

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 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.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers.
The ASL Program offers an AA degree in American Sign Language. The California Community Colleges Curriculum does not yet offer an AD-T for ASL. Our degree aids students in transferring to only two CSUs, CSU Northridge and CSU Fresno.
- 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.
We offer only an AA degree.
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.
Only an AA degree

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. 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	<input checked="" type="checkbox"/> Completed: 8/6/2017__ (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: _____ (Date)	Six courses have been completed and are active in the catalogue, the first three of which are being offered in Fall 17. Six additional courses have been completed and reviewed by educational administrators. The courses are ready for submission when eLumen comes on line.
2. Develop Interpreter Education Program	<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: 12/01/2017 (Date)	Program paperwork to be submitted to the state is currently in progress. Awaiting course approvals (see above) prior to submission. Anticipate meeting revised completion date of Dec. 2017.

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
Develop department ASL 1 and 2 canvas shell for all instructors to use. Include uniform curriculum, homework assignments, Go React video access, quizzes, videos, etc.	<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	Development underway. Experimenting in select courses during Fall 2017. Anticipate department-wide roll out for all ASL 1 and 2 classes in Spring 2018.

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.

The ASL Program has a mentorship program for newly hired adjunct instructors. Most adjuncts are hired and assigned to level one courses. Instructors are provided with a departmental syllabus and textbook. Prior to starting work, newly-hired instructors—most of whom have limited experience—visit various instructors' classrooms to observe how instruction is provided with these departmental materials.

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 ASL Program encountered three major difficulties.

The first was mandated reduction of class instructional time from 96 to 72 hours. This has necessitated that we drop components of our curriculum and to devote less time to key concepts and foundational skills. This change in instructional hours, exacerbated by the addition of new, individual interpreting courses, has resulted in full-time faculty members having to take on one additional course, 30% more students, and three preps. Unlike larger departments, 100% of our full-time faculty, by necessity, have to be involved in committee appointments and department initiatives like program review. Our human resources are exhausted and it shows in our work. The only two solutions that we can foresee are to return courses to 96 hours or to hire more full-time faculty. Foreign languages, particularly ASL, are labor-intensive courses requiring a great deal of one-to-one instruction. In spite of monumental efforts to adapt, the increase in unit load and number of students has negatively affected student learning.

The second major problem was the sudden reduction in supplemental instruction. The ASL program used SI Leaders extensively to provide the necessary language exposure that students in other community colleges access through specialized language labs. An unanticipated benefit of SI was that by hiring Deaf students, we not only increased student exposure to authentic language models, we provided employment to a traditionally under-employed worker base. There has been a significant increase in FTEF Workload (12.1 to 15.1 in one year) but our success and retention rates have faltered. Our success rate dropped by one percent, for the first time we are lagging behind the college average of 71%. This is the cost of limited resources and increased workload.

The third problem is the loss of FTEF. Two ASL faculty members will be teaching half or more of their load in interpreting courses. As a result, ASL will lose nearly 1.5 FTEF. Because of our inability to attract experienced, or even qualified, part-time faculty members, this spells disaster. The downstream effect of this will be fewer ASL B2, B3, B4, B6, and B7 courses moving forward if we don't take the necessary steps to ameliorate the shortage of qualified faculty. Our current cadre of part-time faculty is a mixed bag: some are immensely qualified, but others have significant weaknesses and show no signs of improving. This is generally due to resistance or limited departmental exposure due to extensive commute times

from LA. Another new hire, slated to begin in spring, will be commuting from Ventura. There is no doubt that these long commutes affect part time instructors in terms of departmental involvement and professional growth.

2. How does your trend data impact your decision making process for your program?

Our department is having to fight for more realistic caps and is far more cautious about accepting waitlisted students by adding seats. We have learned that in California Community Colleges, typical enrollment caps for ASL courses is 25. We exceed that standard by 25% with caps of 32. ASL Program faculty is unanimous in their position that this cap exceeds the ability to support student learning at a level required for success in our discipline. We are having to do a great deal more work with fewer resources and find ourselves in a defensive posture having neither the space nor the time to serve more students. The college is in a massive growth mode—which we believe is a boon for Kern County citizens—however, our policy towards growth appears to be uniformly applied regardless of the size of the department, the number of FTEF, or the discipline being taught. We think this approach is both shortsighted and ill-advised and not supportive of student learning.

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

Our retention rates increased by one percent, surprisingly, given our circumstances, but success rates have fallen by 7%. Most instructors are serving 25% more students and have increased their number of course preps from 2 to 3, and soon will be 4—which exceeds our contract maximum. Faculty members have expressed a willingness to do this in order to keep our programs alive and healthy; however, need more manageable caps and consideration for unit loads. In the absence of any relief, we anticipate that this trend of lowered success rates will continue or worsen.

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

The number of “white” students has dropped by 7% over five years; however, our number (21%) seems to be in line with the college number (20%).

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year’s Requests Impact Program Effectiveness?
<p>Positions: Discuss the impact new and/or replacement faculty and/or staff had on your program’s effectiveness.</p>	<p><input type="checkbox"/> 1: Classified Staff <input checked="" type="checkbox"/> 2: Faculty</p>	<p>Hiring an instructor for our new Interpreter Training Program has allowed the program to be created and classes are now being offered.</p>
<p>Professional Development: Describe briefly, the effectiveness of the professional development</p>	<p><input type="checkbox"/> 1: Provided Professional Development <input checked="" type="checkbox"/> 2: Attended Professional Development</p>	<p>Pam Davis and Jaclyn Krause attended the Conference of Interpreter Trainers in Kentucky. Jaclyn Krause and Tom Moran attended the Summit of Community College ASL Programs in Southern California. Tom Moran and Linda McLaughlin attended the American Sign Language Teachers Association Conference in Salt Lake City. Each of these trips were underwritten by one or more of the following: the Professional Development Committee, the ASL Program</p>

<p><i>your program has been engaged in (either providing or attending) during the last cycle</i></p>		<p>Foundation Account, the President’s Office, and faculty out-of-pocket expenditures. Attendance at each of these three conferences has bolstered curriculum development for the Interpreter Training Program, video assessment, and ASL curriculum design. It also revealed that we are generally in line with—or exceed—regional and national standards. This awareness may be the greatest benefit to our professional development.</p>
<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></p>	<p><input checked="" type="checkbox"/> 1: Space Allocation <input checked="" type="checkbox"/> 2: Renovation <input checked="" type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance</p>	<p>We received new furniture for one of our two classrooms, LA113. This was to replace surplus, Eisenhower-era desks. The new desks are infinitely more comfortable and a purpose-designed with foldaway desktops to allow for greater freedom when signing. The design and aesthetic of the classroom is greatly improved. The room has become a favorite of instructors and students. We don’t have disaggregated data based on rooms, but we believe that this may contribute to student success.</p>
<p>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></p>	<p><input type="checkbox"/> 1: Replacement Technology <input checked="" type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____</p>	<p>Room LA202 received an overhead projector. ASL is now using LA202. This classroom is clearly too small to house an ASL course, so we are grateful for the agreement to reduce the cap from 32 to 25, nearly 25%. This—coupled with a space-saving, wall-mounted projector has made this classroom, while still not ideal, is usable for visual instruction.</p>
<p>Resource Request</p>		<p>Discuss How Effective Request is for Student Success?</p>
<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 checked="" type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____</p>	<p>In addition to new furniture, LA113 also received replacement carpeting. While it adds a certain warmth and aesthetic appeal, it also provides dampening to the largest hard surface in the room. Sound magnification and echoes from hard surfaces (think of loud, trendy restaurants with concrete floors) impose a great challenge for Deaf individuals with residual hearing. Though our classes are sign only, shifting desks, standing group work, the rustle of backpacks, etc. cause considerable “noise pollution,” affecting concentration and the ability to discern from where a given sound may be emanating. By providing our Deaf and hearing faculty with an easily navigable, tolerable environment, they can focus on improving student success by more quickly perceiving problems (like talking) or some other kerfuffle.</p> <p>NOTE: We have twice requested that the large black cabinet in LA115 be removed in favor of a small, wall-mounted computer cabinet (like the ones in LA202 and 115). Not unlike the utility of the floor dampening described above, this ungainly monstrosity of a cabinet limits visibility for instructors and students and takes up a great deal of space in a room that has</p>

		very limited real estate for instructors. We would like to reiterate here the urgent need for this cabinet to be replaced.
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>		Increases in our department budget will enable us to provide instructor texts to our new faculty (in our discipline, complementary copies are not provided), permit us to travel to more professional development opportunities, encourage us to use better tools.

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.

The ASL Program is a robust and vibrant teaching and learning community. Over the past seven years or so, our growth has been steady, now double what it once was. We have yet to find the maximum number of ASL 1 classes. We now offer 15 or more every semester. The number of ASL 2 classes has increased from 3 to 6. We offer two ASL 3 classes every semester without cancellation. And, by analyzing increased waitlists, we are considering the possibility of offering two ASL 4 classes in one semester. Until recently, this class was offered only once per year.

Everyone at BC is doing more and we are no exception; however, given the size of our department and our unique instructional demands, we feel that perhaps more is being asked of us, stretching our human resources to the breaking point. We are looking for relief through increased units per class or more full-time faculty. Our ability to attract qualified adjunct instructors has a long, demonstrable history of only mediocre results. For our small department to meet all of its instructional and administrative responsibilities requires substantial investments of time that extend well beyond our contractual workload of 43.5 hours per week. We need relief.

Anecdotal and demonstrable reporting indicate that our students are performing at higher levels than ever before. We believe that this is due to three factors: hiring Deaf faculty members (authentic language models), improved and updated curriculum, and uniform instructional practices. We work hard to revise and improve curriculum and this is an ongoing process. While we don’t think it is an infinite process, it has been going on for four years and will likely continue for another two or three years. Our inability to meet regularly due to increased workload makes this a slower process.

We are excited and proud of the development of our new Interpreter Training Program, which beginning this year will be a program in its own right. The primary goal of our program is to develop individuals who are workplace ready upon completion of our program. There is an exceedingly high demand for qualified (read: certified) sign language interpreters in Kern County and throughout the United States. Evidence of this can be found in BC’s considerable financial investment in providing sign language interpreters for students, and to a lesser degree, Deaf faculty members. Each cadre of ITP students, in their final semester, will be earning practicum hours. BC can provide many opportunities for low-stakes interpreting opportunities such as student-counselor meetings, lab classes, PE classes, campus events, ad hoc interpreting needs, and in higher stakes classes as a team member to a senior, certified interpreter. While practicum students cannot supplant a majority of our interpreters, both staff and contracted, they will provide substantial budget relief, particular at the beginning of the semester. We are excited about this potentially win-win situation. The ASL Program is excited to be a part of BC’s vibrant learning community. We are grateful to be a part of the BC family and remain committed to our institutional and student success.