Sign Language Interpretation
Comprehensive Academic Program Review 2011-12

Associate in Science Degree:
Sign Language Interpretation

Institutional Research and Effectiveness
St. Petersburg College

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Comprehensive Academic Program Review Produced by

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Sign Language Interpretation
2011-12 Comprehensive Academic Program Review
Institutional Research and Effectiveness

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Executive Summary

Introduction
The program review process at St. Petersburg College (SPC) is a collaborative effort designed to continuously measure and improve the quality of educational services provided to the community.

Program Description
The Sign Language Interpretation Program is designed to provide students with sign language skills, an understanding of deaf culture, knowledge of the interpreter’s role and skill development to prepare students for the profession of sign language interpreting. Professional interpreters provide a link between deaf and hearing individuals in a variety of situations, including educational, religious, medical and mental health settings. The passing of the Americans with Disabilities Act (ADA) has created an increase in part-time and full-time positions available for credentialed interpreters who have initiative and ability.

Degree Offered
An Associate in Science Degree in Sign Language Interpretation is offered at SPC.

Program Performance
- Actual Course Enrollment increased during the Fall, Spring, and Summer semesters in 2010-11 from the previous two years.
- Unduplicated Headcount increased in Fall and Spring 2010-11 from the previous two years. However, there was a slight decrease during Summer 2010-11 from the previous year.
- Student Semester Hour (SSH) Productivity decreased during the Fall (1.0), Spring (1.0), and Summer (0.8) semesters in 2010-11 from the previous year.
- The number of program graduates in the Sign Language Interpretation program increased in 2010-11 (11) from the previous two years.
- The vast majority of students in the program continue to succeed in the courses. In Spring 2011, 94.2% of the students were successful as compared to 92.7% in Spring 2012. In Fall 2010, 91.2% of the students succeeded as compared to 92.2% in Fall 2011.
- Fulltime Faculty taught 69.9% of the ECHs in 2010-11 as compared to 71.3% in 2009-10. Adjunct Faculty taught 30.1% of the ECHs in 2010-11 as compared to 28.7% in 2009-10. The highest semester for Adjunct ECHs was Summer 2008-09 in which adjunct faculty taught 57.6% of the program’s course load. The three-semester average for adjuncts (30.1%) in 2010-11 is consistent with the College’s general 65/35 Fulltime/Adjunct Faculty Ratio guideline.

Program Profitability
- The Relative Profitability Index (RPI-T) for the Sign Language Interpretation program increased in 2010-11 from the previous year, reaching a six-year high in 2010-11 (0.6).
Program Improvements

- Capital Expenditures (Fund 10 and 16) for the Sign Language Interpretation program (Org: 11270130) during the past three years totaled $699. Program improvements made as a result of the capital expenditures included computers.

Academic Outcomes

- The 2010-11 Academic Program Assessment Report indicated that the desired results were met for all five Major Learning Objectives (MLOs) assessed.
- The 2010-11 Academic Program Assessment Follow-up Report was completed in July 2012, and indicated that two of the three action items were completed, and the results published in the 2010-11 follow-up report.

Stakeholder Perceptions

- All the individual average content area scores for the Student Survey of Instruction (SSI) were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Sign Language Interpretation program; specifically, as they relate to faculty engagement, preparation and organization, and course instruction.
- A Sign Language Interpretation advisory committee meeting was held on November 3, 2011. The meeting consisted of a discussion about the ASL Club, new course offering, new staff, assessment report, Deaf Tech Grant, as well as various issues pertaining to academia.
- Seven Recent Alumni Surveys were provided to the 2009-10 graduates of the Sign Language Interpretation program. One response was received from an A.S. graduate. Since a single response cannot accurately represent the entire program, alumni survey results will not be reported.

Occupation Profile

- One occupation description, Interpreters and Translators, was located in the Bureau of Labor Statistics for the Sign Language Interpretation program.
- The 2010 median yearly income for Interpreters and Translators was $43,300 in the United States and $36,000 in Florida.
- Employment trend information for Interpreters and Translators showed a significant average annual increase (14% - 42%) in employment for the profession over the next 6-8 years for both the country and state.
- The major employers of these graduates are Sorenson Video Relay Service, Z Video Relay Services, Religious organizations, and Pinellas County Public Schools.
- Total Placement in the Sign Language Interpretation program decreased in 2008-09 (75%) from the previous year (86%).

State Graduates Outcomes

- State Graduates data indicated that twenty-four students completed a state Sign Language Interpretation program in 2008-09. Of those, eighteen had some matching state data and were employed. Sixty-one percent (61%) of those state
graduates were employed at least a full quarter. SPC’s graduates exceeded this rate with 67% of their graduates being employed at least a full quarter.

Program Administrator’s Perspective: Issues, Trends, and Recent Successes
Tampa Bay has the fifth largest Deaf community in the United States. Job prospects for Sign Language/Interpreting graduates remain good, including employment with video relay services, public schools, and religious/community organizations. The Advisory Board has recently been reorganized to include broader representation from various community organizations hiring interpreters.

In Fall 2012, a new Certified Deaf Interpreter will join the full-time faculty on the Clearwater Campus. Recent hiring has also included a number of Deaf adjunct faculty.

The number of graduates has increased steadily since the program’s administration changed in the 2008-09 academic year. The RPI remains good as well.

The full-time faculty has been meeting regularly to revise our A.S. program’s course sequence, and the articulation agreement with the University of South Florida to ensure that our courses can transfer to the baccalaureate degree at USF without hindrances.

SPC has also been chosen as one of the partners in the DeafTEC Grant at the National Institute for the Deaf funded by a multi-million grant through the National Science Foundation. The lead Sign Language/Interpreting faculty for the grant is Dr. Beth Carlson.

Recommendations/Action Plan
- Program Recommendations and action plans are compiled by the Provost and Program Administrator, and are located at the end of the document.
**SPC Mission Statement**
The mission of St. Petersburg College is to provide accessible, learner-centered education for students pursuing selected baccalaureate degrees, associate degrees, technical certificates, applied technology diplomas and continuing education within our service area and globally, while retaining leadership as a comprehensive, sustainable, multi-campus postsecondary institution and as a creative partner with students, communities, and other educational institutions to deliver rich learning experiences and to promote economic and workforce development.

**Introduction**
In a holistic approach, the effectiveness of any educational institution is the aggregate value of the education it provides to the community it serves. For over seventy-five years, St. Petersburg College (SPC) has provided a wide range of educational opportunities and services to a demographically diverse student body producing tens of thousands of alumni who have been on the forefront of building this county, state, and beyond. This is due, in large part, to the College’s institutional effectiveness.

**Institutional Effectiveness**
Institutional Effectiveness is the integrated, systematic, explicit, and documented process of measuring performance against the SPC mission for the purposes of continuous improvement of academic programs, administrative services, and educational support services offered by the College.

Operationally, the institutional effectiveness process ensures that the stated purposes of the College are accomplished. In other words did the institution successfully execute its mission, goals, and objectives? At SPC, the Offices of Planning, Budgeting, and Research work with all departments and units to establish measurable statements of intent that are used to analyze effectiveness and to guide continuous quality improvement efforts. Each of St. Petersburg College's units is required to participate in the institutional effectiveness process.

The bottom-line from SPC’s institutional effectiveness process is improvement. Once SPC has identified what it is going to do then it acts through the process of teaching, researching, and managing to accomplish
its desired outcomes. The level of success of SPC’s actions is then evaluated. A straightforward assessment process requires a realistic consideration of the intended outcomes that the institution has set and a frank evaluation of the evidence that the institution is achieving that intent.

There is no single right or best way to measure success, improvement, or quality. Nevertheless, objectives must be established, data related to those objectives must be collected and analyzed, and the results of those findings must be used to improve the institution in the future. The educational assessment is a critical component of St. Petersburg College’s institutional effectiveness process.

**Educational Assessment**

Educational programs use a variety of assessment methods to improve their effectiveness. Assessment and evaluation measures are used at various levels throughout the institution to provide provosts, deans, program managers, and faculty vital information on how successful our efforts have been.

While the focus of a particular educational assessment area may change, the assessment strategies remain consistent and integrated to the fullest extent possible. The focus for Associate in Arts degrees is targeted for students continuing on to four-year degree programs as opposed to the Associate in Applied Science, Associate in Science, and Baccalaureate programs which are targeted towards students seeking employable skills. The General Education based assessments focus on the general learning outcomes from all degree programs, while Program Review looks at the viability of the specific programs.

The individual reports unique by their individual nature are nevertheless written to address how the assessments and their associated action plans have improved learning in their program. The College has developed an Educational Assessment Website ([https://it.spcollege.edu/edoutcomes/](https://it.spcollege.edu/edoutcomes/)) to serve as repository for all SPC’s educational outcomes reports and to systematically manage our assessment efforts.
Program Review Process

The program review process at St. Petersburg College is a collaborative effort to continuously measure and improve the quality of educational services provided to the community. The procedures described below go far beyond the “periodic review of existing programs” required by the State Board of Community Colleges; and exceeds the necessary guidelines within the Southern Association of Community Colleges and Schools (SACS) review procedures.

State guidelines require institutions to conduct program reviews every seven years as mandated in chapter 1001.03(13) of the Florida Statutes, the State Board of Education (formerly the Florida Board of Education) must provide for the review of all academic programs.

(13) ...CYCLIC REVIEW OF POSTSECONDARY ACADEMIC PROGRAMS.--The State Board of Education shall provide for the cyclic review of all academic programs in community colleges and state universities at least every 7 years. Program reviews shall document how individual academic programs are achieving stated student learning and program objectives within the context of the institution's mission. The results of the program reviews shall inform strategic planning, program development, and budgeting decisions at the institutional level.

In addition, Rule 6A-14.060 (5) states that each community college shall:

(5) ...Develop a comprehensive, long-range program plan, including program and service priorities. Statements of expected outcomes shall be published, and facilities shall be used efficiently to achieve such outcomes. Periodic evaluations of programs and services shall use placement and follow-up data, shall determine whether expected outcomes are achieved, and shall be the basis for necessary improvements.

In 2007, SPC reduced the recommended program review timeline to three years to coincide with the long-standing three-year academic program assessment cycle, producing a more coherent and integrated review
process. Figure 1 represents the relationship between program assessment and program reviewing during the three-year assessment cycle.

**Figure 1: Three-Year Academic Program Assessment Cycle**

**Program Description**

The Sign Language Interpretation Program is designed to provide students with sign language skills, an understanding of deaf culture, knowledge of the interpreter’s role and skill development to prepare students for the profession of sign language interpreting. Professional interpreters provide a link between deaf and hearing individuals in a variety of situations, including educational, religious, medical and mental health settings. The passing of the Americans with Disabilities Act (ADA) has created an increase in part-time and full-time positions available for credentialed interpreters who have initiative and ability.

**Degree Offered**

An Associate in Science Degree in Sign Language Interpretation is offered at SPC.
For a complete listing of all courses within the Sign Language Interpretation program, please see Appendix A.

**Accreditation**
No accreditation information is on file for the Sign Language Interpretation Program.

**Major Learning Outcomes**
1. Students will demonstrate knowledge of situational and environmental factors of interpreting.

2. Students will analyze the principles of the Registry of Interpreters for the Deaf (RID) Code of Ethic and apply them to a variety of interpreting/transliterating situations.

3. Students will demonstrate knowledge of the linguistic parameters of American Sign Language: phonological, morphological, semantic, syntactic, idiomatic, metaphorical, pragmatic, and paralinguistic features.

4. Students will demonstrate extensive knowledge of Deaf Culture including Social, Political, Historical, and Linguistic influences.

5. Students will demonstrate knowledge of Federal laws and Florida Statutes that provide language interpretation services for Deaf and Hard of Hearing individuals.
Program Performance

**Actual Course Enrollment**

Actual Course Enrollment is calculated using the sum of actual student enrollment for the courses within the program (Academic Organization Code). This number is a duplicated headcount of students enrolled in the program’s core courses and does not reflect the actual number of students enrolled in the A.S. program or its associated certificates (if applicable). Actual Course Enrollment increased during the Fall, Spring and Summer semesters in 2010-11 from the previous two years, as shown in Figure 2.

![Actual Course Enrollment Chart](image)

*Figure 2: Actual Course Enrollment*

Source: PeopleSoft Student Administration System: Course Management Summary Report (S_CMSUMM)
Unduplicated Headcount

Unduplicated Headcount is the total number of unduplicated students with a program plan within the area of study (e.g., A.S. or certificate) that are currently enrolled in a course under that Academic Org. during the term of interest. This excludes 1) students in a different program plan or 2) students in the right program plan who are not taking courses within that Academic Org. for the term of interest. Unduplicated Headcount increased in Fall and Spring 2010-11 from the previous two years. However, there was a slight decrease during Summer 2010-11 from the previous year, as shown in Figure 3.

![Unduplicated Headcount](image)

Figure 3: Unduplicated Headcount

Source: PeopleSoft Student Administration System
Productivity

Student Semester Hour (SSH) Productivity is calculated by dividing actual SSH by the budgeted SSH. SSH productivity decreased during the Fall (1.0), Spring (1.0), and Summer (0.8) semesters in 2010-11 from the previous year, as shown in Figure 4.

Figure 4: SSH Productivity

Source: PeopleSoft Student Administration System: Course Management Summary Report (S_CMSUMM)

Note: SSH Productivity data are displayed using two decimal places due to the proximity of the values.
Program Graduates

The number of program graduates in the Sign Language Interpretation program increased in 2010-11 (11) from the previous two years, as shown in Figure 5.

![Program Graduates](Figure_5)

*Source: 2011-12 SPC Factbook, Table 31*
Grade Distributions

To provide a reference for program performance at the classroom level, grade distributions are provided. Table 1 includes the percentage of students receiving an A, B, C, D, or F in the program core courses. The information was compiled from the college wide grade distribution report generated at the end of the session. Some course data, such as dual credit courses, generally do not end at the same time as the regular campus courses and may be omitted. In addition, the number of enrollments is a duplicated headcount where students are counted for each class registered, however, only A, B, C, D, and F grades are included in the calculations.

Table 1
Program Core Course Grade Distributions

<table>
<thead>
<tr>
<th>Semester</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2010</td>
<td>55.9%</td>
<td>26.2%</td>
<td>10.3%</td>
<td>4.2%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>41.1%</td>
<td>36.2%</td>
<td>16.9%</td>
<td>2.7%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>44.9%</td>
<td>32.9%</td>
<td>15.0%</td>
<td>4.1%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>39.5%</td>
<td>33.9%</td>
<td>17.8%</td>
<td>2.4%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>47.7%</td>
<td>31.8%</td>
<td>12.8%</td>
<td>2.9%</td>
<td>4.9%</td>
</tr>
</tbody>
</table>

Source: Collegewide Grade Distribution Report (Generated at the end of the session)
Figure 6 provides a visual representation of the grade distributions for those students receiving a grade of A, B, or C.

**Figure 6: ABC Grade Distributions**

Source: Collegewide Grade Distribution Report (Generated at the end of the session)
A classroom success rate was also calculated for the program. Classroom success is defined as the percent of students successfully completing the course with a grade of A, B, or C, divided by the total number of students in the course. The vast majority of students in the program continue to succeed in the courses as shown in Figure 7. In Spring 2011, 94.2% of the students were successful as compared to 92.7% in Spring 2012. In Fall 2010, 91.2% of the students succeeded as compared to 92.2% in Fall 2011.

Figure 7: Classroom Success

Source: Collegewide Grade Distribution Report (Generated at the end of the session)
Fulltime/Adjunct Faculty Ratio

Table 2 displays the number and percentage of Sign Language Interpretation program equated credit hours (ECHs) taught by the individual faculty classifications. As shown in Table 2, Fulltime Faculty taught 69.9% of the ECHs in 2010-11 as compared to 71.3% in 2009-10. Adjunct Faculty taught 30.1% of the ECHs in 2010-11 as compared to 28.7% in 2009-10.

Table 2
Equated Credit Hours by Faculty Classification

<table>
<thead>
<tr>
<th></th>
<th>Fulltime Faculty</th>
<th>Percent of Load Faculty</th>
<th>Adjunct Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of ECHs</td>
<td>% of Classes Taught</td>
<td>Number of ECHs</td>
</tr>
<tr>
<td>Fall 2008-2009</td>
<td>75.0</td>
<td>74.3%</td>
<td>0.0</td>
</tr>
<tr>
<td>Spring 2008-2009</td>
<td>74.0</td>
<td>77.9%</td>
<td>0.0</td>
</tr>
<tr>
<td>Summer 2008-2009</td>
<td>18.0</td>
<td>42.4%</td>
<td>0.0</td>
</tr>
<tr>
<td>2008-2009 Total</td>
<td>167.0</td>
<td>70.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>Fall 2009-2010</td>
<td>75.5</td>
<td>77.4%</td>
<td>0.0</td>
</tr>
<tr>
<td>Spring 2009-2010</td>
<td>87.0</td>
<td>77.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>Summer 2009-2010</td>
<td>32.5</td>
<td>51.6%</td>
<td>0.0</td>
</tr>
<tr>
<td>2009-2010 Total</td>
<td>195.0</td>
<td>71.3%</td>
<td>0.0</td>
</tr>
<tr>
<td>Fall 2010-2011</td>
<td>99.0</td>
<td>72.3%</td>
<td>0.0</td>
</tr>
<tr>
<td>Spring 2010-2011</td>
<td>97.5</td>
<td>73.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>Summer 2010-2011</td>
<td>45.0</td>
<td>60.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>2010-2011 Total</td>
<td>241.5</td>
<td>69.9%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT)
The Fulltime/Adjunct Faculty Ratio is calculated by dividing a program’s adjunct’s ECHs by the sum of the Adjunct’s, Percent of Load’s, and Fulltime Faculty’s ECHs. Figure 8 displays the Fulltime/Adjunct Faculty Ratio information for the last three academic years. The highest semester for Adjunct ECHs was Summer 2008-09 in which adjunct faculty taught 57.6% of the program’s course load as shown in Table 2. The three-semester average for adjuncts (30.1%) in 2010-11 is consistent with the College’s general 65/35 Fulltime/Adjunct Faculty Ratio guideline.

![Full-Time / Adjunct Faculty Ratio](image)

*Figure 8: Full-time / Adjunct Faculty Ratio*

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT)
Program Profitability

Relative Profitability Index (RPI-T)
Relative Profitability Index (RPI-T) is a measure of program profitability. It is calculated by dividing a program’s income by the sum of its personnel expenses and current expenses. Only Fund 10 financials are used in the calculation of RPI-T; specifically, program revenues (GL 400000), personnel expenses (GL 500000), and current expenses (GL 600000).

Program revenues (GL 400000) can include (1) student application fees and tuition, (2) out of state fees, and (3) gifts from alumni and charitable organizations.

Personnel expenses (GL 500000) can include (1) personnel salary expenses for program management, and instructional staff, (2) personnel salary expenses for OPS and student assistants, and (3) personnel benefits. Personnel assigned to multiple programs may have partial personnel expenses assigned to an individual program.

Current expenses (GL 600000) can include operating expenses for (1) travel, (2) goods and services, and (3) materials and supplies. Current expenses can also include scholarship and fee waivers.
The RPI-T for the Sign Language Interpretation program increased in 2010-11 from the previous year, reaching a six-year high in 2010-11 (0.6), as shown in Figure 9.

Figure 9: Fiscal Summary
Source: PeopleSoft Financial Production System: Summary of Monthly Organization Budget & Actuals Status Report (ORGBUAD1) from End of Fiscal Year
Note: Fiscal Summary data are displayed using two decimal places due to the proximity of the values.
Program Improvements

Capital Expenditures

Capital Expenditures (Fund 10 and 16) for the Sign Language Interpretation program (Org: 11270130) during the past three years totaled $699, as shown in Table 3. Program improvements made as a result of the capital expenditures included computers.

Table 3
Sign Language Interpretation Program Capital Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Capital Outlay</th>
<th>Account</th>
<th>Purchase Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>0</td>
<td>700000</td>
<td>--</td>
</tr>
<tr>
<td>2008-09</td>
<td>0</td>
<td>700000</td>
<td>--</td>
</tr>
<tr>
<td>2009-10</td>
<td>$699</td>
<td>700000</td>
<td>Computers</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>$699</td>
</tr>
</tbody>
</table>

Source: PeopleSoft Financial Production System: Summary of Monthly Organization Budget & Actuals Status Report (ORGBUDA1) from End of Fiscal Year
Academic Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AAS/AS program every three years to evaluate the quality of the program’s educational outcomes. The Sign Language Interpretation program was evaluated through an Academic Program Assessment Report (APAR) in 2010-11.

Each of the program’s five Major Learning Outcomes (MLOs) was evaluated during the 2010-11 assessment. Each of the five MLOs is listed below:

1. Students will demonstrate knowledge of situational and environmental factors of interpreting.

2. Students will analyze the principles of the Registry of Interpreters for the Deaf (RID) Code of Ethic and apply them to a variety of interpreting/transliterating situations.

3. Students will demonstrate knowledge of the linguistic parameters of American Sign Language: phonological, morphological, semantic, syntactic, idiomatic, metaphorical, pragmatic, and paralinguistic features.

4. Students will demonstrate extensive knowledge of Deaf Culture including Social, Political, Historical, and Linguistic influences.

5. Students will demonstrate knowledge of Federal laws and Florida Statutes that provide sign language interpretation services for Deaf and Hard of Hearing individuals.

Means of Assessment

The purpose of the End of Program assessment is to make summative interpretations for program improvement.

The Sign Language Interpretation program used the results of the Florida Registry of Interpreters for the Deaf (FRID) Quality Assurance (QA) Written Test. The test consists of 100 questions: 60 multiple-choice questions and 40 true-false questions.
The criteria for success stated that the student should correctly answer a mean of 70% or better.

Data were collected during July 2009 and the data findings for each of the five MLOs are displayed in Table 4. In Summer 2009, SPC’s mean scores exceeded the criteria for success for all five MLOs.

Table 4
Sign Language Interpretation 2008-09 Florida Quality Assurance Written Test Results

<table>
<thead>
<tr>
<th>Major Learning Objectives</th>
<th>Summary of Assessment Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SPC Mean</td>
</tr>
<tr>
<td>MLO 1</td>
<td>89.0</td>
</tr>
<tr>
<td>MLO 2</td>
<td>93.0</td>
</tr>
<tr>
<td>MLO 3</td>
<td>83.4</td>
</tr>
<tr>
<td>MLO 4</td>
<td>92.5</td>
</tr>
<tr>
<td>MLO 5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Academic Outcomes from 2010-11 Academic Program Assessment Report (APAR)

The 2010-11 follow-up report was completed in July 2012, and indicated that two of the three action items were completed. The results were published in the 2010-11 follow-up report.
Stakeholder Perceptions

**Student Survey of Instruction (SSI)**

Each semester, St. Petersburg College (SPC) administers the Student Survey of Instruction. Students are asked to provide feedback on the quality of their instruction using a 7-point scale where 7 indicates the highest rating and 1 indicates the lowest rating.

The purpose of the SSI survey is to acquire information on student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement.

Beginning in Fall 2008, all SSI forms (except Clinical B) have been administered electronically using an online format. During 2009-10, the SSI items were reviewed and revised by a committee composed of faculty and administrators. As a result of the revision process, the lecture, non-lecture, and eCampus forms were consolidated into one form, independent of modality, which has been administered online since Spring 2010.

As part of the instrument validation process, the results from the SSI over the last few years were assessed for reliability and validity. The results of this assessment suggested three underlying factors.

The three factors are faculty engagement, preparation and organization, and course instruction. The survey questions are grouped into these categories as defined below:

- **Faculty Engagement** - focuses on how successful the instructor was in encouraging student performance, the instructor’s level of enthusiasm for the subject and respect for students, how well the instructor applied the stated grading policies including providing students appropriate information to determine their grades, and the instructor’s responsiveness to student questions outside of the classroom.

- **Preparation and Organization** - focuses on the instructor’s overall preparation for the course, the instructor’s ability to start and end class on time, the amount of time spent on course-related activities by
the instructor, and the even assignment and appropriateness of course material throughout the term.

- **Course Instruction** - focuses on the instructor’s clarity of instruction, how well the course objectives were defined by the instructor, and how well the instructor met student expectations.

**SSI Results** The SSI survey is electronically distributed to all students enrolled in traditional classroom sections, lab courses and self-paced or directed individual study, and online courses at the College. The average scores are all well above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales during all three semesters. The average survey results by semester and content area are shown in Figure 10. The SSI survey administration is optional during Summer semester, thus only Fall and Spring results are presented in this report.

![SSI: Results](image)

**Figure 10: SSI Results**
Source: Student Survey of Instruction Administration Site
**Summary** All the individual average content area scores were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Sign Language Interpretation program; specifically, as they relate to faculty engagement, preparation and organization, and course instruction.
Advisory Committee

Community input and participation is an important component of the educational process at the College. The advisory committees are an example of community input. Advisory committees meet a minimum of twice annually with additional meetings as needed for good program coordination.

Advisory committee members are appointed by the College President to serve a one-year term of office and must have a demonstrated competency in the program specialty area or an understanding of the program and of the community at large. An exception to the above may be a lay person directly involved in a related program field such as counseling, public relations, or administration of a business or industry.

Specific Functions of Advisory Committees are:

1. Assessing how the program meets the current occupational needs of employers.

2. Reviewing and making recommendations on the program curriculum.

3. Providing input to help prepare students for work in their chosen field.

4. Assisting in recruiting, providing internships, and in placing qualified graduates in appropriate jobs.

5. Expanding and enhancing St. Petersburg College’s reputation in the community by fostering positive community relationships.

6. Approving all program equipment purchases in excess of $999.99.
Recent Meeting Summary
A Sign Language Interpretation advisory committee meeting was held on November 3, 2011. The meeting consisted of a discussion about the ASL Club, new course offering, new staff, assessment report, Deaf Tech Grant, as well as various issues pertaining to academia.

ASL Club
Caylynn Pearson noted that she shares ideas for greater participation during her meetings with SGA. Peter Cook will be performing for the ASL club in February, and would like ASL III and ASL IV to get involved.

New Course Offering
ASL I is now being offered at St. Petersburg Gibbs High School through dual enrollment. Debbie Henry is teaching the class.

New Staff
A new full-time faculty position to replace Sammie Elser is currently posted. Michelle Smith is now teaching, as well as Fallon Brizendine, who is working with the internship class.

Assessment Report
The assessment report for the Sign Language program has been completed. The report includes student performance on the FRID exam. An action plan to develop screening for students moving into ASL II and ASL III was suggested.

Deaf Tech Grant
The Deaf Tech Grant will help to promote STEM careers by helping deaf students with careers in Math, Science, and other areas.

The complete committee minutes along with the minutes from previous meetings are located in Appendices B, C, D, and E.
Recent Alumni Survey Information
Seven Alumni Surveys were provided to the 2009-10 graduates of the Sign Language Interpretation program. One response was received from an A.S. graduate. Since a single response cannot accurately represent the entire program, alumni survey results will not be reported.
Occupation Profile

One occupation description was located in the Bureau of Labor Statistics for the Sign Language Interpretation program. The occupation description title was Interpreters and Translators.

Occupation Description

The occupation description for Interpreters and Translators 27-3091 used by the Bureau of Labor Statistics is shown below:

*Translate oral or sign language, or translate written text from one language into another.*

US, State, and Area Wage Information

The distribution of 2010 wage information for Interpreters and Translators is located in Table 10. The median yearly income for Interpreters and Translators was $43,300 in the United States and $36,000 in Florida. The wage information is divided by percentiles for hourly and yearly wages. This information is also separated by location.

Table 10
Wage Information for Interpreters and Translators

<table>
<thead>
<tr>
<th>Location</th>
<th>Pay Period</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>United States</td>
<td>Hourly</td>
<td>$11.03</td>
</tr>
<tr>
<td></td>
<td>Yearly</td>
<td>$22,900</td>
</tr>
<tr>
<td>Florida</td>
<td>Hourly</td>
<td>$8.61</td>
</tr>
<tr>
<td></td>
<td>Yearly</td>
<td>$17,900</td>
</tr>
</tbody>
</table>

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey; Florida Agency for Workforce Innovation
**National, State, and County Trends**

Employment trend information for Interpreters and Translators is included in Table 11 and divided by country and state. A significant average annual increase (14% - 42%) in employment for the profession over the next 6-8 years for the country and state is shown.

**Table 11**

*State and National Trends for Interpreters and Translators*

<table>
<thead>
<tr>
<th>United States</th>
<th>Employment</th>
<th>Percent Change</th>
<th>Job Openings 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
<td>2020</td>
<td></td>
</tr>
<tr>
<td>Interpreters and Translators</td>
<td>58,400</td>
<td>83,100</td>
<td>+42%</td>
</tr>
<tr>
<td>Florida</td>
<td>Employment</td>
<td>Percent Change</td>
<td>Job Openings 1</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>2018</td>
<td></td>
</tr>
<tr>
<td>Interpreters and Translators</td>
<td>2,890</td>
<td>3,290</td>
<td>+14%</td>
</tr>
</tbody>
</table>

1Job Openings refers to the average annual job openings due to growth and net replacement.


**Major Employers**

Graduates of SPC’s Sign Language Interpretation program are employed in various areas related to their field. The primary local employers of these graduates include Sorenson Video Relay Service, Z Video Relay Services, Religious organizations, and Pinellas County Public Schools, as depicted in Table 12.

**Table 12**

*Major Employers*

<table>
<thead>
<tr>
<th>Employers of Sign Language Interpretation Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sorenson Video Relay Service</td>
</tr>
<tr>
<td>Z Video Relay Services</td>
</tr>
<tr>
<td>Religious organizations</td>
</tr>
<tr>
<td>Pinellas County Public Schools</td>
</tr>
</tbody>
</table>

Source: 2009-10 Alumni Survey and Program Administrator input
Total Placement

Total Placement is the percentage of students who have an acceptable placement after graduation. Acceptable placement includes students who are enlisted in the military, continuing their education, and/or employed in their field within the first year of graduation. Only students with A.S. and A.A.S degrees are used in the calculation. The Total Placement in the Sign Language Interpretation program decreased in 2008-09 (75%) from the previous year (86%), as shown in Figure 11.

Figure 11: Total Placement

Source: 2011-12 SPC Factbook, Table 38
State Graduates Outcomes

To provide reference information for the employment trend data, program graduate state outcome data are provided for all academic programs included within Sign Language Interpretation. Sign Language Interpretation program graduate state outcome data are provided in Table 13.

Twenty-four students completed a state Sign Language Interpretation program in 2008-09. Of those, eighteen had some matching state data and were employed. Sixty-one percent (61%) of those state graduates were employed at least a full quarter. SPC’s graduates exceeded this rate with 67% of the graduates being employed at least a full quarter, as depicted in Table 13.

Table 13
Sign Language Interpretation Program Graduates 2008-09 Outcomes by Florida Community College

<table>
<thead>
<tr>
<th>Florida Community College</th>
<th>Total Completers</th>
<th># Found Employed</th>
<th># Employed for a Full Qtr</th>
<th>% Employed For a Full Qtr</th>
<th>FETPIP Pool</th>
<th># Training Related (Employed, Education, or Military)</th>
<th>Placement Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida State College at Jacksonville</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>57%</td>
<td>7</td>
<td>4</td>
<td>57%</td>
</tr>
<tr>
<td>Miami-Dade College</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>100%</td>
<td>5</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>St. Petersburg College</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>67%</td>
<td>3</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>Hillsborough Community College</td>
<td>7</td>
<td>4</td>
<td>1</td>
<td>25%</td>
<td>4</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>18</td>
<td>11</td>
<td>61%</td>
<td>19</td>
<td>8</td>
<td>42%</td>
</tr>
</tbody>
</table>

Source: Florida Education and Training Placement Information Program (FETPIP), Community College Vocational Reports (http://www.fldoe.org/fetpip/pdf/0809pdf/fcs0809asc.pdf)
Program Administrator’s Perspective: Issues, Trends, and Recent successes

Tampa Bay has the fifth largest Deaf community in the United States. Job prospects for Sign Language/Interpreting graduates remain good, including employment with video relay services, public schools, and religious/community organizations. The Advisory Board has recently been reorganized to include broader representation from various community organizations hiring interpreters.

In Fall 2012, a new Certified Deaf Interpreter will join the full-time faculty on the Clearwater Campus. Recent hiring has also included a number of Deaf adjunct faculty.

The number of graduates has increased steadily since the program’s administration changed in the 2008-09 academic year. The RPI remains good as well.

The full-time faculty has been meeting regularly to revise our A.S. program’s course sequence, and the articulation agreement with the University of South Florida to ensure that our courses can transfer to the baccalaureate degree at USF without hindrances.

SPC has also been chosen as one of the partners in the DeafTEC Grant at the National Institute for the Deaf funded by a multi-million grant through the National Science Foundation. The lead Sign Language/Interpreting faculty for the grant is Dr. Beth Carlson.
Program Action Plan

Program: Sign Language Interpretation

Date Completed: October 2011

Prepared By: Paul Bowen

I. Action Plan Items:

<table>
<thead>
<tr>
<th>#</th>
<th>Action Items</th>
<th>Measure Addressed (Value)</th>
<th>Completion Date</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Increase internship options for Sign Language Interpretation students.</td>
<td>Actual Course Enrollment, Program Graduates</td>
<td>September 2012</td>
<td>Martha Campbell</td>
</tr>
<tr>
<td></td>
<td>This item was moved forward from the 2009-10 Viability Report.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Explore Dual Enrollment options for ASL 1140C and ASL 1150C.</td>
<td>Actual Course Enrollment, Program Graduates</td>
<td>September 2012</td>
<td>Martha Campbell, Faculty</td>
</tr>
</tbody>
</table>
II. Special Resources Needed:

None

III. Area(s) of Concern/Improvement:

Unless additional fulltime faculty is hired, growth is dependent upon increasing the number of adjunct instructors. Finding those instructors has proven to be challenging.
Academic Affairs Committee Review

Summary of observations, recommendations, and decisions:

____________________________________              ____________
Anne Cooper, Senior Vice President                  Date
References
Rule 6A-14.060(5). Florida State Board of Education Administrative Rules, Accountability Standards. Retrieved April 2011, from the Division of Community Colleges Web site:

Contact Information

Please address any questions or comments regarding this evaluation to:

Jesse Coraggio, Ph.D.
Executive Director, Institutional Research and Effectiveness
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733
(727) 341-3084
coraggio.jesse@spcollege.edu
Appendix A: Program Overview, 2011

SIGN LANGUAGE INTERPRETATION
ASSOCIATE IN SCIENCE DEGREE
(INRP-AS)

http://www.spcolllege.edu/program/INRP-AS

Dr. Martha Campbell, Dean (727) 791-2570

The Sign Language Interpretation Program is designed to provide students with sign language skills, an understanding of deaf culture, knowledge of the interpreter's role and skill development to prepare students for the profession of sign language interpreting. Professional interpreters provide a link between deaf and hearing individuals in a variety of situations, including educational, religious, medical and mental health settings. The passing of the Americans with Disabilities Act (ADA) has created an increase in part-time and full-time positions available for credentialed interpreters who have initiative and ability.

Students who successfully complete the program in interpreter training at St. Petersburg College will earn an Associate in Science degree. Graduates are encouraged to take the Florida Registry of Interpreters for the Deaf Quality Assurance Screening for state qualification to obtain credentials necessary for employment. SPC is also an RDI approved site for the national Certification Maintenance Program for certified interpreters to receive continuing education units.

In addition, the program, based at the Clearwater Campus, offers opportunities for student trainees to experience Deaf culture and a wide variety of sign language styles.

This program has been developed with guidelines from the following agencies: 1) Registry of Interpreters for the Deaf, 8110 Colesville Road, Suite 310, Silver Spring, MD 20910-3019, telephone (301) 608-0500; 2) National Association of the Deaf, American Sign Language Teachers Association, William Newell, Chairperson, National Technical Institute for the Deaf, P. O. Box 9987, Rochester, NY 14692, telephone (716) 445-2775 (TTY), 3) Conference of Interpreter Trainers, Myra Taft-Watson, University of Arkansas at Little Rock, Department of Rehabilitation, 2801 South University Avenue, AD 107, Little Rock, AR 72204-1096, telephone (501) 569-3169.

GENERAL EDUCATION COURSES (24 credits)

- Enhanced World View Requirement
- ENC 1101 Composition I or (Honors)
- ENC 1102 Composition II or (Honors)
- SPC 1017 Introduction to Speech Communication OR (SPC 1017H, 1055, 1608 or 1608H)
- Humanities/Fine Arts Approved Course
- Mathematics - One college-level course with a MAC, MAP, MAS, MGF, MTG or STA prefix
- PDS 2041 American National Government or (Honors)
- PHI 1600 Studies in Applied Ethics OR (PHI 1602H, 1631, 2635 or 2649)
- Computer/Information Literacy Competency Requirement

*Visit www.spcolllege.edu/program/GENR-AS for details

SUPPORT COURSES (23 credits) — Grade of "C" or higher required

- ASL 1510 Introduction to Deaf Culture
- ASL 114OC Basic American Sign Language with Lab
- ASL 115OC Intermediate American Sign Language with Lab
- ASL 118OC Advanced American Sign Language with Lab
- ASL 1300 Structure of American Sign Language
- ASL 1430 Fingerspelling
- PSY 1012 General Psychology OR
- SYG 2000 Introductory Sociology

MAJOR COURSES (28 credits) — Grade of "C" or higher required

- INT 1000 Fundamentals of Interpreting
- INT 1000L Fundamentals Lab
- INT 1480 Interpreting Specialized Topics
- INT 1490 Issues in Educational Interpreting
- INT 1200 Interactive Interpreting
- INT 1202 Interpreting/Transliterating
- INT 1231 Voice I
- INT 1232 Voice II
- INT 1941 Interpreting Practicum
- INT 1942 Interpreting Internship

TOTAL PROGRAM HOURS 72

Sign Language Interpretation
2011-12 Comprehensive Academic Program Review
Institutional Research and Effectiveness

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Appendix B: Advisory Board Committee Minutes and Recommendations, 2010-11

**SIGN LANGUAGE INTERPRETATION PROGRAM ADVISORY COMMITTEE MEETING**

**DATE:** November 3, 2011 1:00-3:00pm

**Members:** Judge Boyer, Jack Humburg

**SPC:** Beth Carlson, Marika Robinson, Martha Campbell, Shirley Oakley, Cynthia Bedient, Lara Holmes

**Absent:** Aaron Orange, Dawnmarie Caggiano, Mary Ann Ziegler, Charon Aurand, John Baylock, Noel Cherasaro, Judy Jaeger, Kathryn Jackson, Jodi Pesick, Linda Roberts, Rosa Rodriguez, Friona Elkes, Mike Henry

<table>
<thead>
<tr>
<th>Topic</th>
<th>Discussion/Recommendations</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack Humburg</td>
<td>Introductions were made.</td>
<td></td>
</tr>
<tr>
<td>Welcome/Introductions</td>
<td>Caytynn Pearson, President, shares ideas for greater participation during her meetings with SGA. Students have a large number of responsibilities so it is difficult to get students to join. However, Peter Cook will be performing in February for the ASL Club and would like the ASL III and ASL IV to get involved.</td>
<td></td>
</tr>
<tr>
<td>ASL Club</td>
<td>Usage of technology fees to update other campuses with computers and webcams.</td>
<td></td>
</tr>
<tr>
<td>New course offering</td>
<td>ASL I is now being offered at St. Petersburg/Gibbs High School through dual enrollment. This is an extended day for the students who stay out of their own interest. Debbie Henry is teaching this class. Students receive credit for taking this class.</td>
<td></td>
</tr>
<tr>
<td>New staff</td>
<td>New full time interpreting faculty position available, to replace Sammie Eser’s position. Michelle Smith is now teaching for us along with Fallon Bwindine, who is working with the Internship class.</td>
<td></td>
</tr>
<tr>
<td>Assessment Report</td>
<td>An assessment report for SLIP has been completed and submitted to Institutional Research. This report looks at the performance of our students.</td>
<td></td>
</tr>
<tr>
<td>Deaf Tech Grant</td>
<td>Deaf Tech Grant will help to promote STEM careers, it will work with Deaf students to help them with careers in science, math and other areas. A number of schools across the nation are involved. The meeting to lay out the grant and details will happen during November. RIT has the highest number of deaf students enrolled. Need to get more advisory board members involved.</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Presentations</td>
<td>Marika Robinson, Fallon Brizendine and Michelle Smith had a presentation on Deaf Culture during SPC’s All College Day on October 25, 2011</td>
<td></td>
</tr>
<tr>
<td>Next Meeting Date</td>
<td>January 17, 2012, Tuesday, 4:30pm     Email reminder will be sent.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B: Advisory Board Committee Minutes and Recommendations, 2010-11, con’t

SIGN LANGUAGE INTERPRETATION PROGRAM ADVISORY COMMITTEE MEETING

DATE: April 7, 2011 4:30-5:30pm

Members: Judge Boyer, Rosa Rodriguez, Jack Humburg

SPC: Beth Carlson, Frona Elkes, Sammie Elser, Marika Robinson, Martha Campbell, Matt Bowen, Cynthia Bedient, Gary Graham, Lara Holmes, Stephanie Wyatt, Mike Henry

Absent: Aaron Orange, Dawnmarie Caggiano, Mary Ann Ziegler, Charon Aurand, John Baylock, Noel Cherasaro, Judy Jaeger, Kathryn Jackson, Jodi Pestick, Linda Roberts

<table>
<thead>
<tr>
<th>Topic</th>
<th>Discussion/Recommendations</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack Humburg</td>
<td>Introductions were made.</td>
<td></td>
</tr>
<tr>
<td>Welcome/Introductions</td>
<td>Minutes of September 16, 2010 meeting were approved.</td>
<td></td>
</tr>
<tr>
<td>Approval of minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Viability Report</td>
<td>Matt reviewed the content of the Viability Report. He discussed exploring dual enrollment in high school classes: we will offer classes at Gibbs High School after the school day has ended with ASL I in the fall and ASL II in the spring. The number of ASL 1140C and 1150C sections has increased due to enrollment growth. Next, Matt mentioned exploring the creation of a Bachelor’s Degree program, and Marika spoke about the progress of research into creating a program.</td>
<td>After each session, data for this report will be published and reviewed.</td>
</tr>
<tr>
<td>VRS Content in Interpreting Courses</td>
<td>Frona Elkes attended the Curriculum Development Conference in Salt Lake City, Utah, in October in order to learn more about developing curriculum for classes training students for VRS interpreting.</td>
<td></td>
</tr>
<tr>
<td>Helen &amp; Mildred Goldman Sign Language Interpreter Scholarship</td>
<td>Four students were selected/awarded money for the spring semester.</td>
<td>Four more students will be selected for a scholarship for the summer term.</td>
</tr>
</tbody>
</table>
Appendix B: Advisory Board Committee Minutes and Recommendations, 2010-11, con’t

| American Sign Language Honor Society | The ASL Silent Titans showed the movie Universal Signs to 100 people per night for 2 nights during the spring semester. The club will show the film again twice during the fall and spring semesters and once during the summer. The club is also discussing other activities as well. | Students will be invited into the Honor Society based on academic requirements. The selection process will be handled by Beth and Lara looking through current students’ transcripts. |
| End of Year Mentor Appreciation Celebration | There are only 2 mentors available for 5 students this semester. The other 3 students meet the requirements for their internship through a new virtual interpreting lab. Anonymous interpreters grade all of the coursework. Also discussed was what other schools are doing about finding mentors for internship programs. |  |
| Enrollments within the SLIP Program | Enrollment has increased by 15% from last spring. 85% of the seats for SLIP classes for the summer have already been filled. In the fall semester, as many ASL 1 sections will be offered as Spanish 1 sections. |  |
| Monitoring Visit | The Florida Department of Education sent a Perkins Grant monitoring team to audit the various AS programs. The monitors talked to various faculty and students. We received an A+ |  |
| New Staff | We have hired Howard Brody as an ASL Lab Assistant for the Tarpon Springs campus. |  |
### Appendix B: Advisory Board Committee Minutes and Recommendations, 2010-11, con’t

<table>
<thead>
<tr>
<th>Lab Upgrades</th>
<th>The department has purchased new computers for LA 108 and LA 109 and the SP/G lab. Also purchased were webcams for the DT, SP/G and CL labs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sammie’s Retirement</td>
<td>A number of people shared thoughts about Sammie. Sammie’s dedication to students and the program were talked about, along with her giving so much to her profession.</td>
</tr>
<tr>
<td>Next Meeting Date</td>
<td>TBA</td>
</tr>
</tbody>
</table>
# Appendix B: Advisory Board Committee Minutes and Recommendations, 2010-11, con’t

**SIGN LANGUAGE INTERPRETATION PROGRAM ADVISORY COMMITTEE MEETING**

**DATE:** September 16, 2010 4:15-5:30pm

**Members:** Judge Boyer, Rosa Rodriguez, Linda Roberts

**SPC:** Beth Carlson, Frona Elkes, Sammie Elser, Marika Robinson, Matt Bowen, Cynthia Bedient, Amy Brush, Lara Holmes

**Student Representatives:** Amy Konopa, Felix Torres, Nicole Troanovitch

**Absent:** Jack Humburg, Aaron Orange, Dawnmarie Caggiano, Mary Ann Ziegler, Charon Aurand, John Baylock, Noel Cherasaro, Judy Jaeger, Kathryn Jackson, Jodi Pesick

<table>
<thead>
<tr>
<th>Topic</th>
<th>Discussion/Recommendations</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judge Boyer</td>
<td>Introductions were made. Minutes of March 25, 2010 meeting were approved.</td>
<td></td>
</tr>
<tr>
<td>Welcome/Introductions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approval of minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Testimonials</td>
<td>AS – INTRF students Amy Konopa and Felix Torres spoke very highly of the SLIP program and the instructors. Nicole Troanovitch also spoke highly of the program and the instructors.</td>
<td></td>
</tr>
<tr>
<td>Viability Report</td>
<td>Matt reviewed the content of the Viability Report. Blended sections of ASL 1140C will not be offered. Practicum could be offered in a blended format. ASL III students are now tracked in order to keep in contact to see if they are continuing in the program. Graduation outcomes have been increased by creating a second cohort of students in the spring. 11 of the 16 who joined the spring cohort are on track to graduate. 25 students are qualified for the next spring cohorts, and room will be made for 20. Additional 1140C and 1150C classes are being offered (3 more sections of 1140C and 2 more 1150C this fall semester compared to last fall).</td>
<td>After each session, data for this report will be published and reviewed.</td>
</tr>
</tbody>
</table>
Appendix B: Advisory Board Committee Minutes and Recommendations, 2010-11, con’t

<table>
<thead>
<tr>
<th>New Course Offerings</th>
<th>The first section of ASL IV, ASL 2210C, is being offered this session. There are currently 12 students enrolled.</th>
</tr>
</thead>
<tbody>
<tr>
<td>VRS Content in Interpreting Courses</td>
<td>Froan Elkes will be attending a Curriculum Development Conference in Salt Lake City, Utah in October to develop the curriculum for classes training students for VRS interpreting. Froan will bring back and report information to the SLIP faculty and Dean Campbell about what was learned/developed at the conference. This will be shared at the spring advisory committee meeting.</td>
</tr>
<tr>
<td>Helen &amp; Mildred Goldman Sign Language Interpreter Scholarship</td>
<td>Three students were selected/awarded money in the summer and four students will be selected/awarded money for the fall. Discussion was raised as to how students would find information on applying for this scholarship. Rosa is checking to see if it will be renewed. Matt will be checking with the Foundation to determine the amount of money left.</td>
</tr>
<tr>
<td>American Sign Language Honor Society</td>
<td>An update on the Honor Society was given by Beth. 7 to 8 students are eligible this semester. Beth would like to offer more activities within the society. Students will be invited into the Honor Society based on academic requirements. The selection process will be handled by Beth and Lara looking through current students’ transcripts.</td>
</tr>
<tr>
<td>End of Year Mentor Appreciation Celebration</td>
<td>Sammie discussed holding an event for mentors of interns close to the time of graduation to celebrate the success of the interns. However, there is no money for funding to assist in holding such an event. The committee will work to determine how to raise $500 to cover costs to honor students in a meal or celebration of some sort.</td>
</tr>
<tr>
<td>Enrollment within the SLIP Program</td>
<td>There has been a 30% increase within the program. More adjuncts were added to the program which allowed additional classes to be offered.</td>
</tr>
</tbody>
</table>
### Appendix B: Advisory Board Committee Minutes and Recommendations, 2010-11, con’t

<table>
<thead>
<tr>
<th>New Faculty</th>
<th>There were two additional faculty members who taught during the summer: Aaron Orange and Jennifer Francisco. There are two new faculty members who are teaching this fall: Jerry Crittenden and Rosa Rodriguez. Rose Coman earned her Master’s Degree which credentials her to teach ASL classes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduating Students QA Results</td>
<td>There were two students who earned a 3 on their QA, one earned a 2 and one student earned a 1.</td>
</tr>
<tr>
<td>Presentation of SLIP program</td>
<td>Dr. Stan Vittetoe, Provost of CL, presented information on the SLIP program to the Board of Trustees. The President of the college and Board Members were very impressed with the presentation and offered encouraging words about moving forward with the program.</td>
</tr>
<tr>
<td>Lab Upgrades</td>
<td>The department is in the process of buying more equipment for labs. An email will be sent to the committee for approval of any purchases of $1,000 or greater.</td>
</tr>
<tr>
<td>Next Meeting Date</td>
<td>Thursday, March 17, 12:00 – 1:15 p.m. Email reminder will be sent.</td>
</tr>
</tbody>
</table>
Appendix C: Advisory Board Committee Minutes and Recommendations, 2009-10

SIGN LANGUAGE INTERPRETATION PROGRAM ADVISORY COMMITTEE MEETING

DATE: March 25, 4:15 – 5:30 p.m.

Members: Jack Humburg, Aaron Orange, Dawnmarie Caggiano, Judge Boyer, Mary Ann Ziegler, Rosa Rodriguez

SPC: Beth Carlson, Frona Elkes, Sammie Elser, Mike Henry, Marika Robinson, Matt Bowen, Cynthia Bedient, Crystal Blackburn, Joan Smith

Graduate/Student Representatives: Rebecca Hill, Whitney Johnson, Bridget Albright, Sabrina Sintes

Absent: Charon Aurand, John Blaylock, Noel Cherasaro, Linda Roberts, Judy Jaeger, Kathryn Jackson, Jodi Fesick

<table>
<thead>
<tr>
<th>Topic</th>
<th>Discussion/Recommendations</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack Humburg, Chair</td>
<td>Introductions were made.</td>
<td></td>
</tr>
<tr>
<td>Welcome/Introductions</td>
<td>Minutes of October 13, 2009 meeting were approved.</td>
<td></td>
</tr>
<tr>
<td>Approval of minutes</td>
<td>Matt reviewed the content of the Viability Report comm., which was completed in October, 2009.</td>
<td>After each session, data for this report will be published and reviewed.</td>
</tr>
<tr>
<td>Viability Report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Testimonials</td>
<td>AS-INTRP students Sabrina Sintes and Bridget Albright spoke highly of the SLIP program. They thanked Matt and INT faculty for offering additional INT courses to handle the demand, allowing all students to stay on track for graduation.</td>
<td></td>
</tr>
<tr>
<td>New Faculty</td>
<td>There are three faculty teaching spring session who weren’t teaching last fall: Charon Aurand (ASL at SFG), Rose Rowe (Fingerspelling at CL), and Sally Shortz (Fingerspelling at SFG).</td>
<td></td>
</tr>
<tr>
<td>New Course Offering</td>
<td>Marika proposed that ASL IV be taught at SPC in Fall. She explained course objectives, and that USF and HCC offer this course, but only in Spring only.</td>
<td>SLIP faculty will be working together to present proposal to add ASL IV at next C&amp;I meeting.</td>
</tr>
</tbody>
</table>
### Appendix C: Advisory Board Committee Minutes and Recommendations, 2009-10, con’t

<table>
<thead>
<tr>
<th>VRS content in INT courses</th>
<th>Aaron asked if anything had been done to incorporate VRS information into INT courses. This background would be very beneficial to students. There are 5 local companies in this industry who are potential employers for graduates.</th>
<th>SLIP faculty will discuss whether to add content to Specialized Topics, Interactive Interpreting courses, and/or create a new 1 ECH course. They intend to present proposal at next C&amp;I meeting, to include material in Fall session.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom &amp; other upgrades</td>
<td>Recent upgrades include new tables &amp; webcams at TS; two new flat screen TVs in studios at CL; ten new webcams at SPG campus.</td>
<td></td>
</tr>
<tr>
<td>Helen &amp; Mildred Goldman Sign Language Interpreter Scholarship</td>
<td>Rosa provided background on scholarship. Committee was formed to document how recipient will be determined. Suggestion was made to have this need-based, as financial aid is not able to be applied to summer session. There is $9,000 in the fund at this time.</td>
<td>Rosa, Frona, Beth, and Matt will draft a proposal as to what criteria will be used to determine who receives this scholarship. This will be sent to Judge Boyer for his input/approval. Matt will contact SPC Foundation for the amount to be awarded for this year.</td>
</tr>
<tr>
<td>American Sign Language Honor Society</td>
<td>SPC has recently become a member. Beth gave details on how this benefits students and our program.</td>
<td>Faculty will determine who is eligible for membership. Status will be given at Fall meeting.</td>
</tr>
<tr>
<td>Sammie Elser Interpreting Scholarships</td>
<td>Sammie explained history of these scholarships. Faculty Collaborates on recipients.</td>
<td>Awards will be presented during ceremony in April.</td>
</tr>
<tr>
<td>End of Year Mentor Appreciation Celebration</td>
<td>Sammie proposed hosting an event in the Fall to thank all the mentors. Mentors, faculty, students, advisory committee &amp; administration will be invited. Jack, Aaron, Matt and Beth volunteered to work with Sammie on this.</td>
<td>Committee will work to determine where to hold event, how to pay for this, etc.</td>
</tr>
</tbody>
</table>
### Appendix C: Advisory Board Committee Minutes and Recommendations, 2009-10, con’t

<table>
<thead>
<tr>
<th>Graduating Students QA Results &amp; Testimonials</th>
<th>Accolades were given to Whitney Johnson, who received a 3 on her state QA exam. Whitney will be attending Flagler in Fall. Rebecca Hill has yet to receive her results. Rebecca will enroll in UNF this fall. Both spoke about how the program has well-prepared them for their future.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next Meeting Date</td>
<td>Thursday, September 16, 4:15-5:30 p.m.</td>
</tr>
</tbody>
</table>
Appendix C: Advisory Board Committee Minutes and Recommendations, 2009-10, con’t

SIGN LANGUAGE INTERPRETATION PROGRAM ADVISORY COMMITTEE MEETING

DATE: October 13, 2009  4:15 – 5:30 p.m.

Members: Jack Humburg, Aaron Orange, Linda Roberts, Rosa Rodriguez, Mary Ann Ziegler
SPC: Beth Carlson, Frana Elkes, Sammie Elser, Mike Henry, Marika Robinson, Amy Brush, Martha Campbell, Matt Bowen, Cynthia Bedient, Irma Fenley, Joan Smith

Student Representatives: Rebecca Hill, Whitney Johnson

Absent: Charon Aurand, John Blaylock, Bruce Boyer, Dawnmarie Caggiano, Noel Cherasaro, Kathryn Jackson, Jodi Pesick

<table>
<thead>
<tr>
<th>Topic</th>
<th>Discussion/Recommendations</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack Humburg, Chair</td>
<td>Introductions were made.</td>
<td></td>
</tr>
<tr>
<td>Welcome/introductions</td>
<td>Minutes of February 24, 2009 meeting were approved.</td>
<td></td>
</tr>
<tr>
<td>Approval of minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Testimonials</td>
<td>AS-INTRP students Rebecca Hill and Whitney Johnson spoke about the SLIP program at SPC.</td>
<td></td>
</tr>
<tr>
<td>Recruitment of</td>
<td>Ongoing effort to find qualified instructors</td>
<td>Wording changed in position descriptions to clarify qualifications</td>
</tr>
<tr>
<td>adjuncts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruitment of</td>
<td>Recruit in 2 high schools first, then in middle schools. In some middle schools students may</td>
<td>Beth Carlson, Marika Robinson spoke at several schools in Pinellas &amp;</td>
</tr>
<tr>
<td>students</td>
<td>declare their areas of focus. Discussion of creating new brochure for high school</td>
<td>Hillsborough counties for the Great American Teach-In. Begin to work</td>
</tr>
<tr>
<td></td>
<td>counselors to promote program.</td>
<td>with institutional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advancement on this.</td>
</tr>
<tr>
<td>Changes in course</td>
<td>Changes approved at November C&amp;I meeting</td>
<td>Grade of C or higher needed for all courses (except ASL.1) in order</td>
</tr>
<tr>
<td>prerequisites</td>
<td></td>
<td>to advance in program.</td>
</tr>
<tr>
<td>SLIP Viability Report</td>
<td>Need to report on: 1) Program graduates 2) Enrollment 3) Productivity 4) Relative</td>
<td>Viability report was completed by the end of October.</td>
</tr>
<tr>
<td></td>
<td>profitability</td>
<td></td>
</tr>
<tr>
<td>Expansion of course</td>
<td>Additional courses will be offered if more adjuncts are hired.</td>
<td>Spring 2010: Fingerspelling class offered on Gibbs campus. Two</td>
</tr>
<tr>
<td>offerings</td>
<td></td>
<td>adjuncts hired.</td>
</tr>
</tbody>
</table>
### Appendix C: Advisory Board Committee Minutes and Recommendations, 2009-10, con’t

<table>
<thead>
<tr>
<th>Videophones</th>
<th>Is training for using VRS/video phones offered in classroom?</th>
<th>Will add this training as major learning outcome to course outline(s). Suggested for Interactive Interpreting and possibly other courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next Meeting Date</td>
<td>March 25, 4:15-5:30 p.m.</td>
<td>Email reminder will be sent</td>
</tr>
</tbody>
</table>
## Appendix D: Advisory Board Committee Minutes and Recommendations, 2008-09

**SIGN LANGUAGE INTERPRETATION PROGRAM ADVISORY COMMITTEE MEETING**  
**DATE:** February 24, 2009  4:30 – 5:30 p.m.  
**Members:** Judge Bruce Boyer, Dawnmarie Caggiano, Jack Humburg, Linda Roberts, Rosa Rodriguez  
**Other attendees:** Judy Jaeger, Mary Ann Ziegler, Kathryn Graham, Jodi Schwark  
**SPC:** Froma Elkes, Sammie Elser, Mike Henry, Marika Robinson, Amy Brush, Stan Vittetoe, Martha Campbell, Matt Bowen, Cynthia Bedient, Irma Fenley, Joan Smith  
**Absent:** Charon Aurand, John Blaylock, Noel Cherasaro, Aaron Orange  

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<thead>
<tr>
<th>Topic</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Jack Humburg, Chair Welcome/Introductions</td>
<td>Introductions were made. Four new people outside of SPC were in attendance. Minutes of October 16, 2008 meeting were approved</td>
<td></td>
</tr>
<tr>
<td>Approval of minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulation Agreement with USF</td>
<td>Sammie explained that this agreement relates to 5 courses: ASLI, II &amp; III, Deaf Culture, and Structure of ASL; 2 additional courses will be accepted with permission and/or consideration of the appropriate USF faculty: Fundamentals of Interpreting &amp; Fundamentals Lab; Interpreting Practicum.</td>
<td>We continue to seek instructors with Masters degrees, as this is required per the articulation agreement.</td>
</tr>
<tr>
<td>Recognition of SPC faculty member</td>
<td>Beth Carlson is currently in Portland, OR, at Instructional Technology Council’s E-Learning 2009, to receive the “Instructor of the Year Award” for her blended/online class, ASL Structures.</td>
<td></td>
</tr>
<tr>
<td>Website Update</td>
<td>Mike Henry demonstrated improvements made to SPC website for SLIP program.</td>
<td>SLIP staff will continue to work with IT staff to make further improvements to the website.</td>
</tr>
<tr>
<td>Recruitment of Adjuncts</td>
<td>SPC is continuously looking for adjuncts who have earned Masters degrees.</td>
<td>Mary Ann Ziegler stated that she will forward to Matt/Martha resumes of any potential candidates she sees in her job.</td>
</tr>
</tbody>
</table>
### Appendix D: Advisory Board Committee Minutes and Recommendations, 2008-09, con’t

<table>
<thead>
<tr>
<th>Student Assessment</th>
<th>There is a need to screen students before they are able to enroll in ITP courses. Suggestions were made to look into evaluation tools used at other institutions.</th>
<th>At March the Curriculum &amp; Instruction Committee Meeting, prerequisites for remedial reading and writing were approved for ASL3. Sammie will work on an application process for the fall.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Phones</td>
<td>Video phones are being used in all 5 locations at SPC. Martha thanked Sorenson. She added that we do not have the capacity to install any more video phones at SPC.</td>
<td></td>
</tr>
<tr>
<td>SLIP Lab at CL</td>
<td>Mariika described all the recent improvements made to the SLIP lab. She invited everyone to follow her to LA106 for a tour after the meeting.</td>
<td></td>
</tr>
<tr>
<td>New Committee Members</td>
<td>Amy explained how to find the SLIP Advisory Committee page on the SPC website, as it contains information of interest to potential Advisory Committee members.</td>
<td>Matt/Martha to follow up to see if Mary Ann, Judy, Jodi and Kathryn are interested in joining the Advisory Committee.</td>
</tr>
<tr>
<td>2008-2009 Advisory Committee Survey</td>
<td>Amy handed out end of year surveys for those who wished to complete them after the meeting. She also provided the link for those who wished to do this online, and encouraged all members to complete the survey.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D: Advisory Board Committee Minutes and Recommendations, 2008-09, con’t

| Next Meeting Date | Amy will let us know if the Fall Advisory Committee Meeting will be held at EPI as in the past. | Amy informed us in March that for economic reasons, Dr. Kuttler has decided not to hold the joint breakfast/lunch/dinner meeting, but that each committee will meet separately. An e-mail will be sent to Committee members to determine the best date and time to meet in the fall. |
**Appendix D: Advisory Board Committee Minutes and Recommendations, 2008-09, con’t**

**SIGN LANGUAGE INTERPRETATION PROGRAM ADVISORY COMMITTEE MEETING**  
**DATE:** October 16, 2008

Members Present: Jack Humburg, Chair, Judge Bruce Boyer, Rosa Rodriguez  
Members Absent: Charon Aurand, John Blaylock, Dawnmarie Caggiano, Noel Cherasaro, Aaron Orange Linda Roberts  
SPC: Martha Campbell, Frona Elkes, Stan Vittetoe, Susan Burnett

<table>
<thead>
<tr>
<th>Topic</th>
<th>Discussion/Recommendations</th>
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</tr>
</thead>
</table>
| Jack Humburg, Chair Welcome & Introductions | Welcome and Introductions  
Establish Quorum for October 3, 2007 and March 12, 2008 minutes.  
Approval of minutes given by the three Committee members in attendance. Email minutes to those absent, asking for approval in order to obtain a quorum vote. | Introductions completed.  
Quorum was not present.  
Martha will email minutes of the 10/3/07 and 3/12/08 meetings, seeking email approval of those who were not present at this meeting. |
| Approval of Minutes | | |
| Articulation Agreement | The agreement between SPC & USF has been signed by both parties. Frona asked if the credentialing of instructors of the 5 classes which may be transferred from SPC to the USF’s BS program will be an issue. | Martha will check with SACS to see if there will be any changes to existing credentialing. |
| Webcams installed | 15 webcams were installed last spring, 10 at the CL lab, others at remote sites, and in faculty offices. They have proven to be valuable teaching tools. | None needed. |
| Website updates | Judge Boyer commented that the website is still very difficult to navigate. | SPC has purchased a content management system. Its use should result in significant improvements and a consistent look for our website. Martha has met with SPC web development team to discuss how to make website more student-focused. |
## Appendix D: Advisory Board Committee Minutes and Recommendations, 2008-09, con’t

<table>
<thead>
<tr>
<th>Category</th>
<th>Minutes</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment of Adjuncts</td>
<td>Sign Language Interpretation</td>
<td>Martha and faculty will continue to network to find candidates.</td>
</tr>
<tr>
<td></td>
<td>Future adjuncts may be graduates of UNF's MS in Interpretation, or USF's Deaf Education.</td>
<td>Martha will check to see if there may be some flexibility in credentialing.</td>
</tr>
<tr>
<td></td>
<td>Discussion of alternate ways to satisfy credentialing requirements for those who have an MS from another state, are nationally certified as an interpreter, etc.</td>
<td></td>
</tr>
<tr>
<td>Class offerings</td>
<td>Classes are full (all campuses). No more night classes were able to be offered due to lack of qualified adjuncts.</td>
<td>No action is able to be taken until new adjuncts are hired.</td>
</tr>
<tr>
<td>Recruitment of students</td>
<td>Judge Boyer suggested using the website to advertise ASL 1 &amp; 2 to fulfill foreign language requirements.</td>
<td>Martha and Sammie will work with Institutional Advancement to discuss how to promote ASL courses through our website. SLIP faculty will look into visiting high schools where ASL is taught.</td>
</tr>
<tr>
<td></td>
<td>Judge Boyer suggested that we do more to promote our program to deaf education students in local high schools.</td>
<td></td>
</tr>
<tr>
<td>Current Student Assessments</td>
<td>Judge Boyer suggested surveying current students: How did they learn of our program? Are they on track in the program? How do they assess the program? Discussion of having a student serve on the SLIP Advisory Committee</td>
<td>SLIP faculty will conduct a survey and will present the results to the Advisory Committee.</td>
</tr>
<tr>
<td>Video Phones</td>
<td>5 Video phones are in the process of being installed on CL campus: 1 in library, 1 in advisor's office, 2 in SLIP lab (1 for deaf staff, 1 for students), 1 in Interpreters' office.</td>
<td>Rosa has been instrumental in the installation. We are very appreciative of her involvement.</td>
</tr>
<tr>
<td>Next Meeting Date</td>
<td>Scheduled for Wednesday, March 11, 2009 at noon. A light lunch will be served.</td>
<td>Email announcement will be sent end of February 2009 to remind Committee of upcoming meeting.</td>
</tr>
</tbody>
</table>
Appendix E: Advisory Board Committee Minutes and Recommendations, 2007-08

SIGN LANGUAGE INTERPRETATION PROGRAM ADVISORY COMMITTEE MEETING
DATE: March 12, 2008 12:00 – 1:00 p.m.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Discussion/Recommendations</th>
<th>Action</th>
</tr>
</thead>
</table>
| Welcome/Introductions      | Introductions  
Establish Quorum  
Minutes for October 3, 2007 meeting to be re-distributed at next meeting (October 2008) | Introduction completed  
Quorum was not present  
Unofficial review of minutes resulted in a clarification.  
Change to be made and reviewed at next meeting. |
| Feedback on college-wide meeting | Members provided positive feedback regarding the college-wide event | None needed. |
| Articulation Agreement     | The articulation agreement with USF has been signed by Dr. Kuttler and has been sent to USF for signature. | None Needed |
| Purchase Approval          | Approval to purchase supplies (CDs, DVDs, books, VHS tapes, and camcorders for labs at CL, SE, TS, SPG, DT) was requested and discussed. | To obtain a quorum vote, email approval will be sought. Email approval was obtained. |
| Blended Class Development  | Follow up discussion about blended and online courses. Structure of American Sign Language and Interpreting Practicum will be offered as blended courses starting summer and/or fall 2008. | None taken |
| Class offerings            | Discussion regarding expansion of course offerings to include more evening courses | None taken |
| Advisory Committee Survey  | Reminder about completing the Advisory Committee Survey | Three of the four members present indicated completion of the online survey. The fourth member present completed and gave survey to Susan Burnett |
| Retirement Announcement    | Karen Sidwell announced that she will retire on June 30, 2008. | Thank you for good service to SLIP and well wishes were given to Karen Sidwell. |
**Appendix E: Advisory Board Committee Minutes and Recommendations, 2007-08, con’t**

<table>
<thead>
<tr>
<th>Next Meeting Date</th>
<th>Members present requested a breakfast meeting for the fall college wide advisory committee meeting.</th>
<th>Meeting date and time change was referred to Susan Burnett.</th>
</tr>
</thead>
</table>
Appendix E: Advisory Board Committee Minutes and Recommendations, 2007-08, con’t

Sign Language Interpretation Program
Advisory Committee Meeting
Minutes for October 3, 2007

Members Present Faculty and Staff Interpreters
Jack Humbug, Chair Karen Sidwell, Program Director Cynthia Bedient
Judge Bruce Boyer Mike Henry Irma Fenley
Charon Aurand Joan Smith
Dawnmane Caggiano Members Absent
Noel Cherasaro
Aaron Orange John Blaylock
Rosa Rodriguez Marilyn Knetzer

Linda Roberts

I. Welcome
Jack Humbug, Chairman of the Sign Language Interpretation Program Advisory Committee, called the meeting to order at 1:05 p.m. The meeting was held in the EpiCenter Building. Immediately prior to the meeting, members attended the Advisory Committee “You Light Our Way” luncheon hosted by Dr. Kuttler and his staff. Following several positive comments about the luncheon, members and faculty introduced themselves.

II. Roll Call/Establish Quorum
A quorum was established.

III. Minutes
A motion to accept the minutes was made by Judge Boyer and seconded by Rosa Rodriguez. Minutes were unanimously approved.

IV. Old Business
Articulation Agreement Update: Karen Sidwell stated that the articulation agreement had been sent to the college attorney. Karen Sidwell apologized to the committee for the delay in the process, explaining that she had believed that the agreement had been forwarded to Dr. Clay’s office and so reported to the Advisory Committee. When Karen discovered that the agreement had not been forwarded, she immediately forwarded it to Dr. Clay who sent it to the college attorney’s office. The Advisory Committee members accepted the apology and offered their help. Karen will contact Jack Humbug if problems with the agreement occur.

In conjunction with the agreement, Mike Henry noted that based on information gained from the National Consortium, attended by Sammie Elser in May, it would be preferable for our program to be a feeder program for a college or university which offers a four (4) year program. USF was mentioned as a possible partner.

Actions: (1) Karen Sidwell will contact Jack Humbug if problems occur with the articulation agreement. (2) The department will look toward a possible partnership with a college/university offering a bachelor’s degree in interpreter training.
Appendix E: Advisory Board Committee Minutes and Recommendations, 2007-08, con’t

Website: After the meeting in May, the website was updated. Since then, new staff members Marika Robinson, Instructional Assistant, and Joan Smith, staff assistant, need to be included.

Action: The SLIP staff will suggest further changes to the website and will continue to update as needed. Marika Robinson will help keep the website current.

Program Review: A copy of The Sign Language Interpretation Comprehensive Academic Program Review (CAFR) 2006-2007 was given to each attendee at the beginning of the meeting.

Karen Sidwell referred to the Summary section on page 31, pointing out that statistics have been collected over the past three (3) years to illustrate trends which reflect the success of the program.

Mike Henry offered information regarding the chart on page 12. This chart tracks the number of program graduates. The total number of graduates is low and is likely to be misinterpreted for two reasons. (1) While students begin as Sign Language Interpretation Program majors, some are advised that by taking a few more classes, they can earn an AA degree. Upon completion of their certification under the AA degree, these students are no longer considered graduates of the Sign Language Interpretation Program. This is a common occurrence. (2) SLIP students have been successful in finding employment before actually completing the program. Immediate earning potential tends to distract students, at least temporarily, from finishing their A.S. degree in the program.

Mike Henry also stated that current enrollment (fall 2007) is high in the Interpreting Internship class (10 students) and in ASL I (182) & II (62), showing that the conduit is full for students continuing with advanced classes.

Aaron Orange asked if the program has any record or report stating where students who have left the program have gone. He suggested that this would be meaningful content for future program reviews. Mike responded that consideration will be made to tracking this information for future reports.

Jack Humburg requested a vote for approval of the CAPR in its final form. All in attendance approved the document.

Action: The Advisory Committee approved of the final form of the SLIP CAPR.

AA/BA Degree Follow-up: Karen Sidwell stated that a rewriting of bachelor’s degree requirements will occur at the national level. SPC SLIP will encourage students to work towards a bachelor’s degree; however, at some point consideration may need to be given to A.A. degree versus A.S. degree since many bachelor’s degrees in interpreting are B.A. degrees. Whether the program offers an A.A. or A.S. degree, the Advisory Committee is essential to the success of SLIP.

Regarding A.A. degrees, Judge Boyer commented that there is substantially less funding available for students who earn more than 60 credit hours than for those who earn their AA degree. Charon Aurand added that some employers pay more for those who have the AA degree, since the demand is so great in this field.

Sign Language Interpretation
2011-12 Comprehensive Academic Program Review
Institutional Research and Effectiveness

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Appendix E: Advisory Board Committee Minutes and Recommendations, 2007-08, con’t

No action was taken.

V. New Business

Judge Boyer inquired about online classes. Karen stated that one online class (Structure of American Sign Language) is in development and that some faculty members would like to offer additional blended and/or online classes. Technological purchases will be needed.

Logitech QuickCam: Karen Sidwell directed everyone’s attention to the handout showing a Logitech QuickCam Orbit MP Webcam. This device connects to a pc, enabling an instructor to communicate remotely with a student who has a webcam.

Rationale for purchase:
1. QuickCams will be used for online and blended classes.
2. QuickCam is a valuable tool to assess students’ work in and out of the classroom.
3. QuickCams will be used for creating projects, for testing, and for practicing and reviewing signing techniques.

Karen Sidwell and the SLIP faculty proposed ordering 24 QuickCam Orbit MP Webcams to be used in labs and in SLIP faculty members’ offices. Since the cost of 24 QuickCams @ $129.99 each would exceed $1000, Karen asked for the Advisory Committee’s approval of this expenditure.

Discussion:
Judge Boyer brought up the issue of communication compatibility between QuickCams installed on Macintosh systems communicating with QuickCams installed on Microsoft systems.

Other areas of concern are internet access/security/firewalls. Karen Sidwell responded that SLIP currently has a scenario in place, using ANGEL, and that no problems have developed. Examples of successful use were shared. Karen also stated that prior to purchase, TRS personnel will be asked to evaluate and make a recommendation about this technology.

Charon Aurand added that technology should not be an issue of concern and advised that the network administrator might need to provide dedicated ip addresses for the pc’s using QuickCams. In addition, the administrator might need to allow the remote ip addresses access to these particular pcs. This effort would require the approval of and coordination with the campus network administrator, in order to be successful.

Aaron Orange would like video relay service content and practice added to relevant courses so that SLIP students are qualified in video relay techniques. Mike Henry commented that Friona Elkes is considering the inclusion of this topic in her future Interactive Interpreting Class (EHD 1403). In this class, the lab scenario with QuickCams would allow students to practice, record, and simulate videocam/relay interpretation for real world applications.

Mike Henry stated that in the blended classroom, face-to-face communications between faculty and students will remain essential, but that remote technology via QuickCams will be a useful, practical tool to enhance instruction.
Appendix E: Advisory Board Committee Minutes and Recommendations, 2007-08, con’t

Jack Humburg asked the board to vote on the purchase of 24 Logitech QuickCam Orbit MP Webcams. Charon Aurond made the first motion, and Noel Cherasaro seconded the motion. Judge Boyer cast the only opposing vote, and the motion was approved.

Action: Karen Sidwell will work with TRS personnel regarding the purchase and installation. If TRS personnel agree that the QuickCam is compatible with current SPC technology, the QuickCams will be ordered and installed. If TRS personnel find incompatibility issues and suggest an alternative purchase, Karen will report the findings to Jack Humburg and order the alternative. Karen will report on the webcam usage at the next meeting.

Recruitment of Adjuncts: Karen Sidwell spoke about a desperate need for adjuncts for SLIP and asked for the Advisory Committee’s help to locate qualified adjuncts. Charon Aurond expressed an interest in helping. Aaron Orange stated that he may be able to assist, as well. Both requested credentialing and pay information.

Action: Karen will electronically send a memo outlining requirements for credentialing for all SLIP classes.

Spring Meeting: The next meeting will be February 6, 2008, at noon in LA191 on the Clearwater campus.

VI. Adjourn
Judge Boyer made a motion to adjourn. Rosa Rodriguez seconded. The motion was passed unanimously. The meeting adjourned at 2:18 p.m.
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