lost to the ITP.

<i>faculty and/or staff had on your program's effectiveness.</i>		
Professional Development: <i>Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</i>	<input type="checkbox"/> 1: Provided Professional Development <input checked="" type="checkbox"/> 2: Attended Professional Development	<p>ITP faculty have attended local and national conferences on ASL and interpreting. This has helped us to develop a state-of-the-art curriculum and employ the latest, best practices in teaching.</p>
Facilities: <i>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.</i>	<input checked="" type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input checked="" type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance	<p>We requested placement in room LA202 for all ITP classes. Because we have lower class caps than ASL classes, we can utilize this small space effectively; whereas, with ASL classes capped at 32, they literally cannot put a class in such a small room.</p> <ul style="list-style-type: none"> We are in need of updated furniture, like the desks acquired for LA113, in order to modernize the space in LA202 and allow more effective use of this space for the physical task of learning ASL and sign language interpreting. We would need 25 – 27 desks for this space.
Technology: <i>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?</i>	<input type="checkbox"/> 1: Replacement Technology <input checked="" type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____	<p>LA202, through a Spanish program request (LA202 is a shared space between Spanish, ASL, and the ITP) was outfitted with a wall-mounted projector and computer. This enables the delivery of instruction to be more clear, more efficient, and more effective as we rely heavily on visual instruction. The COW formerly in that room would have been inadequate for the task.</p> <ul style="list-style-type: none"> We would like one-time funds to provide laptop computers for two faculty members. These are needed for portability between home and school with the ability to use in the classroom for lecture and video recording.
Resource Request		Discuss How Effective Request is for Student Success?

<p>Other Equipment: <i>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.</i></p>	<p><input type="checkbox"/> 1: Replacement <input checked="" type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____</p>	<ul style="list-style-type: none"> We acquired a large number of texts from the field of interpreting as well as a complete curriculum series for the simultaneous and consecutive interpreting. Absent this acquisition, creation of the program would have been more difficult and more time-consuming.
<p>Budget: <i>Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)</i></p>		<ul style="list-style-type: none"> We would like funds to cover the acquisition of new materials in an ongoing effort to provide the newest and best texts from our field. We would like budget to cover travel to local interpreting training seminars for students. We would like budget to cover travel to local and national interpreting training seminars for faculty members. We would like funds to assist students financially with the cost of classes (tuition and/or books) as we don't yet qualify for financial aid. This last budget item would be temporary, less than one year in all likelihood.

Conclusions & Snapshot:

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 about the potential of our program to 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, etc.

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 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.

