

# Sign Language Interpretation

Comprehensive Academic Program Review  
2006-2007

*Associate in Science Degree in  
Sign Language Interpretation*



Department of Institutional Research  
and Effectiveness  
St. Petersburg College

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## Comprehensive Academic Program Review Produced by Sign Language Interpretation Program

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Sign Language Interpretation  
2006-2007 Comprehensive Academic Program Review  
Department of 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 goal of this program is to prepare successful students with sign language skills, an understanding of deaf culture, knowledge of the interpreter's role, and skill development 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 (RID) Quality Assurance Screening for state qualification to obtain credentials necessary for employment. SPC is also an RID 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: Registry of Interpreters for the Deaf, National Association of the Deaf, American Sign Language Teachers' Association, Conference of Interpreter Trainers, and Department of Rehabilitation.

### *Program Performance*

- *Enrollment* has remained relatively stable in the Sign Language Interpretation program (SLIP) over the Fall and Spring semesters. Fall, Spring, and Summer 2005-2006 enrollments depict a slight decrease from the 2004-2005 figures.
- *Student Semester Hour (SSH) Productivity* has declined in the Sign Language Interpretation program during the last academic year hovering around 0.92. These numbers are down from 2004-2005 which had an average SSH of 0.97 over the three semesters.
- The number of *program graduates* has been declining over the last five years with increases in 1997-1998 (9) and 2000-2001 (9). The number of program graduates during the 2005-2006 academic year was the lowest (2) in the last ten years.
- The vast majority of students in the program's *grade distribution* receive a passing grade in the courses.
- *Adjunct Faculty* taught 26.9% of the course load for the 2005-2006 academic year as compared to 34.2% for the previous year. The highest semester in 2005-2006 was the Summer semester in which Adjunct Faculty taught 28.2% of the program's course load. All semesters were at or within the College's general 65/35 Fulltime/Adjunct Faculty Ratio guideline.





#### *Program Profitability*

- The *Relative Profitability Index (RPI)* The RPI has remained fairly steady over the last few academic years for the Sign Language Interpretation program, increasing slightly to 0.46 in 2005-2006 after a six-year low of 0.36 in 2004-2005.

#### *Academic Outcomes*

- The *2003-2004 Academic Program Assessment Report* indicated that the mean percentage scores for all five Major Learning Objectives (MLOs) were well above the pre-determined standard of 70%.
- The *2003-2004 Academic Program Assessment Follow-up Report* was completed in June of 2005. This report indicated that two of the three action items had been successfully completed and the remaining one was pending due to budgetary restraints but was still under consideration for 2005-2006.

#### *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/student interaction, course organization, course presentation, and evaluation methodologies.
- A *Technical Advisory Committee* meeting was held on October 4, 2006. The meeting consisted of a discussion about the Articulation Agreement with the University of South Florida (USF); an update on Sammie Elser's health; the SLIP brochure; Fall Enrollment; Program Assessment; Certificate Program; a library update; and a discussion about scholarships.
- *Recent Graduate surveys* were provided to the 2004-2005 graduates of the Sign Language Interpreter program but responses were not received from any of the five graduates surveyed.
- *Employer surveys* were not sent out because none of the graduates surveyed responded to the Graduate Survey.

#### *Occupation Profile*

- *2005 median yearly income* for Sign Language Interpreters was \$34,800 for the United States, and \$31,000 for the State of Florida.
- *Employment trend information* suggests a significant increase (20% - 29%) in employment for the profession over the next 5 - 7 years for the country and state.

#### *State Graduates Outcomes*

- *State Graduates Outcomes* data indicated that twenty-two (22) students completed a state Sign Language Interpretation program in 2003-2004, of those twenty (20) had some matching state data. Eighty-two percent (82%) of those state graduates were employed at least a full quarter. SPC's Sign Language Interpretation program exceeded the state total for graduates with at least a full quarter of employment (100%).





### *Summary*

- Sign Language Interpretation Program faculty members strive to remain current with changes in the profession so that they may adequately prepare graduates to transition smoothly into the work force and/or transfer to a four year program. A move to require certified interpreters to have at least a bachelor's degree is gaining momentum. Additionally, by July 1, 2009, the state of Florida will require all public school American Sign Language teachers to complete six required courses to maintain their certification. These changing regulations directly impact our students and our prospective students and suggest that we explore the possibility of offering a four year degree in interpreter training and/or offer coursework or professional development workshops for current public school sign language teachers.
- Recently, SPC faculty have worked closely with the Interpreter Training Program at the University of South Florida to reach an articulation agreement that would allow more of our coursework to transfer to USF. Faculty and program directors at both institutions have reached an agreement and it has been forwarded to administration. While an agreement has not been ratified at this time, we expect this to happen in the near future.
- In addressing the program performance measures:
  1. *Enrollment:* Enrollment in the Sign Language Interpreting Program has fluctuated in concert with the drop in campus enrollment at the Clearwater and St. Pete Gibbs campuses and in response to recently implemented productivity measures which caused smaller classes to be cancelled. To address this issue, the program expanded course offerings in 2005-2006 to include an additional class each session on the Tarpon Springs campus and will offer an American Sign Language I course on the SP Downtown campus during Session I of 2007-2008.
  2. *Productivity:* Productivity has remained consistently high. Productivity for the 2005-2006 year was 0.92 in spite of decreased enrollment and cancelled classes. This figure is down somewhat from the 2004-2005 level of productivity of 0.97.
  3. *Program Graduates:* Program graduates have consistently excelled, although the number of program graduates declined over the last six years with the exception of slight enrollment increases in 1997-1998 and in 2000-2001. Given the program's current enrollment levels, a large graduating class is anticipated during the fall 2007 session.
  4. *Academic Outcomes:* According to the most recent statistics, students in the program met or exceeded expectations.
  5. *Grade Distribution:* Faculty members encourage students to perform at high standards. The aim of the program is to graduate employable interpreters and to prepare students to continue study in a four year degree program; therefore, coursework emphasizes practical application of course content.
  6. *Stakeholder Perceptions:* The average Student Survey of Instruction scores for the last two academic years suggest general overall student satisfaction





with program courses, particularly in areas of faculty/student interaction, course organization, course presentation, and evaluation methodologies.

7. *Fulltime/Adjunct Faculty Ratio*: If the program continues to grow and expand to new campuses, additional faculty members are needed. However, hiring of additional adjuncts is problematic. Qualified prospective adjunct instructors are reluctant to teach for less money than they can earn working for agencies as free lance interpreters. An additional full-time faculty member will be needed if the program continues to expand.

#### *Recommendations/Action Plan*

- Program Recommendations and action plans are compiled by the Provost and Program Director, 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 as well as globally in program areas in which the College has special expertise. As a comprehensive, multi-campus postsecondary institution, St. Petersburg College seeks to be a creative leader and partner with students, communities, and other educational institutions to deliver enriched learning experiences and to promote economic and workforce development. St. Petersburg College fulfills its mission led by an outstanding, diverse faculty and staff and enhanced by advanced technologies, distance learning, international education opportunities, innovative teaching techniques, comprehensive library and other information resources, continuous institutional self-evaluation, a climate for student success, and an enduring commitment to excellence.

## 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, 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*

At SPC, Institutional Effectiveness is the integrated, systematic, explicit, and documented process of measuring performance against 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 SPC 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 modalities 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 and Associate in Science and Baccalaureate programs which are targeted towards students seeking employable skills. The General Education-based Assessments focus on the general learning outcome 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/>) 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 five years as mandated in chapter 1001.02(6) of the Florida Statutes, the State Board of Education (formerly the Florida Board of Education) must provide for the review of all academic programs.

*(6) ...The programs shall be reviewed every 5 years or whenever the state board determines that the effectiveness or efficiency of a program is jeopardized. The State Board of Education shall define the indicators of quality and the criteria for program review for every program. Such indicators include need, student demand, industry-driven competencies for advanced technology and related programs, and resources available to support continuation. The results of the program reviews must be tied to the university and community college budget requests.*

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.*

Recently, 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.

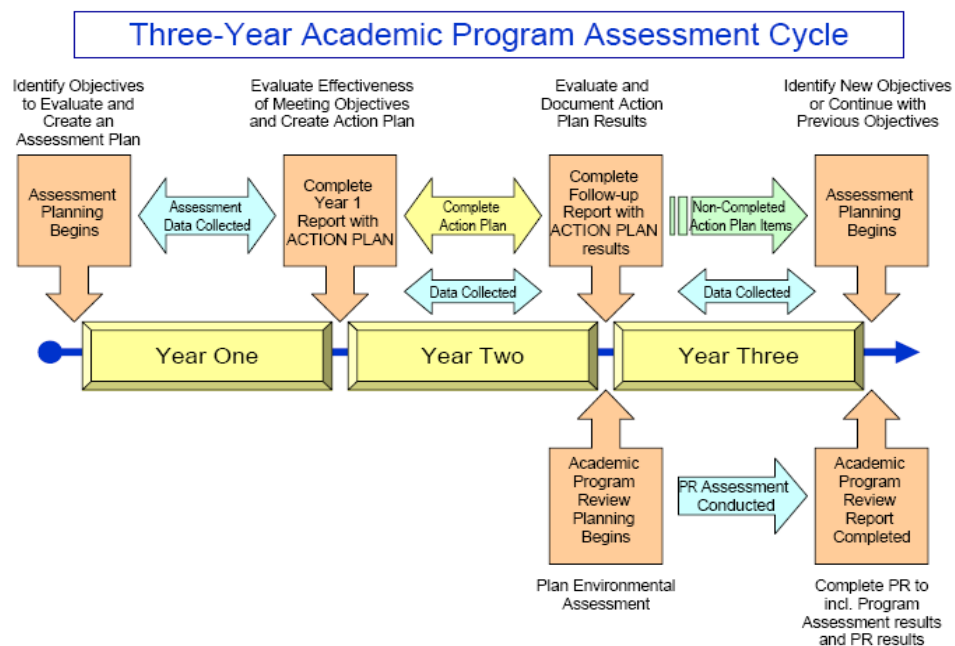


Figure 1: Three-Year Academic Program Assessment Cycle

### Program Description

The goal of this program is to prepare successful students with sign language skills, an understanding of deaf culture, knowledge of the interpreter's role, and skill development 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 (RID) Quality Assurance Screening for state qualification to obtain credentials necessary for employment. SPC is also an RID 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: Registry of Interpreters for the Deaf, National Association of the Deaf, American Sign Language Teachers' Association, Conference of Interpreter Trainers, and Department of Rehabilitation.

For a complete listing of all courses within the Sign Language Interpreter program, please see Appendix A.

#### *Accreditation*

No accreditation is on file for this program.

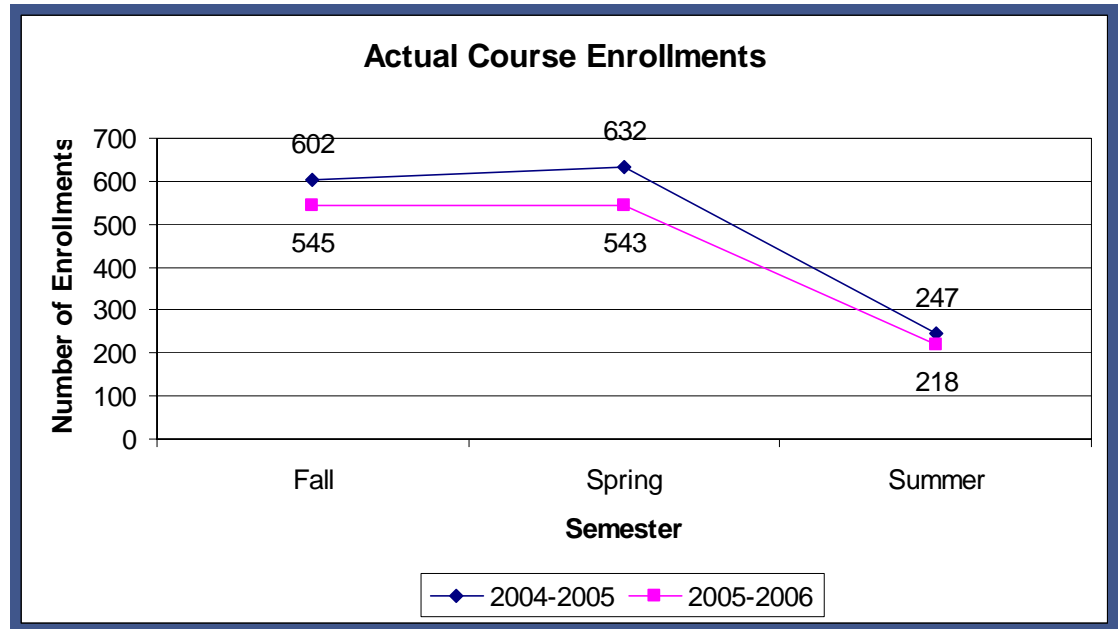




## Program Performance

### *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). Student Enrollment has remained relatively stable in the Sign Language Interpretation program over the Fall and Spring semesters as shown by Figure 2. Fall, Spring and Summer 2005-2006 enrollments depict a slight decrease from the 2004-2005 figures.



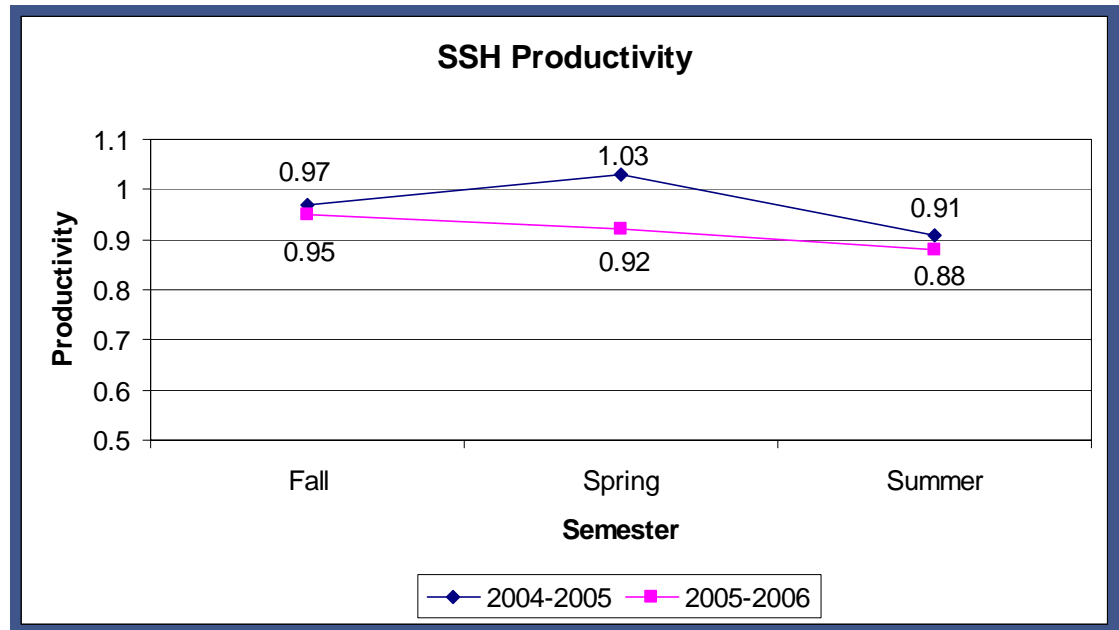
*Figure 2: Actual Enrollments*

Source: PeopleSoft Student Administration System: Course Management Summary Report (S\_CMSUMM)



### *Productivity*

Student Semester Hour (SSH) Productivity is calculated by dividing actual SSH by the budgeted SSH. SSH Productivity has declined in the Sign Language Interpretation program during the last academic year hovering around 0.92 as shown by Figure 3. These numbers are down from 2004-2005 which had an average SSH of 0.97 over three semesters.



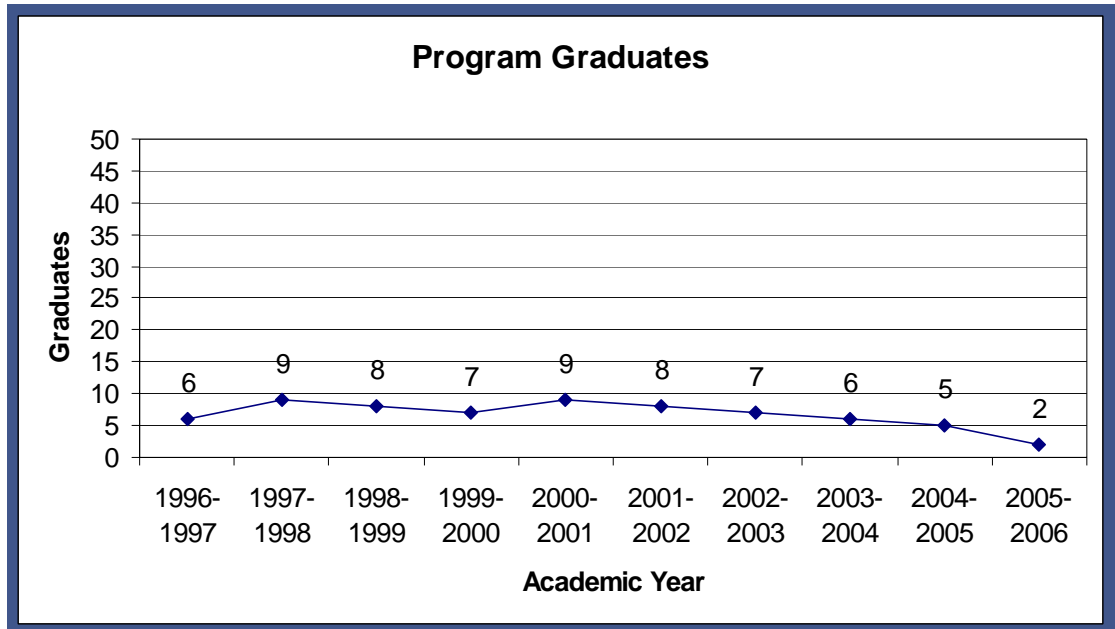
*Figure 3: SSH Productivity*

Source: PeopleSoft Student Administration System: Course Management Summary Report (S\_CMSUMM)



### *Program Graduates*

The number of program graduates has been declining over the last five years with previous increases in 1997-1998 (9) and 2000-2001 (9). The number of program graduates during the 2005-2006 academic year was the lowest (2) in the last ten years as shown in Figure 4.



*Figure 4: Program Graduates*

Source: 2006-07 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*

Semester	Grade Distributions				
	A	B	C	D	F
Spring 2005	70.1%	18.0%	7.2%	0.7%	4.0%
Fall 2005	61.8%	19.4%	11.4%	1.5%	5.8%
Spring 2006	64.8%	18.3%	8.5%	1.3%	7.0%
Fall 2006	66.8%	17.7%	8.3%	3.1%	4.1%

Source: Collegewide Grade Distribution Report (Generated at the end of the session)





Figure 5 provides a visual representation of the grade distributions for those students receiving a grade of A, B, or C.

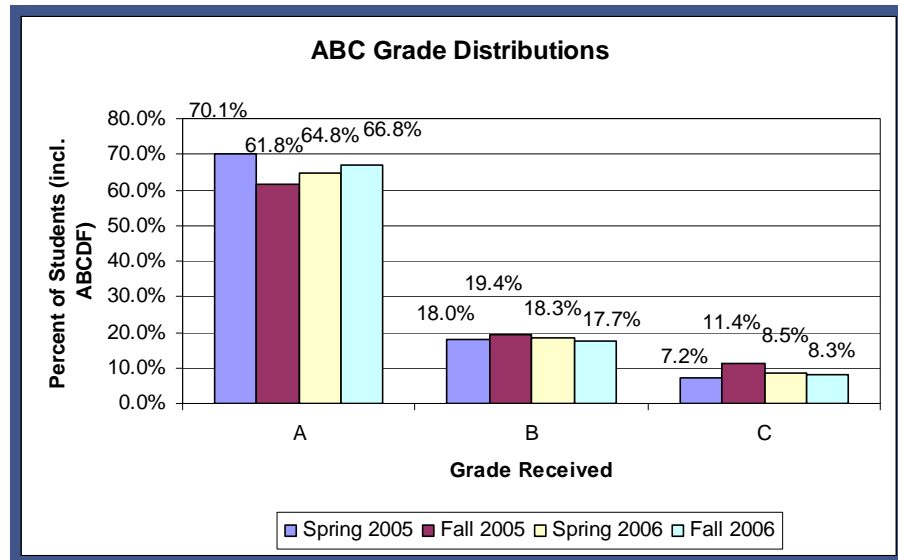


Figure 5: ABC Grade Distributions

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 passing (earning a grade of A, B, and C) and once again only A, B, C, D, and F grades are included in the calculations. The vast majority of students in the program receive a passing grade in the courses. In Spring of 2006, 91.7% of the students received a passing grade, slightly lower than the 95.3% in 2005. The Fall term passing rate remained constant from 2005 to 2006.

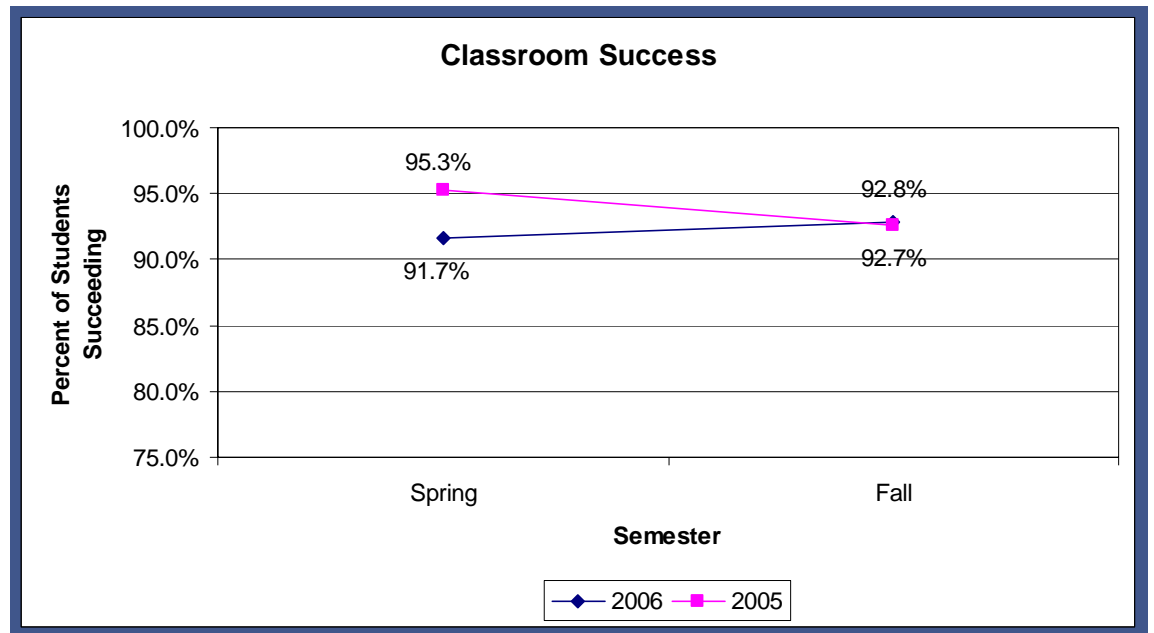


Figure 6: Classroom Success

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. Fulltime faculty taught 73.0% of the ECHs in 2005-2006, which is higher than the totals for 2004-2005, when fulltime faculty taught 65.8% of the ECHs. This Program does not have any Percent of Load faculty.

*Table 2*  
*ECHs by Faculty Classification*

	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2004-2005	61.0	67.0%	0	0.0%	30.0	33.0%
Spring 2004-2005	55.5	64.9%	0	0.0%	30.0	35.1%
Summer 2004-2005	22.2	64.9%	0	0.0%	12.0	35.1%
<b>2004-2005 Total</b>	<b>138.7</b>	<b>65.8%</b>	<b>0</b>	<b>0.0%</b>	<b>72.0</b>	<b>34.2%</b>
Fall 2005-2006	60.0	73.2%	0	0.0%	22.0	26.8%
Spring 2005-2006	61.0	73.5%	0	0.0%	22.0	26.5%
Summer 2005-2006	28.0	71.8%	0	0.0%	11.0	28.2%
<b>2005-2006 Total</b>	<b>149.0</b>	<b>73.0%</b>	<b>0</b>	<b>0.0%</b>	<b>55.0</b>	<b>27.0%</b>

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S\_FACRAT)





The highest semester for the Adjunct ECHs in 2005-2006 was the Summer semester in which adjunct faculty taught 28.2% of the program's course load as shown in Table 2. 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 7 displays the Fulltime/Adjunct Faculty Ratio information for the last two academic years. All semesters were at or within the College's general 65/35 Fulltime/Adjunct Faculty Ratio guideline.

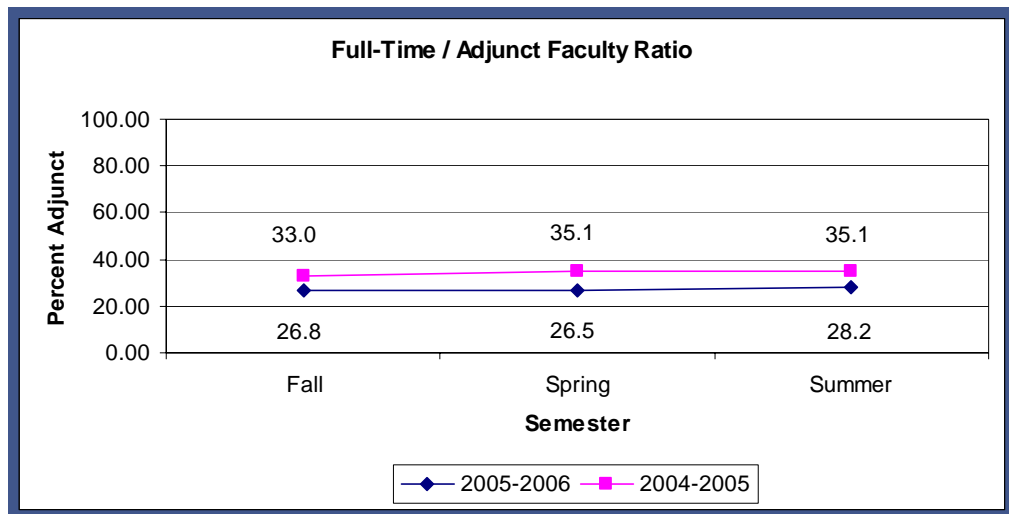


Figure 7: Full-time/Adjunct Faculty Ratio

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S\_FACRAT)



## Program Profitability

### *Relative Profitability Index (RPI)*

Relative Profitability Index (RPI) is a measure of program profitability. It is calculated by dividing a program's income by the sum of its personnel costs and current expenses. Only Fund 10 financials were used in the calculation of RPI for this report; specifically, 400000 level accounts were used for program revenues, 500000 level accounts were used for personnel costs, and 600000 level accounts were used for current expenses. The RPI has remained fairly steady over the last few academic years for the Sign Language Interpretation program, increasing slightly to 0.46 in 2005-2006 after a six-year low of 0.36 in 2004-2005. Figure 8 displays the RPI over the last six years.

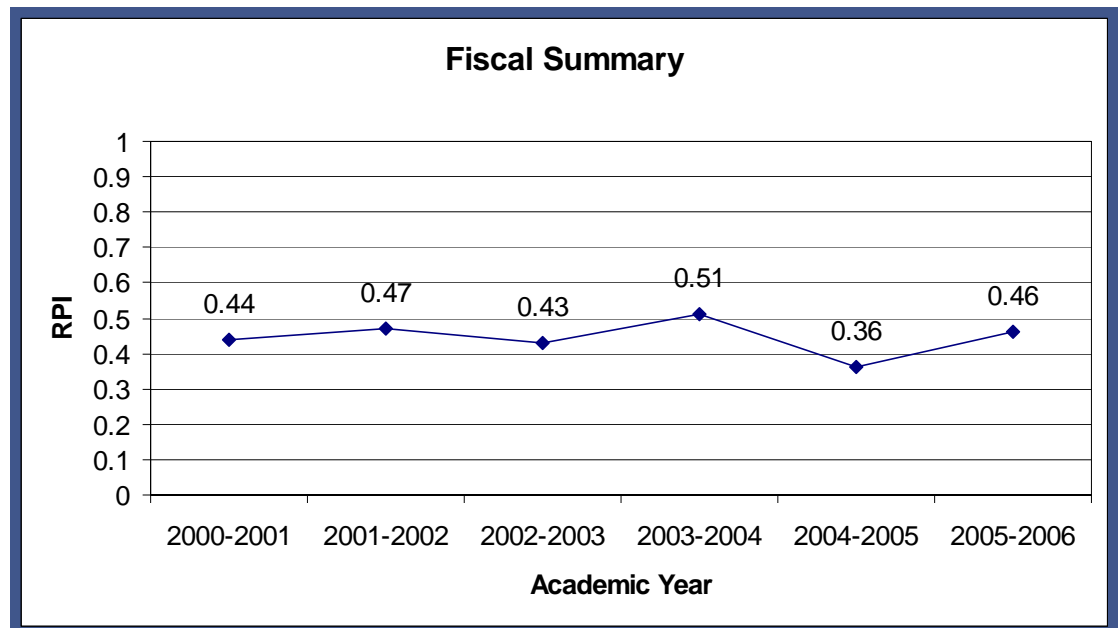


Figure 8: Fiscal Summary

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 recently evaluated through an Academic Program Assessment Report (APAR) in 2003-2004. Each of the program's five major learning outcomes (MLOs) was evaluated during the assessment. Each of the five MLOs are listed below:

1. Students will demonstrate extensive knowledge of Deaf Culture including Social, Political, Historical, and Linguistic influences.
2. Students will demonstrate knowledge of Federal laws and Florida State statutes that provide sign language interpretation services for Deaf and Hard of Hearing individuals.
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 analyze the principles of the Registry of Interpreters for the Deaf (RID) Code of Ethics and apply them to a variety of interpreting/transliterating situations.
5. Students will demonstrate knowledge of situational and environmental factors of interpreting.

The Program Assessment was used to measure the achievement of students enrolled in the Sign Language Interpretation Program. Examinees were students who had declared their major in the Sign Language Interpretation Program and who were enrolled in the Fundamentals of Interpreting Class/Lab EHD1400/L.

The Florida Registry of Interpreters for the Deaf (FRID) Quality Assurance (QA) Written Test is an examination with 100 questions: 60 multiple-choice questions and 40 True-False questions. This examination was developed and validated by the local state-level affiliate of the RID. Each question is worth one point on this test. Randy McDavid, State Quality Assurance Chairman, scored each exam.



The FRID QA written test is administered to students each semester who are enrolled in EHD1400, as their final exam for the course. The FRID QA Written Test is a pre-requisite to the Performance Tests administered to qualify an individual as an apprentice interpreter at Levels 1, 2, or 3, increasing in proficiency.

A pre-determined standard of 70% was set for each of the five MLOs evaluated on the assessment instrument. The mean percentage scores for all five objectives were well above the desired standard as illustrated in Table 3.

*Table 3*  
*Summary of Assessment Findings*

Summary of Assessment Findings		
Major Learning Objectives	MLO Assessed	Actual Mean Score
MLO 1	Deafness	97.22%
MLO 2	Law	75.71%
MLO 3	Sign Language	93.47%
MLO 4	Ethics	91.18%
MLO 5	Knowledge of Interpreting	88.29%

Source: Academic Outcomes from 2003-04 Academic Program Assessment Report (APAR)

The 2003-2004 follow-up report was completed in June of 2005. This report indicated that two of the three action items had been successfully completed and the remaining one was pending due to budgetary restraints, but was still under consideration for 2005-2006.





## Stakeholder Perceptions

### *Student Survey of Instruction (SSI)*

Each Fall and Spring 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.

Several variations of the survey exist including lecture, non-lecture, clinical, and eCampus (on-line) classes. 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.

The survey questions are grouped into four categories; faculty/student interaction, organization, presentation, and evaluation, as defined below:

- **Faculty/Student Interaction** - focuses on how successful the faculty was in encouraging students to excel, the time spent on relevant course material, and responding to concerns and questions both inside and outside of the classroom.
- **Organization** - deals with clear instructions, defined objectives, relevant course materials, and whether the assignments were challenging.
- **Presentation** - focuses specifically on the instructor and their preparation for the course, enthusiasm for course, time spent on course related activities, ability to speak clearly and distinctly, thorough explanation of the subject matter, and assignment of material throughout the term.
- **Evaluation** - focuses on course expectations and grading policies, applying the stated grading policies consistently and impartially, and giving applicable course assignments including quizzes and exams.





*Lecture.* The lecture version of the survey is distributed to all students enrolled in traditional classroom sections within the College. The results show a slight decrease in mean scores across all categories, from the Spring 2006 to the Fall 2006. The average scores for the last two academic years are still well above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. The average survey results by semester and content area are shown in Figure 9.

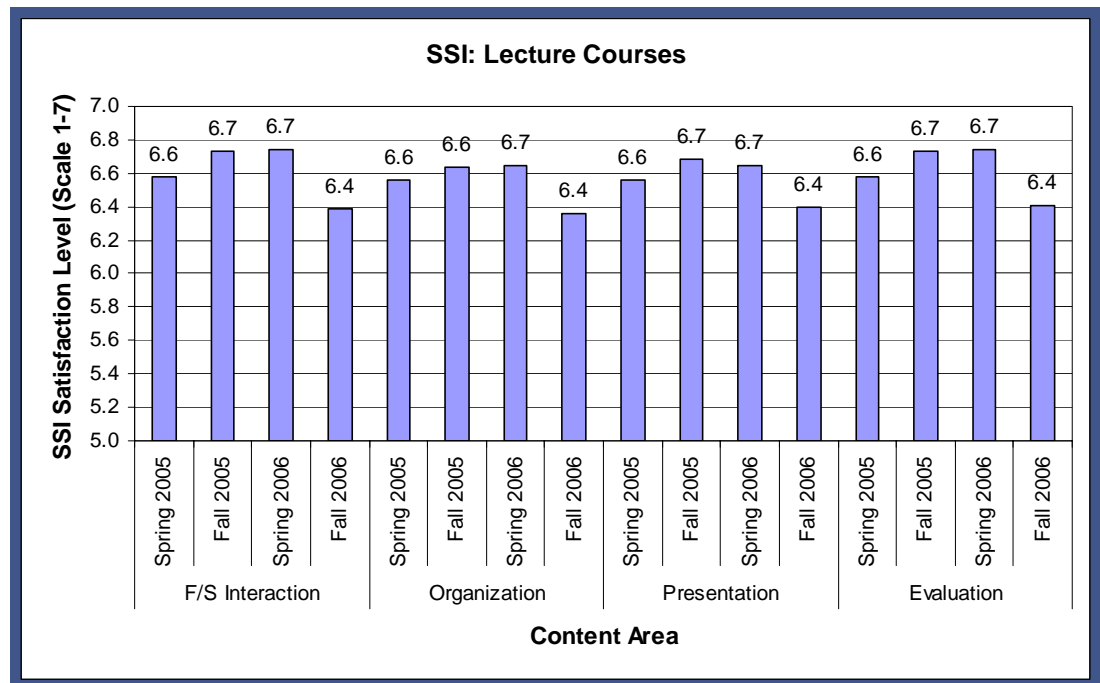


Figure 9: SSI Lecture Courses

Source: PeopleSoft Student Administration System: Query S\_SSI\_CHRT\_QRY\_CAMPUS





*Non-Lecture.* Lab courses and self-paced or directed individual study use the non-lecture version of the survey. Results indicate the non-lecture mean scores show a gradual downward trend since Fall 2005. The average scores for the last two academic years are still well above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. The average survey results by semester and content area are shown in Figure 10.

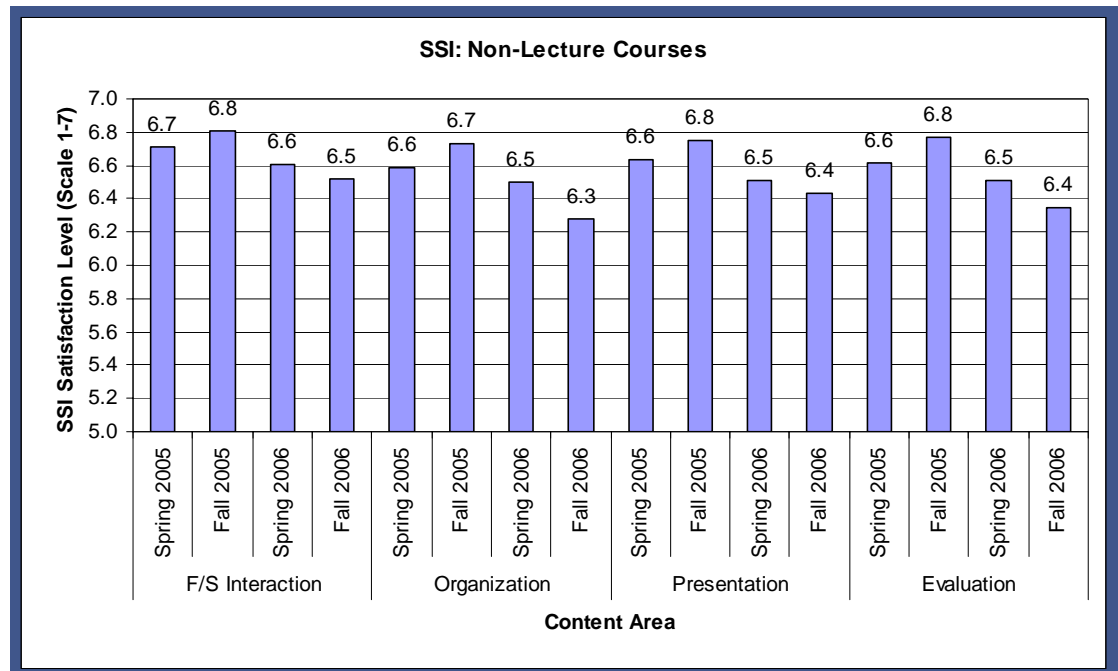


Figure 10: SSI Non-Lecture Courses

Source: PeopleSoft Student Administration System: Query S\_SSI\_CHRT\_QRY\_CAMPUS





*Clinical.* The clinical version of the survey is distributed to all students enrolled in a clinical specific class. This typically only includes health-related programs such as the Sign Language Interpretation program. The average scores for the most recent semester (Fall 2006) are well above the traditional College threshold (an average of 5.0). The average survey results by semester and content area are shown in Figure 11.

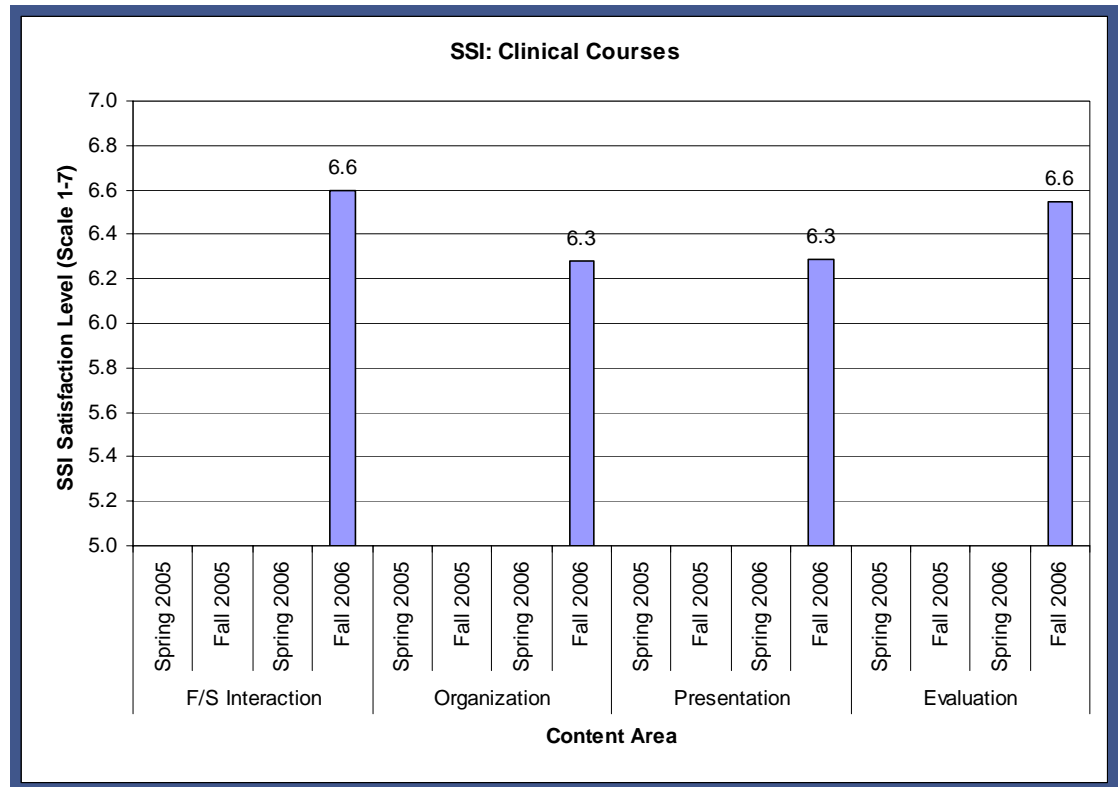


Figure 11: SSI Clinical Courses

Source: PeopleSoft Student Administration System: Query S\_SSI\_CHRT\_QRY\_CAMPUS

*eCampus.* The eCampus or on-line version of the SSI survey is electronically distributed to all students enrolled in on-line courses at the College. The Project Eagle Research Capsule #4 provides information on the difference in the wording of the questions (<http://www.spcollege.edu/eagle/research/perc/perc4.htm>). There were no eCampus classes in the Sign Language Interpretation program during the time of the review.



*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/student interaction, course organization, course presentation, and evaluation methodologies.

#### *Technical Education Advisory Committee*

Community input and participation is an important component of the educational process at the College. The technical education advisory committees are an example of this 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 Duties of Advisory Committees are to:

1. serve as a communication channel between the college and the community;
2. determine specific skills and suggest related and technical information for the program;
3. suggest ways for improving public relations and articulation of the program with other institutions;
4. assist in recruiting, providing internships, and in placing qualified graduates in appropriate jobs;
5. keep the program personnel informed on changes in labor market, specific needs (competencies), and surpluses;
6. recommend curriculum revisions as necessary to comply with current trends;
7. assist in assessing the program needs in terms of the entire community (long-range planning);



8. assist program personnel in searching for sources of funding for scholarships, equipment, etc.;
9. in general, to advise, recommend, and assist in assuring a quality program as determined by community needs; and
10. discuss proposed equipment purchases in excess of \$9,999.99.

*Recent Meeting Summary.* A Sign Language Interpretation advisory committee meeting was held on October 4, 2006. The meeting included a discussion of the Articulation Agreement with University of South Florida (USF); an update on Sammie Elser's health; the SLIP brochure; Fall Enrollment; program assessment; Certificate Program; a library update; and a discussion about scholarships.

*Articulation Agreement with USF.* Jack Humburg requested information on the status of the Articulation Agreement with USF. Karen Sidwell reported that faculty members, program director, and the program coordinators from USF and SPC have reached an agreement. The agreement will be sent to Dr. Anne Cooper, Clearwater Campus Provost, no later than October 5, 2006. SLIP faculty members wish to proofread the document one more time on October 4, 2006. A copy of the agreement will be sent to Steven Surrency, ITT Program Coordinator, at USF on October 5, 2006.

*Sammie Elser's health.* Sammie Elser was injured in the Fall and is now in Palm Harbor Manor Care, located on Tampa Road, Palm Harbor. She is progressing well, but it is likely that she will be unable to return to work for most of the fall session. Ms. Sidwell highly commended the SLIP full-time and adjunct faculty for handling Sammie's responsibilities.

*SLIP Brochure.* The SLIP brochure is ready to be sent to Institutional Advancement. Since the last Board meeting, no one has suggested additional changes or ideas to be incorporated into the brochure. Once the brochure information is sent to Institutional Advancement, someone at IA will put together a draft of the brochure and send it to us for comments/suggestions. Ms Sidwell will send Board members a copy of the draft for their comments/suggestions as well.

*Fall Enrollment.* Enrollment for the fall session for the SLIP program was excellent. For the first time, a morning class was added at the Tarpon



Springs campus. The class quickly filled as did the evening class. We will continue to offer a morning and evening course on this campus.

*Program Assessment.* The Sign Language Program will undergo a program assessment this year. Board members were given a copy of the "Educational Outcomes Assessment Reporting Guidelines for Associate in Science, Associate in Applied Science and Applied Technology Diploma Programs." Board members and faculty discussed possible ways to assess the effectiveness/success of the program, including the possibility of allowing students to take the QA state test during a session that occurs later in the program. The test is currently given half-way through the program. A possible change may give more accurate data regarding the program's success.

*Certificate Program.* Additional topics and issues for consideration with the program assessment include the following: discussion about a certificate program for American Sign Language (ASL) proficiency for those wishing proficiency in ASL but do not wish to pursue Interpreting; a clearer definition/guideline for defining "utilized sign language regularly"; and scores for passing written exams. Jack Humburg reported that most people pursue the Associate in Science degree to get a license; therefore, we should consider that students should pass "75% of written exams."

*Library Books.* Rosa Rodriguez reported that she has books and tapes at the library for use by our sign language students. She asked faculty members to inform students of the availability of the books and tapes.

*Scholarships.* Rosa Rodriguez mentioned that information about the Helen and Mildred Goldman Volunteer Sign Language Interpreting Student Scholarship was ready to send to the SPC Foundation Office.

The complete committee minutes along with the minutes from previous meetings are located in Appendices B, C and D.



### *Recent Graduate Survey Information*

Recent Graduate Surveys were provided to the 2004-2005 graduates of the Sign Language Interpretation program but responses were not received from any of the 5 graduates surveyed.

### *Employer Survey information*

Surveys were not sent to any employers because responses were not received from any graduates surveyed.

## Occupation Profile

### *Occupation Description*

The occupation description used by the Bureau of Labor Statistics is shown below:

*Translate or interpret written, oral, or sign language text into another language for others.*

### *US, State, and Area Wage Information*

The distribution of 2005 wage information for Sign Language Interpreters is located in Table 4. The wage information is divided by percentiles for hourly and yearly wages. This information is also separated by location. The yearly median income for Sign Language Interpreters was \$34,800 for the United States, and \$31,000 for the State of Florida as illustrated below.

Table 4  
*Wage Information for Sign Language Interpreters*

Location	Pay Period	2005				
		10%	25%	Median	75%	90%
United States	Hourly	\$9.88	\$12.97	\$16.73	\$22.08	\$29.70
	Yearly	\$20,600	\$27,000	\$34,800	\$45,900	\$61,800
Florida	Hourly	\$10.19	\$12.04	\$14.92	\$19.65	\$22.80
	Yearly	\$21,200	\$25,000	\$31,000	\$40,900	\$47,400

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey; Florida Agency for Workforce Innovation





### *National, State, and County Trends*

Employment trend information is included in Table 5 and divided by country and state. A significant increase (20% - 29%) in employment for the profession over the next 5 - 7 years for the country and state is shown.

*Table 5  
State and National Trends*

United States	Employment		Percent Change	<u>Job Openings</u> <sup>1</sup>
	2004	2014		
Sign Language Interpreters	30,600	36,700	+ 20 %	980
Florida	Employment		Percent Change	<u>Job Openings</u> <sup>1</sup>
	2002	2012		
Sign Language Interpreters	1,460	1,880	+ 29 %	60

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

Note: The data for the State Trends and the National Trends are not directly comparable. The projections period for the State Trends is 2002-2012, while the projections period for the Country and County Trends is 2004-2014.

Source: Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections; Florida Employment Projections

Table 6 presents the Hourly wage OES Wage Survey Data for 2006 in Pinellas County for Sign Language Interpreters for specific industries. The highest average hourly wage was \$20.90 in all industries.

*Table 6  
Hourly wage OES Wage Survey Data for 2006 in Pinellas County*

Standard Occupation Code	Occupational Title	Industry Title	Entry Level	Mean (average)	Median	Experienced
273091	Interpreters and Translators	Total, All Industries	\$9.93	\$20.90	\$15.00	\$26.38
273091	Interpreters and Translators	Educational Services	\$9.79	\$14.65	\$12.59	\$17.08

Source: Labor Market Statistics, Occupational Employment Projections Unit

Sign Language Interpretation  
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## State Graduates Outcomes

To provide reference information for the employment trend information, Sign Language Interpretation program graduate state outcome data is provided in Table 7. Twenty-two (22) students completed a state Sign Language Interpretation program in 2003-2004, of those twenty (20) had some matching state data. Eighty-two percent (82%) of those state graduates were employed at least a full quarter. SPC's Sign Language Interpretation program exceeded the state total for graduates with at least a full quarter of employment (100%).

*Table 7*  
*Sign Language Interpretation Program Graduates 2003-2004 Outcomes by Florida Community College*

Florida Community College	Total Completers	# W/Matching State Data	# Employed for a Full Qtr	% Employed For a Full Qtr
FCCJ	4	4	2	67%
Miami - Dade	4	4	3	75%
St. Petersburg	6	5	5	100%
Hillsborough	8	7	6	86%
<b>Total</b>	<b>22</b>	<b>20</b>	<b>16</b>	<b>82%</b>

Source: Florida Education and Training Placement Information Program (FETPIP), Community College Vocational Reports (<http://www.firn.edu/doe/fetpip/>)





## Summary

Addressing program performance measures:

**Enrollment:** Enrollment in the Sign Language Interpreting Program has fluctuated in concert with the drop in campus enrollment at the Clearwater and St. Pete Gibbs campuses and in response to recently implemented productivity measures which caused smaller classes to be cancelled. To address this issue, the program expanded course offerings in 2005-2006 to include an additional class each session on the Tarpon Springs campus and will offer an American Sign Language I course on the SP Downtown campus during Session I of 2007-2008. If the course is successful, an American Sign Language II course will be offered during Session II. Additionally, a Sign Language Interpretation brochure is in development, and a program website redesign is underway. A program representative maintains contact with counselors and advisors; faculty members and program director work with the Sign Language Interpretation Program Advisory Committee to explore initiatives to expand our services. The initiatives include the possible addition of an American Sign Language Certificate, the development and administration of professional development classes and/or workshops for Pinellas County American Sign Language teachers, and student ambassadors to attend area high school college fairs. Finally, faculty members have expressed a desire to expand the program to include a four year degree in Interpreter Training.

**Productivity:** Productivity has remained consistently high. Productivity for the 2005-2006 year was 0.92 in spite of decreased enrollment and cancelled classes. This figure is down somewhat from the 2004-2005 level of productivity of 0.97.

**Program Graduates:** Program graduates have consistently excelled, although the number of program graduates declined over the last six years with the exception of slight enrollment increases in 1997-1998 and in 2000-2001. Given the program's current enrollment levels, a large graduating class is anticipated during the Fall 2007 session.

Statewide, in 2003-2004 twenty-two students completed a Florida Sign Language Interpretation program. Of that number, twenty had matching state data. Eighty-two percent of these Florida graduates were employed



at least a full quarter. St. Petersburg College's Sign Language Interpretation Program exceeded the state total with one hundred percent of graduates employed for a full quarter.

**Academic Outcomes:** According to the most recent statistics, students in the program met or exceeded expectations. The Florida Registry of Interpreters of the Deaf (FRID) Quality Assessment (QA) written test was administered each semester to students enrolled in EHD 1400 as their final exam for the course. The test is a pre-requisite to the Performance Tests administered to qualify an individual as an apprentice interpreter at Levels 1, 2, or 3, increasing in proficiency. A pre-determined standard of 70% was set for each of the five major learning outcomes evaluated. The mean percentage scores for all five objectives were well above the desired standard.

**Grade distribution:** Faculty members encourage students to perform at high standards. The aim of the program is to graduate employable interpreters and to prepare students to continue study in a four year degree program; therefore, coursework emphasizes practical application of course content. The vast majority of students in the program received a passing grade in the courses. In spring of 2006, 91.7% of the students received a passing grade of "C" or higher in program core courses, slightly lower than the 95.3% in 2005. The fall term passing rate remained constant from 2005 to 2006 (92.8% and 92.7%). These overall distributions are expected to be surpassed by the 2007 cohort of graduating students.

**Stakeholder perceptions:** The average Student Survey of Instruction scores for the last two academic years are well above the college's seven-point satisfaction scale averages of 5.0. These results suggest general overall student satisfaction with program courses, particularly in areas of faculty/student interaction, course organization, course presentation, and evaluation methodologies.

**Fulltime/Adjunct Faculty Ratio:** On average, fulltime faculty taught 73.0% of the classes in 2005-2006 and 65.8% of the classes in 2004-2005. If the program continues to grow and expand to new campuses, additional faculty members are needed. However, hiring of additional adjuncts is problematic. Qualified prospective adjunct instructors are reluctant to teach for less pay than they can earn working for agencies as freelance



interpreters. An additional full-time faculty member will be needed if the program continues to expand.

**Program Profitability:** The Relative Profitability Index has remained steady, increasing slightly to 0.46 in 2005-2006 after a five-year low of 0.36 in 2004-2005.

Sign Language Interpretation Program faculty members strive to remain current with changes in the profession so that they may adequately prepare graduates to transition smoothly into the work force and/or transfer to a four year program. A move to require certified interpreters to have at least a bachelor's degree is gaining momentum. Additionally, by July 1, 2009, the state of Florida will require all public school American Sign Language teachers to complete six required courses to maintain their certification. These changing regulations directly impact our students and our prospective students and suggest that we explore the possibility of offering a four year degree in interpreter training and/or offer coursework or professional development workshops for current public school sign language teachers.

Recently, we have worked closely with the Interpreter Training Program at the University of South Florida to reach an articulation agreement that would allow more of our coursework to transfer to USF. Faculty and program directors at both institutions have reached an agreement and forwarded the agreement to administration. While an agreement has not been ratified at this time, we expect this to happen in the near future.



## Recommendations/Action Plan

Program: Sign Language Interpretation

Date Completed: April 5, 2007

	Action Item	Completion Date	Responsible Party
1	Move the administration of the QA test to the Interpreting Transliterating class and administer a practice QA test during Fundamentals class	May 2008	Program Director
2	Restructure the end of program student survey and administer online	May 2008	Program Director
3	Develop a blended Structure of Sign Language class	May 2008	Beth Carlson
4	Make more efficient use of the end of program survey to make program improvements	May 2008	Program Director

Special Resources Needed:

No special resources are needed to achieve the action plans.



Area(s) of Concern/Improvement:

To continue program growth, additional faculty, either adjunct or full time, are needed even though hiring of additional adjuncts is problematic.

Changes need to be made to the end of program student survey tool to better evaluate program effectiveness.

Explore the possibility of offering online and/or blended classes and/or using the Angel Learning Platform to provide supplemental materials for courses.

Karen Sidwell  
Program Director

5/7/07  
Date

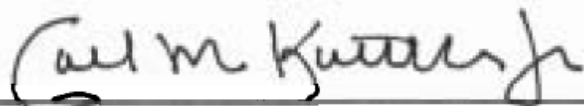
Alex M. Cooper  
Provost

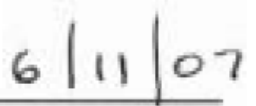
5/7/07  
Date



## President's Cabinet Review

Summary of observations, recommendations, and decisions:

  
\_\_\_\_\_  
President's Signature

  
\_\_\_\_\_  
Date





## Action Plan Follow-up and Evaluation Report

Program: Sign Language Interpretation

Date Completed:

Prepared By:

### I. Action Plan Item Status

	Action Item	Completion Date	Completion Status
1			
2			
3			
4			

### II. Non-Completed Action Plan Items and Plan for Completion

	Action Item	Completion Date	Completion Status
1			
2			
3			
4			



### III. Evaluation of the Impact of Action Plans on Program Quality

\_\_\_\_\_  
Provost

\_\_\_\_\_  
Date

\_\_\_\_\_  
Responsible VP

\_\_\_\_\_  
Date





### References

Rule 6A-14.060(5). *Florida Administrative Code, Accountability Standards*.  
Retrieved October 2002, from the Division of Community Colleges  
Web site: <http://www.firn.edu/doe/rules/6A-14.htm>

### Contact Information

*Please address any questions or comments regarding this evaluation to:*

Carol Weideman, Ph.D.  
Director, Institutional Research and Effectiveness  
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733  
(727) 341-3059  
[weideman.carol@spcollege.edu](mailto:weideman.carol@spcollege.edu)





## Appendix A: Program Overview (2006)

### SIGN LANGUAGE INTERPRETATION

#### (INTRP-AS)

#### ASSOCIATE IN SCIENCE DEGREE

**Karen Sidwell, Program Director, (727) 791-2628 (V/TTY)**

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 RID 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, 8719 Colesville Road, Suite 310, Silver Springs, MD 20910-3919, telephone (301) 608-0050; 2) National Association of the Deaf, American Sign Language Teachers' Association, William Newell, Chairperson, National Technical Institute for the Deaf, P. O. Box 9887, Rochester, NY 14623, telephone (716) 475-6275 (V/TTY); 3) Conference of Interpreter Trainers, Myra Taft-Watson, University of Arkansas at Little Rock, Department of Rehabilitation, 2801 South University Avenue, ADS 107, Little Rock, AK 72204-1099, telephone (501) 569-3169.

#### GENERAL EDUCATION COURSES (21 credits)

ENC	1101-1102	Composition I, II	3,3
SPC	1600	Introduction to Speech Communication <b>OR</b> (SPC 1016 or 1060 or Honors)	3
Humanities/Fine Arts Approved Course			3
Mathematics		<sup>a</sup> One college-level course with a MAC, MGF, MTG or STA prefix	3
POS	2041	American National Government or Honors	3
PHI	1600	Studies in Applied Ethics <b>OR</b> (PHI 1602H, 1631, 2635 or 2649)	3
Computer/Information Literacy Competency Requirement			

#### SUPPORT COURSES (20 credits) - A grade of "C" or better is required

EHD	1000	Introduction to Deaf Culture	3
PSY	1012	General Psychology <b>OR</b>	3
SYG	2000	Introductory to Sociology	(3)
SPA	1612C	Basic American Sign Language with Lab	4
SPA	1613C	Intermediate American Sign Language with Lab	4
SPA	1614C	Advanced American Sign Language with Lab	4
SPA	1626	Fingerspelling	2

#### MAJOR COURSES (31 credits) - A grade of "C" or better is required

EHD	1400	Fundamentals of Interpreting	2
EHD	1400L	Fundamentals Lab	2
EHD	1401	Interpreting Specialized Topics	3
EHD	1402	Issues in Educational Interpreting	2
EHD	1403	Interactive Interpreting	2
EHD	1404	Interpreting/Transliterating	4
EHD	1406	Voicing I	3
EHD	1407	Voicing II	3
EHD	1941	Interpreting Practicum	3
EHD	1942	Interpreting Internship	4
SPA	1617	Structure of American Sign Language	3

**TOTAL PROGRAM HOURS** 72

Sign Language Interpretation  
2006-2007 Comprehensive Academic Program Review  
Department of Institutional Research and Effectiveness

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## Appendix B: Advisory Board Committee Minutes, 2006-2007

### Sign Language Interpretation Program Advisory Board Meeting October 4, 2006

#### Members Present

Jack Humburg, Chairman  
Rosa Rodríguez  
Judge Bruce Boyer  
Tom Austin

#### Faculty and Staff

Karen Sidwell, Program Director  
Mike Henry  
Frona Elkes  
Sally Shortz  
Beth Carlson

#### Interpreters

Stephanie Wyatt  
Antoinette Rodi

#### Members Absent

Dawnmarie Caggiano  
Jerry Peeples

#### Members Absent

Linda Roberts  
John Blaylock

#### Faculty Absent

Sammie Elser

#### I. Welcome

Jack Humburg, Chairman of the Sign Language Interpretation Program Advisory Board, called the meeting to order at 12:15 p.m. after members were served a light lunch, compliments of Karen Sidwell, Program Director.

#### II. Roll Call/Establish Quorum

A quorum could not be established; therefore, the minutes of the July 7, 2006, meeting will be approved at the next meeting.

#### III. Old Business

Jack Humburg requested information on the status of the Articulation Agreement with USF. Karen Sidwell reported that faculty members, program director, and program coordinator from USF and SPC have reached an agreement. The agreement will be sent to Dr. Cooper, Clearwater Campus Provost, no later than October 5, 2006. SLIP faculty members wish to proofread the document one more time on October 4, 2006. A copy of the agreement will be sent to Steven Surrency, IIT Program Coordinator, at USF on October 5, 2006.

#### IV. New Business

Jack Humburg asked Karen Sidwell to give the Advisory Board a program update, starting with information about Sammie Elser. Sammie Elser was injured in a fall and is now in Palm Harbor Manor Care, located on Tampa Road, Palm Harbor. She is progressing well, but it is likely that she will be unable to return to work for most of the fall session. Ms. Sidwell highly commended the SLIP full time and adjunct faculty for handling Sammie's responsibilities. Sammie Elser sent the faculty and Board a message: "Thanks for all the prayers and cards."

The SLIP brochure is ready to be sent to Institutional Advancement. Since the last Board meeting, no one has suggested additional changes or ideas to be incorporated into the brochure. Once the brochure information is sent to Institutional Advancement, someone at IA will put together a draft of the brochure and send it to us for comments/suggestions. Ms. Sidwell will send Board members a copy of the draft for their comments/suggestions as well.

Enrollment for the fall session for the SLIP program was excellent. For the first time, a morning class was added at the Tarpon Springs campus. The class quickly filled as did the evening class. We will continue to offer a morning and evening course on this campus.

A day class was also offered on the Seminole Campus, but enrollment was far below productively levels. The class was cancelled; students were moved to the evening class on the Seminole Campus or to a day class on the St. Petersburg/Gibbs Campus.





## Appendix B: Advisory Board Committee Minutes, 2006-2007 (con't)

The Sign Language Program will undergo a program assessment this year. Board members were given a copy of the "Educational Outcomes Assessment Reporting Guidelines for Associate in Science, Associate in Applied Science and Applied Technology Diploma Programs." Board members and faculty discussed possible ways to assess the effectiveness/success of the program, including the possibility of allowing students to take the QA state test during a session that occurs later in the program. The test is currently given half-way through the program. A possible change may give more accurate data regarding the program's success.

Additional topics and issues for consideration with the program assessment include the following: discussion about a certificate program for American Sign Language proficiency for those wishing proficiency in ASL but do not wish to pursue Interpreting; a clearer definition/guideline for defining "utilized sign language regularly"; and scores for passing written exams. Jack Humburg reported that most people pursue the Associate of Science degree to get a license; therefore, we should consider that students should pass "75% of written exams."

Rosa Rodriguez reported that she has books and tapes at the library for use by our sign language students. She asked faculty members to inform students of the availability of the books and tapes.

Rosa Rodriguez also mentioned that information about the Helen and Mildred Goldman Volunteer Sign Language Interpreting Student Scholarship was ready to send to the SPC Foundation Office.

The SLIP program mounted a display in the display case in the Administration building on the Clearwater Campus. The display was in place during the month of September.

Mike Henry took a few moments to acknowledge Beth Carlson's birthday.

The next meeting date will be January 24, 2007.

V. Adjourn  
The meeting was adjourned at 1:03 pm.



## Appendix C: Advisory Board Committee Minutes, 2005-2006

### Sign Language Interpretation Program

#### Advisory committee Meeting

Minutes for July 7, 2006

#### Members Present

Jack Humburg, Chair  
John Blaylock  
Judge Bruce Boyer  
Tom Austin  
Jerry Peebles  
Linda Roberts  
Rosa Rodriguez

#### Faculty and Staff

Karen Sidwell, Program Director  
Sammie Elser  
Frona Elkes  
Sally Shortz

#### Interpreters

Stephanie Wyatt  
Crystal Mallard

#### Members Absent

Dawnmarie Caggiano

#### I. Welcome

Jack Humburg, Chair of the Sign Language Interpretation Program Advisory Committee called the meeting to order at 12:07 p.m. after members were served a light lunch, compliments of the Silent Titans ASL Club.

#### II. Roll Call/Establish Quorum

#### III. The minutes of March 15, 2006 were accepted and approved by Judge Bruce Boyer; second by Linda Roberts. Jack Humburg wanted to strike out the last page due to it not following proper sequence.

#### IV. Tribute to William "Bill" Neal was composed by and read to the group by Karen Sidwell.

"During the course of our lives, people touch us in extraordinarily positive ways. We may be touched with words of encouragement at times when we are discouraged. We may be touched by someone's wisdom through words that plant seeds for thought and action, words that bear fruit in life affirming and positive ways for us. We may be touched by a helping hand when we are in need. We may be touch be someone's enthusiasm and spirit. We may be touched by the quiet presence and strength of someone who believes in us. We may be touched by a radiant smile of acceptance and praise, or a big ole bear hug that says to us, 'I like you, and I know that you are special.'

Bill Neal touched people in all of these ways and in many more ways, and he helped change lives for the better.

Bill passed away on Monday, April 24, 2006. He worked tirelessly on behalf of the deaf, and he was an outstanding leader in the deaf Community. During a long a fruitful life, he served on the Board of Directors for the Florida Association of the Deaf, the Bay Area Deaf Senior Citizens, the Friends of the Deaf Service Center, and on our own Sign Language Interpretation Training Program Advisory Board. Over the years Bill also served on several committees with the Florida Association of the Deaf, including the Deaf Senior Housing Committee.

I had the privilege of knowing Bill for a year, and I know that I was blessed by his presence during the year I knew him. I knew very little about issues and concerns regarding the deaf community when the Sign Language Interpretation Program became part of the Communications Department, and I will never forget meeting Bill at my first Advisory Board meeting. His smile of welcome and his firm handshake said to me, "Welcome aboard. I will help you." And he did. His wisdom, his encouragement, and most of all that radiant smile said to you, "Hey, I'm so glad to see you and to know you. Isn't it a wonderful day!" That smile just felt like a great big ole bear hug. And speaking of bear hugs, many in this room received one of his great big ole bear hugs that made you feel like you were worth a billion dollars. Bill Neal had a wonderful way of affirming and encouraging people.





## Appendix C: Advisory Board Committee Minutes, 2005-2006 (con't)

He will be missed. Bill, we love you. We miss you. Thank you for being part of us.”

The faculty contributed money to send to the Florida Association of the Deaf in Bill Neal's name. Members of the board also contributed.

### V. Old Business

**Articulation Agreement.** We are now looking for specific classes to be transferable since we offer an Associate in Science degree and USF offers a Bachelor in Arts degree. Unless we change our program to Associate in Arts, we will not be able to make a complete course by course agreement at this time.

### VI. New Business

**Program Update.** We are looking for a location for our sign language lab studio on the St. Petersburg Gibbs campus. The room we were using was needed by the department loaning the room to us. Currently, Sally Shortz spends Thursday afternoons in a temporary lab location. Karen Sidwell is working on the problem. Dr. Roberts the Provost of St. Petersburg Gibbs has been very helpful in our search as has Connie Szuch.

We have expanded fall class offerings on the Tarpon Springs campus to include a daytime class. Frona Elkes will teach the class. Thus far, enrollment in the class is good.

The need for a second lab studio on the Clearwater Campus has been eliminated as a location was found. Sally Shortz set up a second studio, and students have expressed their appreciation. The studio space is particularly needed for students in the advanced classes.

We are looking at interpreter training programs at a variety of schools to see what is being done elsewhere. We are also looking into the possibility of developing online and blended classes in sign language.

**InfoFest.** Karen Sidwell announced that SLIP would participate in the InfoFest on Clearwater Campus on July 12, 2006, from 11:00 A.M. – 1:00 P.M. and 4:00 – 6:30 P.M. Jerry Peebles plans to assist during the InfoFest session at 4:30 P.M.

A small pamphlet/brochure was developed and printed at word processing to give to interested people at the InfoFest. Jack Humburg requested an email copy of the brochure.

**ANGEL training.** Karen Sidwell explained the use of ANGEL learning management system and reported that all full-time SLIP program faculty members were taking classes with Nancy Doolittle, Clearwater Campus Instructional Technologist, during the summer to learn to use ANGEL.

**Program Brochure.** Jack Humburg introduced the need to review the old Sign Language Program brochure. The brochure is no longer used as it needs updating. Copies of the old brochure were given to all present. Jack asked everyone to look at it and suggest changes. Suggestions included the following: telephone number changes, office location changes, new pictures that also include the use of technology in labs and that include outside of lab activities, program website address, more information about classes on other locations, pictures from other campuses, and brochure colors and design that are more appealing to a younger crowd. Linda Roberts wanted to keep the picture of Betty Edwards in the brochure since Betty Edwards started the program. John Blaylock would like to see more pictures of high school students and younger students, including some of the dual enrolled students in our program.

Jack Humburg asked the board members to send further suggestions to Karen Sidwell.



## Appendix C: Advisory Board Committee Minutes, 2005-2006 (con't)

**Recruitment.** Judge Bruce Boyer wanted to know if we still have the stand-alone display that was used by the Program for the Deaf. Jerry Peeples mentioned that he had used for recruitment purposes. According to Karen Sidwell, we have not seen this display stand, nor did we know of its existence. Jerry Peeples mentioned that it may be in the Office of Services for Students with Disabilities (OSSD). Karen Sidwell will make inquires about the brochure stand.

The committee would like for Stefanie Silvers to come to our Advisory Committee meeting. She will be invited to the next meeting.

Karen Sidwell reported that the department has received many phone calls asking for information about the SLIP program. Information was/is given over the phone and inquiry packets were/are mailed or were/are sent by email to callers.

Judge Bruce Boyer would like to see the St. Petersburg College go to area high schools to let them know that we have this program to offer.

Jack Humburg asked Karen Sidwell if enrollment for the fall was steady. She reported that enrollment in SLIP classes and ASL classes is on track as compared to last year and that some growth can be seen with the addition of a daytime class at Tarpon Springs. Jerry Peeples mentioned that many students take ASL for foreign language credit and wanted to know the number of students who register for the Interpreter Training program. Karen Sidwell replied that we generally have between 45 to 60 students enrolled in the program and that enrollment of students taking ASL for foreign language credit is holding steady.

**Insurance.** St. Petersburg College Risk Management requested yearly enrollment information pertaining to insurance for students who complete observations and practicum/internship work outside of the college. The figure is being calculated and will be sent.

**Scholarship.** Rosa Rodriguez asked for some of the instructors to help in developing criteria for \$1000.00 scholarships. Sammie Elser and Frona Elkes will assist Rosa to assist. Sammie and Frona both mentioned that it might be better to check with the Foundation, since the College gives out all scholarships during the spring.

In addition, Sammie Elser will brief Karen Sidwell about the different scholarships offered by or through the Sign Language Interpretation Program.

V. Adjourn

The meeting adjourned at 12:58 P.M. Motion by Rosa Rodriguez; second by Linda Roberts.

The next meeting will be at Wednesday, October 4, 2006.





## Appendix C: Advisory Board Committee Minutes, 2005-2006 (con't)

### Sign Language Interpretation Program

#### Advisory Committee Meeting

Minutes for March 15, 2006

#### Members Present

Jack Humburg, Chair  
John Blaylock  
Rosa Rodriguez  
Jerry Peeples  
Dawnmarie Caggiano  
Tom Austin  
Judge Bruce Boyer  
Bill Neal

#### Faculty and Staff

Karen Sidwell, Program Director  
Sammie Elser  
Mike Henry  
Frona Elkes  
Sally Shortz  
Beth Carlson

#### Interpreters

Marcella Vaughan  
Stephanie Wyatt

#### Members Absent

Linda Roberts

#### Student Representative

Erin Strautmann

#### Visitors

Roy Parker  
Andrew Samtsov

#### I. Welcome

Jack Humburg, Chair of the Sign Language Interpretation Program Advisory Committee called the meeting to order at 12:10 P.M. after members were served a light lunch, compliments of the Silent Titans ASL Club.

#### II. Roll Call/Establish Quorum

III. The minutes of September 21, 2005, were accepted and approved without change. Motion by Judge Bruce Boyer; second by Rosa Rodriguez.

#### IV. Old Business

The Advisory committee discussed the Articulation Agreement between the SPC and USF Interpreter Training Programs. Directors from both programs support this agreement and are at the stage of comparing individual course descriptions for compatibility from each program. Once this task is completed, it will be up to the administrative staff to continue the process.

The SPC Interpretation Training Program is working to combine the Lecture and Lab sections for ASL 1, 2, and 3 courses. Once approved by the Curriculum and Instruction (C and I) Committee, these courses will be equivalent to the courses at USF.

Karen Sidwell is comparing curriculums and offered the opportunity for any Advisory Committee Member to participate in this process. Dawnmarie Caggiano volunteered to assist with this project.

Currently, students from the SPC Program who continue the program at USF must repeat courses they have already completed at SPC. This agreement will facilitate transfer students being accepted into the USF Interpreter Training Program.

USF has asked to be informed when SPC will offer Deaf Culture and Structure of ASL courses so that USF students could attend for credit when these courses are not being offered at the USF campus. Sammie Elser told the Committee that ASL is accepted as a Foreign Language entrance requirement at most colleges throughout the United States; however, students are reminded to check with the department in which they plan to graduate to make sure ASL is accepted as an exit requirement. Sammie Elser is the liaison between USF and SPC for the Articulation Agreement.





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### V. New Business

The Committee discussed the current program brochure and realized we need to update information: change of program director, phone numbers, and new information about the program such as the C and I credit hour update. The updated brochure will be sent to all Advisory Committee members for their review. Jack Humburg, president, will coordinate comments from the Committee members and return these suggestions to Karen Sidwell who mentioned possible money for the new brochure through the unit plan budget. Jack will need e-mail addresses to coordinate input from the Advisory.

For program visibility and recruitment Judge Bruce Boyer suggested using Sign Language Interpretation Training students to "interpret" when presentations are made for high school students. In order to coordinate student participation, we need to know when these events are scheduled and if interpreting students are available to attend these campus and college wide events. Karen Sidwell will follow up to discover who coordinates this type of recruitment activity for the college and campus and then link the proper person with our interpreter training instructors.

It was also mentioned that these activities and similar activities could/should be announced through our website. Additional activities that could/should be announced through our website are college fairs, high school recruiting, and College Night activities. Dual enrollment students also participate in the program and should be recruited as well. Karen Sidwell will follow the progress on the brochure and recruitment activities and report to the Committee.

John Blaylock noticed that the number of deaf students enrolled at the college is decreasing and asked what the Advisory and faculty can do to improve enrollment. He remembers when the college counselor for the deaf recruited at different high schools and other programs for the deaf. The question was posed. Would this be possible again? More information and discussion is needed regarding ideas to retain and recruit deaf students.

It was mentioned that Vocational Rehabilitation (VR) now provides support money for a deaf student to attend any college in Florida and not only the Deaf Program at SPC. VR appropriations allow the deaf student to choose among all Florida colleges as well as colleges in Maryland and Washington, D.C. Jack Humburg asked someone to investigate this situation. Rosa Rodriguez will work with Staci Wagner, OSSD program coordinator for deaf students and take a closer look into this situation.

In past years St. Petersburg College staff for the Program for the Deaf made calls to Maryland and Washington, DC, to help recruit students to the deaf program, but money for this type of recruiting was cut. VR money was ended because the St Petersburg "deaf program" no longer exists as a program. Jack Humburg would like for someone to take a look into this.

### VI. Additional Business

The next Advisory Meeting will be July 7, 2006, per request of members.

### VII. Adjourn

The meeting was adjourned at 12:53 pm with a motion from Judge Bruce Boyer and a second from Rosa Rodriguez





## Appendix C: Advisory Board Committee Minutes, 2005-2006 (con't)

### SIGN LANGUAGE INTERPRETATION PROGRAM

#### Advisory Committee Meeting Minutes for September 21, 2005

##### Members Present

Jack Humburg, Chair  
John Blaylock  
Bill Neal  
Linda Roberts  
Rosa Rodriguez

##### Faculty and Staff

Karen Sidwell, Program Director  
Sammie Elser  
Mike Henry  
Frona Elkes  
Sally Shortz

##### Interpreters

Irma Gonzalez  
Cynthia Bedient  
Vicky Fales

##### Members Absent

Judge Bruce Boyer  
Jerry Peebles  
Dawnmarie Caggiano  
Tom Austin

##### Visitors

Staci Wagner

#### I. Welcome

Jack Humburg, Chair of the Sign Language Interpretation Program Advisory Committee called the meeting to order at 12:08 after members were served a light lunch, compliments of Karen Sidwell.

An Interpreting Student Intern, Erin Strautmann, was introduced and nominated today to fill the Student Representative position on the Advisory Committee. Nominated by Linda Roberts; second by Rosa Rodriguez; accepted unanimously.

Erin was home schooled during high school and entered SPC in 2002 at the age of 15. She completes her studies next semester for an Associate of Arts and an Associate of Science Degree in Sign Language Interpreting. She also plans to pursue a B.A. degree in interpreting. Her eventual goal is to work with deaf children of hearing parents and to establish communication in the home. She has passed the Florida Registry of Interpreters for the Deaf (FRID) Quality Assurance Written Test for interpreters and plans to take the Performance test during her Internship this (Fall) semester. She also expects to complete her national RID evaluations.

#### II. Roll Call/Establish Quorum

A quorum was present for the meeting.

III. The minutes of June 28, 2005 were accepted and approved without change. Motion by John Blaylock; second by Rosa Rodriguez.

#### IV. Old Business

An Articulation Agreement with University of South Florida Interpreter Training Program and St. Petersburg College Interpreter Training Program.



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Sign Language Interpretation Program Advisory Committee Meeting

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An Articulation Agreement was initially explored several years back. The Advisory suggested we re-initiate the process with USF and establish contact with the USF Administration and Faculty. The Advisory today affirmed their commitment to this task. Sammie Elser served on the original panel and will continue to serve. Jack Humburg agreed to serve along with Karen Sidwell in setting up a meeting with the USF members. Friday seems to be the day of choice. Sammie will initiate contact and inform the committee about the possible meeting opportunities. Karen Sidwell will keep the SPC Administration, Anne Cooper, and other administrative personnel informed of the progress.

(Note: Willie Felton was also involved with the initial meetings; as well as, Dr. Sullivan at USF. Sammie Elser will set up contact.)

### V. New Business

#### Distribute Program Information Notebooks

Karen Sidwell designed notebooks for each Advisory Member with Program Material that will be useful information to the members; particularly, as they serve on different committees: Unit Plans, Program Review, End of Program Assessment, Curriculum Review and Development, Lab Fee Calculations.

Jack Humburg asked about the "Move" and the Faculty agreed it has been a welcomed relief to be in a pleasant location. The move was "exceptional" and the new location has been "exceptional". Everyone agreed the relocation is beneficial to the Faculty and the Program.

Karen Sidwell expressed recognizing the need for a second studio as more students sign up for projects. Linda Roberts asked about ASLTA training to increase the number of credentialed Adjunct Instructors. Sammie Elser gave an update on a recent DOE Grant to train Educational Interpreters. If the recipient shares grant funds, as historically been shared with ITP's in the past, this could provide potential funding for inviting ASLTA trainers for a workshop

Sammie Elser has administered the national Registry of Interpreters for the Deaf Evaluations for both the new and current evaluation systems, and is impressed with the quality and ease of administration. SPC is the only RID approved facility in Florida; with Hurricane Katrina, there are now fewer sites for these national certifying evaluations. She recently hosted the state wide FRID Educational Interpreter Evaluation for some 15 candidates from throughout Florida.





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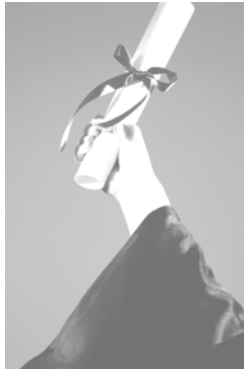
### VI. Additional Business

**Tour of the Sign Language Lab (LA 108)** Sally Shortz gave a tour of the re-located Sign Language Lab in the Language Arts Building. Members were impressed with the new facility.

The next Advisory Meeting will be March 15, 2006. Additional meetings for information or planning could be arranged as needed by the President and/or Program Director. Minutes can also be approved electronically.

VII. The meeting was adjourned at 1:00 pm with members continuing the tour of the Lab.





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