

# **Instructional Program Review 2019/20 UPDATE**

**American Sign Language/Interpreting**

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## **General Information (Instructional Program Review 2019/20 UPDATE)**

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## 2019/20 Instructional Program Review

### SUBMISSION INFORMATION AND UPDATES (REQUIRED)

Name of Lead Writer Joseph Halcott

Name of Liaison Dina Miyoshi

Department Chair Joseph Halcott

Name of Manager/Service Area Supervisor Tina Recalde

Is this a CTE program? (State Yes or No) Yes The ASL/English program is CTE, but the ASL Studies is not.

#### Facility and Staff:

We currently have 2 full time faculty - Joseph Halcott, who is our current Chair. Leslie Styles who teaches American Sign Language.

We have five (5) Adjunct Professors: Adam Frost, Svenna Pedersen, Latisha Clay, William Allen, and Annette Miner who teach thirty (30) courses.

We have three substitute teachers on list: Garrett Bose, Nathan Brown and Coty Pedersen.

We also have one pro-rata professor: William Clary.

With the loss of two of our full-time instructors to retirement and only one of them is using his pro-rata; and several of our adjunct instructors we are having a very difficult time hiring teachers to cover the classes that we have. It is critical that we hire more full-time instructors for our department.

In addition to this we also have moved from K 100 buiding into B 100 building. The rooms are much smaller. There are sill many issues with the size of the class that make teaching American Sign Language in the classrooms very difficult.

See [https://schedule.sdccd.edu/index.cfm?action=search\\_class](https://schedule.sdccd.edu/index.cfm?action=search_class) for American Sign Languages Pages 1 and 2.

#### Program Mission Statement

The mission of the ASL Studies/ASL-English Interpretation Program (degrees and certificates) at San Diego Mesa College, is to provide high quality instruction and training in practical and theoretical issues, skills, knowledge, and professionalism. American Sign Language and English are separate and distinct languages that represent different cultures with unique values, norms, and perspectives. This program reflects the changing needs of the students and community and encourages participation from students with diverse backgrounds. An Associate of Arts degree and a Certificate of Achievement is offered for ASL Studies. In the area of ASL Studies, students will obtain knowledge and skills of American Sign Language (ASL); focusing on the uniqueness of ASL as a language, Deaf Culture and Deaf History. An Associate of Arts degree and a Certificate of Achievement is offered for ASL-English Interpretation. In the area of ASL-English Interpretation, students will gain an understanding of the interpretation profession and its code of ethics, cultural mediation, skills in providing communication access between ASL and English speakers, sensitivity to issues between groups and individuals with diverse backgrounds, and the importance of continued professional development and lifelong learning. The Associate of Arts degrees include additional general education courses that provide students with a broad scope of knowledge to enable students to become successful interpreters in a variety of settings.

#### Lab Mission Statement

The mission of the San Diego Mesa College American Sign Language (ASL) Studies/ASL-English Interpretation Lab is to support and promote the study and instruction of American Sign Language which encompasses culture, history and literature through the integration of instructional technology for both student and faculty use. To achieve its mission, the lab strives for excellence in the delivery of a number of different services and resources to support faculty and students of ASL. The services provided include the following: audio, video, and computer facilities and equipment, books and other printed resource materials, tutoring services, cultural events, film festivals, conversation hours and video taping and film projects.

### OUTCOMES AND ASSESSMENT (REQUIRED)

**Form:** 2019/20 Program Review Outcomes and Assessment Section (See appendix)

## PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

**Form:** 2019/20 Program Review Instructional Program Analysis Section (See appendix)

## PROGRAM GOALS (REQUIRED)

### 2018/2019 American Sign Language/Interpreting Goals

#### Obtain state of the arts hardware and software

Obtain state of the arts hardware and software will allow the program to provide the students with a better educational experience and enhanced skills to enter the work force.

#### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 2.4, Strategic Goal 2.5, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 5.2, Strategic Goal 6.1,

**CTE 2018/19:** Perkins Core Indicator Activity 1, Perkins Core Indicator Activity 2, Perkins Core Indicator Activity 3, Perkins Permissive Use 10.11, Perkins Permissive Use 10.5, Perkins Requirement 4, Perkins Requirement 7, Strong Workforce Recommendation 2, Strong Workforce Recommendation 3,

**Institutional Learning Outcomes 2016/17:** Communication, Information Literacy

#### Hire 2 new positions to support the program

Hire two (2) new positions to support the program. 1) A new ASL Studies tenure track instructor and a new ASL/English Interpreting tenure track instructor.

#### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.3, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 5.1, Strategic Goal 6.1, Strategic Goal 6.2, Strategic Goal 6.3,

**CTE 2018/19:** Perkins Core Indicator Activity 2, Perkins Permissive Use 10.2, Perkins Permissive Use 10.6, Perkins Permissive Use 10.9, Perkins Requirement 4, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 8, Strong Workforce Recommendation 1, Strong Workforce Recommendation 11, Strong Workforce Recommendation 2, Strong Workforce Recommendation 3,

**Institutional Learning Outcomes 2016/17:** Communication, Global Consciousness, Professional & Ethical Behavior

#### Hire a Lead Interpreter

Hire a Lead Interpreter for our department so that the Deaf instructors can attend "last minute" meetings and training and have an interpreter available. Also have an interpreter available for students who are not skilled in ASL to communicate with their Deaf instructors.

## Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.3, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 5.1, Strategic Goal 6.1, Strategic Goal 6.2, Strategic Goal 6.3,

**CTE 2018/19:** Perkins Permissive Use 10.20, Perkins Requirement 5, Perkins Requirement 8, Strong Workforce Recommendation 15,

**Institutional Learning Outcomes 2016/17:** Communication, Professional & Ethical Behavior

## ACTION PLANS FOR GOALS (REQUIRED)

### Actions

#### 2018/2019 American Sign Language/Interpreting Goals

##### Goal

##### **Goal: Obtain state of the arts hardware and software**

Obtain state of the arts hardware and software will allow the program to provide the students with a better educational experience and enhanced skills to enter the work force.

##### **Action: Obtain State of the Art hardware and software**

<b>Describe the actions needed to achieve this objective:</b>	Research current state of the art equipment, chairs with movable table tops that will also fit under the the current desks that house the individual computers in the lab/classroom as well as the cost for equipment, and maintenance for all the equipment. Identify and secure funding for supplies, equipment and maintenance of all equipment.
<b>Who will be responsible for overseeing the completion of this objective:</b>	Joseph L. Halcott
<b>Provide a timeline for the actions:</b>	On going.
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	All of the new equipment will have to be purchased, installed, put together and fully functioning in the classroom.
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	Faculty time, research, consultation with technical and design experts, and other faculty, and training and interpreter cost and time.

**Goal: Hire 2 new positions to support the program**

Hire two (2) new positions to support the program. 1) A new ASL Studies tenure track instructor and a new ASL/English Interpreting tenure track instructor.

**Action: Hire 2 new positions to support the program**

<b>Describe the actions needed to achieve this objective:</b>	Fill out faculty hiring form on Program Review, for San Diego Mesa College to be granted the positions, post positions, screen applications, interview qualified candidates from screening process, and suggest the candidates to the President who will refer choice to the chancellor for final approval by the Board.
<b>Who will be responsible for overseeing the completion of this objective:</b>	Chair
<b>Provide a timeline for the actions:</b>	Aug. 15, 2025 or before.
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Two (2) qualified instructors - One (1) for ASL Studies and One (1) for ASL/English Interpreting.
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	Human Resources to do the paperwork and interviewing.

**Goal: Hire a Lead Interpreter**

Hire a Lead Interpreter for our department so that the Deaf instructors can attend "last minute" meetings and training and have an interpreter available. Also have an interpreter available for students who are not skilled in ASL to communicate with their Deaf instructors.

**Action: Hire Full time Lead Interpreter**

<b>Describe the actions needed to achieve this objective:</b>	Fill out faculty hiring form on Program Review, be granted the positions, post positions, screen applications, interview qualified candidates from screening process, and suggest the candidates to the President.
<b>Who will be responsible for overseeing the completion of this objective:</b>	Chair
<b>Provide a timeline for the actions:</b>	Aug. 2025.
<b>Describe the assessment</b>	Obtaining one Lead Interpreter for our program.

**plan you will use to know if the objective was achieved and effective:**

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

Human Resources to do the paperwork and interviewing.

## GOAL STATUS REPORT (REQUIRED)

### Action Statuses

#### 2018/2019 American Sign Language/Interpreting Goals

Goal

##### **Goal: Obtain state of the arts hardware and software**

Obtain state of the arts hardware and software will allow the program to provide the students with a better educational experience and enhanced skills to enter the work force.

##### **Action: Obtain State of the Art hardware and software**

**Describe the actions needed to achieve this objective:**

Research current state of the art equipment, chairs with movable table tops that will also fit under the the current desks that house the individual computers in the lab/classroom as well as the cost for equipment, and maintenance for all the equipment. Identify and secure funding for supplies, equipment and maintenance of all equipment.

**Who will be responsible for overseeing the completion of this objective:**

Joseph L. Halcott

**Provide a timeline for the actions:**

On going.

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

All of the new equipment will have to be purchased, installed, put together and fully functioning in the classroom.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

Faculty time, research, consultation with technical and design experts, and other faculty, and training and interpreter cost and time.



**Faculty, Other):**

Status for Obtain State of the Art hardware and software

*No Status Added*

**Goal: Hire 2 new positions to support the program**

Hire two (2) new positions to support the program. 1) A new ASL Studies tenure track instructor and a new ASL/English Interpreting tenure track instructor.

**Action:** Hire 2 new positions to support the program

**Describe the actions needed to achieve this objective:**

Fill out faculty hiring form on Program Review, for San Diego Mesa College to be granted the positions, post positions, screen applications, interview qualified candidates from screening process, and suggest the candidates to the President who will refer choice to the chancellor for final approval by the Board.

**Who will be responsible for overseeing the completion of this objective:**

Chair

**Provide a timeline for the actions:**

Aug. 15, 2025 or before.

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

Two (2) qualified instructors - One (1) for ASL Studies and One (1) for ASL/English Interpreting.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

Human Resources to do the paperwork and interviewing.

Status for Hire 2 new positions to support the program

*No Status Added*

**Goal: Hire a Lead Interpreter**

Hire a Lead Interpreter for our department so that the Deaf instructors can attend "last minute" meetings and training and have an interpreter available. Also have an interpreter available for students who are not skilled in ASL to communicate with their Deaf instructors.

**Action:** Hire Full time Lead Interpreter

<b>Describe the actions needed to achieve this objective:</b>	Fill out faculty hiring form on Program Review, be granted the positions, post positions, screen applications, interview qualified candidates from screening process, and suggest the candidates to the President.
<b>Who will be responsible for overseeing the completion of this objective:</b>	Chair
<b>Provide a timeline for the actions:</b>	Aug. 2025.
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Obtaining one Lead Interpreter for our program.
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	Human Resources to do the paperwork and interviewing.

Status for Hire Full time Lead Interpreter

<b>Current Status:</b>	In Progress
<b>If the Current Status was marked Completed, what was the impact of the completed objective on your program:</b>	A full time ASL position is being interviewed at City College. There is a hiring freeze, but we are hopeful that our ASL position will be staffed.
<b>If the Current Status was not marked Completed, what are the implications and next steps:</b>	The position will again be put into the Faculty Position Request. This will be ongoing until the positions are filled.

## Request Forms

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**CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST**

## Reviewers

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### LIAISON'S REVIEW

**Form:** Instructional Program Liaison's Review 2019/20 UPDATE

### MANAGER'S REVIEW

**Form:** Instructional Program Manager's Review 2019/20 UPDATE

# Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
  - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
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# Form: "2019/20 Program Review Outcomes and Assessment Section"

**Created with :** Taskstream

**Participating Area:** American Sign Language/Interpreting

## **(REQUIRED) Program name**

American Sign Language/English Interpreting

## **(REQUIRED) Are you on target with your assessment schedule?**

We are currently working on our assessment. From what I am able to glean from the data is that our program has a decrease in the number of students overall, but this is true for the college, district and nation at this point in time. Our economy seems to be up and as in the past when the economy is seen to be good students go to work and do not attend college. When the economy is seen to be weak then students attend college to get training to help them get job. Using the Data Dashboard one can see that our student success rate has improved in the last year. It had tumbled after two of our full-time instructors retired and we have had several adjuncts that were hired. They are no longer with us and we have hired several new adjuncts. That seems to have brought our success rate back up.

According to what I have seen our awards for the past year were:

C.A. ASL Studies: 32

C.A. ASL/English Interpreting 37

A.A. ASL Studies: 32

A.A. ASL/English Interpreting 37

Our numbers in the program though have gone down somewhat from Fall 2017-Spring 2019:

FTES from 4 have dropped to 3; Courses offered have gone from 47 to 23; The FTEF from 0.33 down to 0.27; and Valid sections from 2 to 1.

All of our class numbers in various classes have dropped from 2014 to 2019. However, that is true for most of the college and the United States.

It seems that as the economy picks up less and less students attend college classes in order to work.

## **(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?**

What I have seen by the data is that we really have to be more careful in who we hire to teach our classes. We also have to give those that we hire more attention and help them through the courses and not to let them flounder. We have taken steps to make sure that

those who have recently been hired have more support in grading and attending to student's needs. Our online Deaf culture classes have been very popular and fill. It seems that using one of the AMSL 150 teacher's class as a model has helped those online classes to become more efficient.

**(REQUIRED) Based on your assessments, what resource needs have you identified?**

We did seem to need another room outfitted with a lab component for the classes to have both day and night classes and two rooms with labs did not seem to not adequate. However, this Spring semester we had a large drop in the number of students and the number of classrooms seemed adequate-this will not be true of the fall 2020 when we plan to offer more evening classes for the ASL language classes at night as well as Interpreting classes. We will at that point need at least one more class/lab to accommodate the classes we plan to offer. We need another ASL Studies instructor and another Interpreter Trainer. Our minimum qualifications need to be updated! So, that the minimum qualification will be at least a B.A. which is what is required for interpreters to sit for the national interpreting exam.

**Please provide any other comments.**

As stated above - our minimum qualifications need to be updated! Those who are experienced teachers have been told that they do not meet the minimum qualifications because they have several years of teaching experience!?! Only an AA plus 6 years of being a teachers aide or an interpreter or having some kind of work experience (excluding teaching) is not sufficient. Since other language departments require a minimum of a Bachelor's degree both of our programs American Sign Language Studies and American Sign Language/English Interpreting need to require teachers who already have at least a bachelors degree. Most of our instructors already have a Masters degree. Two have doctorates. It was understandable 37 years ago when they started our department to only require an Associate of Arts degree and 6 years of experience because not many Deaf people or interpreters had a bachelors or masters degree, but today there are many Deaf people and hearing interpreters who have master degrees in the field. The Registry of Interpreters for the Deaf, Inc. requires interaprerers to have a bachelor's degree before they can sit for the national interpreting certification exam. Gallaudet University now offers not only BA and MA degrees in interpreting, but also Ph.D.'s in interpreting as well.

# Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream

Participating Area: American Sign Language/Interpreting

## Program Name

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**(REQUIRED) Type your program name.**

American Sign Language/English Interpreting

**Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.**

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**(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?**

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

Aggregated Race/Ethnicity					
	2014-15	2015-16	2016-17	2017-18	2018-19
Afr. Amer.	10	12.9	10.7	12.9	11.1
Asian	0	0	0	2.0	3.9
Filipino	0.6	0	1.0	3.0	0
Latinx	42.4	39.5	36.9	43.8	43.3
Other	8.2	6.5	7.8	6.9	10.0
Pacific Island	2.4	0	1.0	2.0	1.1
Unreported	1.8	3.2	2.9	2.0	1.1
White	34.7	37.9	39.8	27.7	30.0

This chart shows that the enrollment for all groups is pretty consistent. The Latinx making up the largest percentage of student enrollment with White coming in second and then African Americans third. Approximately 70 percent of our department is made up of people



of color. We have recently hired two instructors of color. One has taught classes, but the other one has had their classes cancelled each semester due to low numbers in the class that was scheduled to be taught.

**(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?**

Yes there is consistency with the patterns over the last 5 years.

**(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?**

It is probably because San Diego metropolitan area has a large base of Latinx population. That means that our department needs to be aware of those holidays and customs that may impact the students.

**(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?**

That means that our department needs to be aware of those holidays and customs that may impact the students. We definitely need to be aware of familial relationships and how that impacts our student's attendance.

**(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?**

I let the students know that I took several Spanish courses in high school and college. That I travelled to Mexico several times as well as having studied in Spain. I explain that our numbering system the teens are very similar to Spanish with making the 10 first and then the next number. I also point out that ASL fingerspelling originated in Spain and then went around the world competing with the British fingerspelling method. I also let them know that ASL syntax is similar to Spanish.

**(REQUIRED) A6. Have you identified resource needs? If yes, please list.**

Yes, I inform the students about tutoring in the LRC with the names of the tutor (who is Deaf and Latinx) with the dates and times and location. I also let them know about the Deaf Community Services and I announce events in the community so that students can meet with Deaf people and practice there signing.

One of our instructors has requested Story Sequencing Cards and Six (6) Scene Sequencing Cards. These cards, according to the instructor, are different than what we have received in the past. What we have received are simple picture cards and picture dictionarys. These are used in the first class to allow students to identify objects; however, the sequence cards will enable students to see the story. It will enable them to go from simple pictures to stories. It will allow the students to more fully develop their mastery of signing in American Sign Language using proper syntax and grammar.

**(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.**

No, none of our goals specifically address People of Colors needs or the Latinx needs. They focus on students learning about American Sign Language and Deaf culture. One goal that

we will develop will be to compare the Deaf culture with the People of Colors and the Latinx culture.

**Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.**

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**(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?**

We have not developed the goal yet, but we will. Currently we compare Deaf culture with hearing culture, but I see the need to also compare the Deaf culture with the People of Colors and the Latinx culture. I am sure that will be more relevant.