

SAN DIEGO
MESA COLLEGE



Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - American Sign Language/Interpreting (AMSL)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.

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.

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 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.

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.

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.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.

Reviewed & Accurate

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

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:

- o Fall 2019: 1.77 FTEF Contract and 1.77 Adjunct
- o Spring 2020: 1.60 FTEF Contract and 1.07 FTEF Adjunct

Summary and Reflection

- o Fall 2020: 1.00 FTEF Contract and 1.60 FTEF Adjunct
- o Spring 2021: .47 FTEF Contract and 2.27 FTEF Adjunct
- o Fall 2021: 1.00 FTEF Contract and 1.80 FTEF Adjunct
- o Spring 2022: 1.00 FTEF Contract and 1.07 FTEF Adjunct
- o Fall 2022: 1.00 FTEF Contract and 1.80 FTEF Adjunct
- o 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.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)

Campus Success Rate: 73.2%
School Success Rate: 73.2%
Program Success Rate: 71.5%
Course Success Rate: 71.5%

The disproportionate impact is yes.

The equity gap between Black/African Americans and Latinx needs to improve, and the rest looks OK.

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

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.

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.

It is common for students not to be aware of the AMSL programs because they assume it is just for a transfer or a language credit, nothing more like employment opportunities.

Related Documents for Charts and Graphs

Data Reflection Complete

Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

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?

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)

Summary and Reflection

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)

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)

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)

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

2023-2024 Update:

Summary: Successes

There is an 80% Fill Rate. The enrollment is 337.

Challenges

In the past, there were at least two sections of AMSL 121. The Fill Rate looked good. After the COVID-19 pandemic, the enrollment was getting smaller. After the pandemic it seems that it shifts the interests among the students. The students' interests has shift into technology like social media.

The result is there is one section in the spring. The need is to have two sections every semester: one in the daytime and one in the nighttime.

The administrators decided that the section of AMSL 121 reduced to one because the enrollment does not look appealing. However it will impact the ripple effect for AMSL 220 (ASL 3) and 221 (ASL 4). There was 18 students when they took AMSL 220 in fall 2022 because there were two sections of AMSL 121.

The need is to improve marketing in the AMSL program. It is customary that students do not know about the ASL job opportunities. It will help their resume that they have some skills in sign language.

It is essential for expanding full-time faculty in the AMSL programs because there are two: American Sign Language Studies and ASL-English Interpretation. It will create more diversity and networking in the AMSL community. The marketing is challenging because Deaf people are invisible to society. Outreach is the key to promoting awareness. For example, there used to be four contract faculty.

Are there any edits or updates to the Data Reflection above?

2023-2024 Update:

The enrollment trends has getting smaller. One section of AMSL 121 canceled in spring 2024.

In Fall 2023, Eight out of twelve sections were above 80% in the Fill Rate. AMSL 220 has 18. AMSL 230 has 16. AMSL 235 has 15.

Summary and Reflection

In Fall 2021, there were 12 students for AMSL 220, 230, and 235.

That shows improvement.

The modality has changed. The campus has 24 students. The combination online/campus has 144 students. The online asynchronous has 109. The online synchronous has 60 students. Three out of four modalities are above 80%.

The comparison between 2018/19 and 2022/23 showed that the online modality has increased from 46% to 72%. The on-campus was from 75% to 41%.

There are no differences among African American/Black, Native American, Asian, Filipino, and White. The increase in Latinx has increased every semester. The patterns of enrollment have decreased. This year it increased.

The 18-24 age in the student characteristic has high percentages. The 25-29 age came in second. The 30-39 age came in third. The patterns remain the same.

The patterns in the First Generation show the same. There is a high percentage in the primary language. Other than English shows a decline from 5% to 3%. The number of the Military/Veteran has increased from 10% to 13%.

The number of first-time students increased high between 2018/19 and 2022/23.

The course success rate remains the same; the average percentage is 73-75%. The course retention rate is 87-88%. The program GPA shows ups and downs, but the percentage is adequate because in 2016/17, it was 2.76. Between 2019/20 and 2020/21, it increased one percent. From 2021/22, the number showed up and down. The grand total is 2.86. The average units completed showed a decline, but in 2022/23, it showed some improvement. The grand total of the average units completed is 14.23.

Are there any edits or updates to the Practice Reflection above?

2023-2024 Update: The community outreach needs to focus on improving marketing. The job opportunities in the AMSL programs need to be part of the career fair.

I am not sure. However, both internal and external might impact the above data trends and equity gaps due to the recruitment, hiring, and retention practices.

Summary and Reflection

Goal 1: Increase the number of students who enter and complete the American Sign Language (ASL) Studies program.

Unit Goal: Goal 1: Increase the number of students who enter and complete the American Sign Language (ASL) Studies program.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2023 - 2024

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 1: X
- Completion - Objective 1: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Stewardship - Objective 6: X

Goal 2: Continue to improve the ASL Studies program curriculum, support students outside of the classroom, and increase stability of the program.

Unit Goal: Goal 2: Continue to improve the ASL Studies program curriculum, support students outside of the classroom, and increase stability of the program.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Completion - Objective 1: X
- Scholarship - Objective 4: X

Goal 3: Increase outreach to San Diego County high schools to educate them about the ASL Studies program and interpreting as a career.

Unit Goal: Goal 3: Increase outreach to San Diego County high schools to educate them about the ASL Studies program and interpreting as a career.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Pathways and Partnerships - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Summary and Reflection

Action Plans	Action Plan Update
<p>Action Plan: The AMSL department should have a booth at the Job Fair at these high school campuses.</p> <p>Action Plan Cycle: 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

Goal 4: Continue to develop well-prepared ASL Studies students as a means of supporting the pipeline into the Mesa ASL-English interpreting program.

Unit Goal: Goal 4: Continue to develop well-prepared ASL Studies students as a means of supporting the pipeline into the Mesa ASL-English interpreting program.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Completion - Objective 1: X
- Scholarship - Objective 4: X

Goal 5: Provide an ASL space for our students to practice the target language: American Sign Language. Mesa Deaf students can be part of this group to facilitate language learning among ASL students.

Unit Goal: Goal 5: Provide an ASL space for our students to practice the target language: American Sign Language. Mesa Deaf students can be part of this group to facilitate language learning among ASL students.

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 1: X
- Community - Objective 2: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Stewardship - Objective 2: X

Summary and Reflection