Sign Language Interpretation Program Review
First Follow-Up Report
Spring 2006

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November 21, 2006

A task force was assembled in the Spring Term of 2006 to conduct a review of the Sign Language Interpretation AS/AAS degree Program. Listed below are the 5 task force recommendations followed by a brief report of progress toward implementation. This report will be followed by a progress report one year following the review. Recommendations that have not been achieved within 12 months will be incorporated with the biennial objectives of this program to ensure a continued focus on their attainment.

**Challenge #1 Identified by the Task Force:** The strengths, weaknesses and recommendations for improvement all stem from a comparison of the HCC SLIP and the Interpreter Education Standards established by the Conference of Interpreter Trainers (CIT) that will be the foundation for receiving accreditation through the Commission on Collegiate Interpreter Education (CCIE). There were some areas of non-compliance.

**Recommendation #1:** Bring the Sign Language Interpretation Program (SLIP) into compliance with the national interpreter education standards of the Conference of Interpreter Trainers (CIT) by July 2007.

Status of Recommendation: The SLIP faculty members attended the national CIT conference in San Diego this past October, 2006. The “birth” of the Commission on Collegiate Interpreter Education was announced at this conference, and several presentations there were focused on encouraging interpreter training programs to go through the accreditation process. The HCC faculty and advisory committee members will be investigating and reporting on an appropriate accreditation application timeframe.  

**Per the Presidents Cabinet November 21, 2006:** Before going forward with the accreditation application the SLIP will investigate and report to the cabinet the pros/cons and cost related to accreditation to receive cabinet approval.

**Challenge #2 Identified by the Task Force:** Inconsistency and inaccuracies in printed materials describing and promoting the unit.
**Recommendation #2:** Review program related materials to assure accurate and consistent printed information.

Status of Recommendation: Inaccuracies and inconsistencies have been corrected in two of the four targeted documents. The other two documents will be corrected when printed, i.e. the catalogue. There are some prerequisite changes that need to go to Academic Affairs before the catalogue corrections can be made.

**Challenge #3 Identified by the Task Force:** The reporting of completion ratios are skewed because graduation numbers for the program only incorporate SLIP students. Included in the total number of students counted are those students taking American Sign Language I and American Sign Language II to satisfy their foreign language requirements. Yet those students are not majoring in sign language interpreting, and therefore, not graduating from the program,

**Recommendation #3:** Accurately capture and document program enrollment and completion numbers through the use of specific gateway courses.

Status of Recommendation: American Sign Language three (ASL III) has been identified as the gateway course for the Sign Language Interpretation Program for the most part. The program manager of the Sign Language Interpretation Program will arrange an orientation session for students entering ASL III each Fall semester to ensure students have AS:INTT as their program code. Since students can take at least two other program courses before taking ASL III or as electives for other degrees the Program Manager will also visit those classes to ensure that Program students have AS:INTT as their degree code. This will improve accurate reporting of program students.

**Challenge #4 Identified by the Task Force:** Documentation of Program assessment through student exit interviews, graduate surveys and/or employer surveys is lacking. The program is clearly on the right track for establishing effective goals and curriculum to foster student achievement but is lacking in documentation of actual success through data collection.

**Recommendation #4:** Strengthen program assessment and evaluation through a three-pronged data collection approach: graduates, employers and alumni.
Status of Recommendation: SLIP faculty and Advisory committee are in the process of developing three survey instruments. One to be sent to employers, one to be linked to the alumni page on the program web page and the other to be used as an exit interview for graduating students. Since the Sign Language Interpretation Program is making preparations for accreditation through the Commission on Collegiate Interpreter Education they will be contacted about any surveys required for accreditation.

**Challenge #5 Identified by the Task Force:** The program lab space is sufficient to accommodate a program of this size but the technological advances for sign language interpreter education may warrant the need for cyclical purchase of hardware and software to assure the students are trained with state-of-the-art equipment.

**Recommendation #5:** Research options for resources to improve and maintain state of the art equipment.

Status of recommendation: The Sign Language Interpretation Program (SLIP) unsuccessfully applied for a DOE grant. Application is made annually for Carl Perkins funds and this year the program has received Perkins funds for purchase of new equipment. A partnership with the Fund for the Improvement of Post Secondary Education (FIPSE) grant recipients will provide new curriculum materials and training for faculty to learn how include the new curriculum into the current program courses.