

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to begin working on your Unit’s Program Review. Once Program Review workspaces are available, you will receive detailed instructions regarding how to copy these responses over to the Nuventive workspace. Click here to view our Glossary of Terms.

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices. View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information & Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>The AMSL unit had faced some successes and challenges during the pandemic event. The obstacles we confronted were to transform from face-to-face to online classes. The transitions were not smooth for the AMSL colleagues due to the lack of emergency preparation, but they adapted their online teachings. Now the pandemic is over, one of the AMSL colleagues still uses online approach, and the rest are hybrid. Most of these classes met once or twice a week to practice ASL in class.</p> <p>The challenges are the enrollment and online courses for the AMSL program. We are working on expand networking to recruit more students to enroll the Interpreting program in the San Diego community. The continuum is challenging for developing well-prepared ASL Studies students as a means of supporting the</p>

		pipeline into the Mesa ASL-English interpreting program. In the past, there were four full-time professors, the networking was effective among colleagues and their students, but now there is the only one full-time professor; it means the networking is small. The successes will be to hire two new professors to join the AMSL programs to expand enrollment and networking.	
If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.	Optional	Distance education emerged in the AMSL curriculum.	
If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	An ASL Space would be ideal for the Mesa community. The ASL space is a hangout place where students could practice ASL with Deaf students. It fosters language skills and cultural awareness.	
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input type="checkbox"/> Reviewed and accurate.X <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support	There is always room to improve the curriculum.
<i>Data Reflection</i>			
Prompt	Guidance	Program Response	

Describe the trends you see in your program/service area's data.

Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work

Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work

Need for a faculty member in the ASL-English interpreting program

Before 2017, the AMSL Department had four full-time contract faculty and enrollment was healthy. By 2017, two contract faculty had retired and have yet to be replaced. The last full-time faculty member retired in 2020, and since that time, the program has increasingly had to rely on adjunct faculty. Relying on adjunct faculty does not create consistency in student learning or allow the program to meet its unit goals. The change in faculty and resulting decrease in enrollment is illustrated by the dashboard data below.

- Faculty FTEF:
 - Fall 2019: 1.77 FTEF Contract and 1.77 Adjunct
 - Spring 2020: 1.60 FTEF Contract and 1.07 FTEF Adjunct
 - Fall 2020: 1.00 FTEF Contract and 1.60 FTEF Adjunct
 - Spring 2021: .47 FTEF Contract and 2.27 FTEF Adjunct
 - Fall 2021: 1.00 FTEF Contract and 1.80 FTEF Adjunct
 - Spring 2022: 1.00 FTEF Contract and 1.07 FTEF Adjunct
 - Fall 2022: 1.00 FTEF Contract and 1.80 FTEF Adjunct
 - Spring 2023: 1.20 FTEF Contract and 1.27 FTEF Adjunct

- Enrollment: The reduction in contract faculty has affected enrollment. Since 2020, after the most recent ASL Studies program contract faculty retired, enrollment has gone from 494

		<p>to 318, a 64% decrease in numbers. The number of sections for ASL 1 has been reduced from five to three per year. The number of sections for ASL 2 has been reduced from three to two. The number of sections for ASL 3 has been reduced from four to only one per year.</p>	
<p>Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?</p>	<p>Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.</p>	<p>Campus Success Rate: 73.2% School Success Rate: 73.2% Program Success Rate: 71.5% Course Success Rate: 71.5%</p> <p>The disproportionate impact is yes.</p> <p>The equity gap between Black/African Americans and Latinx needs to improve, and the rest looks OK.</p>	
<p>Describe the discussion(s) that took place about the unit's learning outcomes assessment data.</p>	<p>Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.</p>	<p>The Deaf community is encountering a shortage of professional interpreters, and it is difficult to find ones who are available or willing to be on campus.</p> <p>In the past, I asked for feedback on how to improve the AMSL program review but received none. It is frustrating to invest my time in enhancing the AMSL program. "Outcomes Across Campus" lacks something information regarding the AMSL programs because they are ignorant of the ASL Studies and ASL-English Interpreting programs that can enrich the Mesa students to broaden their perspective and talents.</p> <p>It is common for students not to be aware of the AMSL programs because they assume it is</p>	

		just for a transfer or a language credit, nothing more like employment opportunities.	
<i>Practice Reflection</i>			
Prompt	Guidance	Program Response	
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	The ASL Studies program is ready for curriculum enhancement and innovation. However, the excessive amount of work required of the single faculty member in the program limits the opportunity for innovation or partnerships with other campus programs. (Goal #2)	
What other factors (internal or external) might also impact the above data trends and equity gaps?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	<p>An additional ASL faculty member is needed to sustain and expand the ASL Studies program. Currently, a co-chair from another department is working with the current ASL Studies faculty member to share the load of managing the program. One faculty member is not sufficient to teach the AMSL courses and function as department chair. (Goal #2, #3)</p> <p>Without an additional ASL faculty member, the ASL Studies program is in danger of closing due to low enrollment, as recent data has demonstrated. This will endanger the enrollment of the ASL-English interpreting program, which is critical to meet the projected need for interpreters through 2031. (Goal #4)</p> <p>ASL is the second most popular language in the district with a current enrollment of 565 students. In order to meet this demand, an additional ASL Studies faculty member is needed. (Goal #1)</p>	

		<p>The Mesa ASL Studies program is in a unique position to support the direct pipeline into the ASL-English Interpretation program. This program provides students with the language base that is required prior to beginning the interpreting program. An additional ASL Studies faculty member would support the growth of both the ASL Studies program and the ASL-English Interpretation program. (Goal #4)</p>	
<p><i>Unit Goals and Action Plans</i></p>			
<p>Prompt</p>	<p>Guidance</p>	<p>Program Response</p>	
<p>Unit Goals</p>	<p>Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.</p>	<ol style="list-style-type: none"> 1. Increase the number of students who enter and complete the American Sign Language (ASL) Studies program. 2. Continue to improve the ASL Studies program curriculum, support students outside of the classroom, and increase stability of the program. 3. Increase outreach to San Diego County high schools to educate them about the ASL Studies program and interpreting as a career. 4. Continue to develop well-prepared ASL Studies students as a means of supporting the pipeline into the Mesa ASL-English interpreting program. 	

<p>Mesa2030 Roadmap Strategic Objective (SO) Alignment</p>		<p>the SOs the Strategic Objectives they are referring to are on pages 5-9 of this document: Roadmap to Mesa2030.</p> <p>Goal 1: Increase the number of students who enter and complete the American Sign Language (ASL) Studies program.</p> <p>SO: The goal of the AMSL programs promotes awareness among the students that there is ASL employment.</p> <p>SO: The goal of the AMSL programs is to improve awareness among the students of the possibility is ASL employment.</p> <p>Goal 2: Increase outreach to San Diego County high schools to educate them about the ASL Studies program and interpreting as a career.</p> <p>SO: The enrollment will increase.</p> <p>Goal 3: Continue to develop well-prepared ASL Studies students as a means of supporting the pipeline into the Mesa ASL-English interpreting program.</p> <p>SO: There are two options to receive a AA degree or a certificate.</p>	
--	--	---	--

Identify specific actions your program/service area will engage in to accomplish this goal.	Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.	<p>Goal 1 The outreach to the San Diego high school communities is the key to expanding enrollment.</p> <ol style="list-style-type: none"> 1. The AMSL department should have a booth at the Job Fair at these high school campuses. 2. <p>Goal 2 The ASL Space can foster well-prepared ASL Studies students to enroll in AMSL Interpreting by developing good language skills.</p> <ol style="list-style-type: none"> 1. 2. <p>Goal 3</p> <ol style="list-style-type: none"> 1. 2. 	
Does this Action Plan require resources	if yes, complete resource request form	<input type="checkbox"/> Yes X <input type="checkbox"/> No	
<i>Resource Requests</i>			
Prompt	Guidance		
General Directions	<p>Each response should include accurate and relevant data, meaningful analysis of those data, and a clear connection of those data to the program/unit goals. Relevant data may include data beyond what is provided by IE. Writers should include any and all data they deem relevant to the request. Responses should include considerations around impact to campus practice, proportion of students/employees</p>	<p>The relevant data is to hire two more AMSL faculty members. The more, the merrier students will want to learn ASL and become interpreters one day.</p> <p>The AMSL department requested two faculty requests, they are ASL Studies and Interpreting.</p> <p>The need for AMSL ASL Studies and Interpreting programs support programming due to the communication barriers in the San Diego communities, which will impact Deaf people. It is essential to provide specialized</p>	

	impacted, impact on equity, and specialized expertise needed to support programming.	expertise for Deaf people.	
Unit Goal Alignment	Which Unit Goal(s) will this resource request support?	<p>Scoring considerations: Request will intentionally support practices that have demonstrated success or are research supported in producing parity in outcomes across racial/ethnic student groups or other historically minoritized groups. Examples may include:</p> <ul style="list-style-type: none"> • Student-facing practices, policies, programs • Policies, practices, programs that foster a culture of equity-mindedness • Policies, practices, programs that improve our ability to pursue equity through principles of inquiry and development of equity-minded systems. 	<p>ASL faculty are historically minoritized on college campuses due to the barriers in communication (https://academic.oup.com/jdsde/article/23/4/341/5025968 and https://www.proquest.com/docview/1015169184?pq-origsite=gscholar&fromopenview=true).</p> <p>An additional faculty member in the ASL Studies program can promote more awareness and produce parity in access to district-wide policies, programs and practices for Deaf faculty members. An additional ASL Studies faculty member could ensure Deaf voices are heard within the larger college community. (Goal #2)</p> <p>In addition students benefit from a variety of learning environments that a single faculty member cannot provide. Students need more choices to meet a variety in learning styles. (Goal #1)</p>
Type of Request	Select one	<input type="checkbox"/> Classified Professional <input type="checkbox"/> FacultyX <input type="checkbox"/> Equipment/Supplies <input type="checkbox"/> Budget Augmentation <input type="checkbox"/> Facilities	
Title of Request			
Using accurate and relevant data*, explain the Need for the request beyond what currently exists in the unit.	Some data will be provided but writers should include any additional data they deem relevant to the demonstration of need. Classroom requests must minimally include the FTES/FTEF, amount of Adjunct FTEF on the	<p><u>Need for a faculty member in the ASL-English interpreting program</u></p> <p>Before 2017, the AMSL Department had four full-time contract faculty and enrollment was healthy. By 2017, two contract faculty had retired and have yet to be replaced. The last</p>	

	<p>schedule, and current Headcount of Full-time faculty in the department.</p> <p>Other data could include student utilization, faculty/employee utilization, growth/demand, time on task, efficacy of services, etc.</p> <p>Request may include discussion of how it will support a new policy, practice or requirement (internal or external). The requirement should be clearly articulated with relevant details describing how this request supports the requirement.</p>	<p>full-time faculty member retired in 2020, and since that time, the program has increasingly had to rely on adjunct faculty. Relying on adjunct faculty does not create consistency in student learning or allow the program to meet its unit goals. The change in faculty and resulting decrease in enrollment is illustrated by the dashboard data below.</p> <ul style="list-style-type: none"> ▪ Faculty FTEF: <ul style="list-style-type: none"> ○ Fall 2019: 1.77 FTEF Contract and 1.77 Adjunct ○ Spring 2020: 1.60 FTEF Contract and 1.07 FTEF Adjunct ○ Fall 2020: 1.00 FTEF Contract and 1.60 FTEF Adjunct ○ Spring 2021: .47 FTEF Contract and 2.27 FTEF Adjunct ○ Fall 2021: 1.00 FTEF Contract and 1.80 FTEF Adjunct ○ Spring 2022: 1.00 FTEF Contract and 1.07 FTEF Adjunct ○ Fall 2022: 1.00 FTEF Contract and 1.80 FTEF Adjunct ○ Spring 2023: 1.20 FTEF Contract and 1.27 FTEF Adjunct ▪ Enrollment: The reduction in contract faculty has affected enrollment. Since 2020, after the most recent ASL Studies program contract faculty retired, enrollment has gone from 494 to 318, a 64% decrease in numbers. The number of sections for ASL 1 has been reduced from five to three per year. The number of sections for ASL 2 has been reduced from three to two. The number of sections for ASL 3 has been reduced from four to only one per year. 	
--	--	---	--

<p>Explain how your request contributes to improvements in <u>Equity</u> for Disproportionately Impacted groups.</p>	<p>Scoring considerations: Request will intentionally support practices that have demonstrated success or are research supported in producing parity in outcomes across racial/ethnic student groups or other historically minoritized groups. Examples may include:</p> <ul style="list-style-type: none"> ● Student-facing practices, policies, programs ● Policies, practices, programs that foster a culture of equity-mindedness ● Policies, practices, programs that improve our ability to pursue equity through principles of inquiry and development of equity-minded systems. 	<p>There is diversity in the Deaf communities in the world; we have all kinds of people who have a Deaf person in their immediate family. Those minority groups might overlook the possibilities in ASL employment, such as interpreters.</p> <p>To do marketing is to be at the Job Fair anywhere in the San Diego communities.</p>	
<p>Explain how your request addresses <u>Excellence.</u></p>	<p>Scoring considerations: Request will intentionally support excellence and completion. Demonstration of excellence may include discussion of the following:</p> <ul style="list-style-type: none"> ● high-quality, culturally relevant teaching/learning experiences ● supporting students toward timely completion of educational goals ● eliminating barriers and providing support for students entering Mesa College, through to completion, and beyond to transfer and employment ● partnerships within Mesa's 	<p>Having an ASL Space on the Mesa campus will be visual to everyone. It allows Deaf students to mingle with ASL students. That would be the top priority. It will reduce communication barriers. Students are exploring opportunities that include ASL space. The ASL space will have a library where students watch videos, practice ASL, or play ASL games. Students will have something to look forward to in the ASL Space, where they continue to develop good language skills and continue to the completion and beyond to transfer and employment. The partnerships within Mesa's internal and external communities enhance work-based learning and networking in the</p>	

	<p>internal and external communities to enhance access and completion efforts</p> <ul style="list-style-type: none"> ● New policies, practices, or structures that intentionally focus on institutional improvement and effectiveness 	working world by being visually open.	
<p>Explain how your request fosters <u>Innovation</u></p>	<p>Scoring Considerations: Request introduces something new and/or makes changes to something established. Examples may include:</p> <ul style="list-style-type: none"> ● Innovation in curriculum, pedagogy, student success efforts ● New/more efficient or effective campus processes or infrastructure support ● Ideas around scaling up an effective practice utilizing a new approach 	<p>The ASL Space will be a great innovation to support pedagogy and student success efforts. It will open more opportunities for majoring in ASL Studies and/or Interpreting programs.</p>	
<p>Explain how your request promotes <u>Sustainability</u></p>	<p>Scoring considerations: Request clearly demonstrates a commitment to sustainability of resources (physical, fiscal, and human). Examples may include:</p> <ul style="list-style-type: none"> ● Commitment to and prioritization of policies or practices that improve environmental justice and sustainability ● Responsible stewardship of resources (physical, fiscal, and human) ● climate action education ● Policies, practices, 	<p>Hiring AMSL colleagues will enhance enrollment, ASL Space, completion, and employment.</p>	

	<p>programs committed to reducing Mesa College's carbon footprint</p> <ul style="list-style-type: none"> ● replacement/maintenance of current resources ● cross-functional/interdisciplinary request that improves efficiency of resources, practices, and programming 		
Is this request necessary for the Program's Accreditation status?	Select one	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> NoX	
One-time cost or ongoing?	Equipment/Supplies and Facilities Requests Only	<input type="checkbox"/> One-time <input checked="" type="checkbox"/> OngoingX <p>Some colleagues prefer to use the Go-React software due to the Deaf friendly. The problem is the fee and it costs at least 30.00 every semester.</p> <p>Computer labs (K-107 and K-109)</p> <p>Workspace for AMSL adjunct to support office hours and use the video phone system</p>	
Estimated Cost of ownership		\$30.00 of GoReact software for students	
Is maintenance required	Equipment/Supplies and Facilities Requests Only	<input type="checkbox"/> YesX <input checked="" type="checkbox"/> No	