



# unit **PIE**

2014-15  
2015-16  
2016-17  
2017-18

## Planning for Institutional Effectiveness

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*NOTE: This PIE Form is optimized to be used in Acrobat or [Adobe Reader 10 or later](#).*



## Planning for Institutional Effectiveness

### Introduction

UNIT	SIGN LANGUAGE INTERPRETING DEPARTMENT	Current Year	YEAR 1	YEAR 2	YEAR 3
Contact Person	BOB A. STUARD	2014-15	2015-16	2016-17	2017-18
E-mail / Extension	<a href="mailto:bstuard@mtsac.edu/4443">bstuard@mtsac.edu/4443</a>	<input checked="" type="checkbox"/> Summary	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Planning

Your Unit Program Review will be recorded on this form summarizing the current year and documenting planning for the next three-year cycle. **Please remember** that all outcomes assessment work should be recorded in TracDat (<http://tracdat.mtsac.edu/tracdat>) in order for your assessment work to best contribute to institutional reports. Outcomes assessment work may include courses, programs, direct and indirect services, organizational structure, structural elements, and institutional outcomes. Respond to only the outcomes categories or types that apply to your unit.

### Institutional Planning Framework

The college is unified through its demonstrated connection to the mission. Driven by the California Master Plan for Higher Education, revised by the President's Advisory Council, and approved by the Board of Trustees, it informs all planning and assessment.

#### Institutional Mission

***The mission of Mt. San Antonio College is to support students in achieving their full educational potential in an environment of academic excellence.***

#### Unit Mission

***The Sign Language/Interpreting Department mission is to provide exemplary, superior instruction in American Sign Language and in the culture and community of Deaf individuals, and, to provide, exemplary and current training that prepares students for employment in the field of Sign Language Interpreting.***

***Students who successfully complete our Sign Language courses and courses on Deaf people should be well prepared to communicate with and interface with Deaf people in the community. Those students who successfully complete our interpreter training program should be well prepared for entry level employment as Sign Language Interpreters.***

## College Themes and Goals

College themes and goals allow the campus to focus on critical issues. Articulated by the President's Advisory Council and approved by the Board of Trustees, they guide institutional planning and assessment processes.

### **Theme A: To Advance Academic Excellence and Student Achievement**

- |                 |   |
|-----------------|---|
| College Goal #1 | The college will prepare students for success through the development and support of exemplary programs and services.   |
| College Goal #2 | The college will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.   |
| College Goal #3 | The college will utilize student learning outcome and placement assessment data to guide planning, curriculum design, pedagogy, and/or decision-making at the department/unit and institutional levels. |

### **Theme B: To Support Student Access and Success**

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|-----------------|---|
| College Goal #4 | The college will increase access for students by strengthening recruitment opportunities for full participation in college programs and services. |
| College Goal #5 | Students entering credit programs of study will be ready for college level academic achievement.  |
| College Goal #6 | The college will ensure that curricular, articulation, and counseling efforts are aligned to maximize students' successful university transfer.   |

### **Theme C: To Secure Human, Technological, and Financial Resources to Enhance Learning and Student Achievement**

- |                  |   |
|------------------|---|
| College Goal #7  | The college will secure funding that supports exemplary programs and services.  |
| College Goal #8  | The college will utilize technology to improve operational efficiency and effectiveness and maintain state-of-the-art technology in instructional and support programs.     |
| College Goal #9  | The college will provide opportunities for increased diversity and equity for all across campus.  |
| College Goal #10 | The college will encourage and support participation in professional development to strengthen programs and services.   |
| College Goal #11 | The college will provide facilities and infrastructure that support exemplary programs and the health and safety of the campus community.                                   |
| College Goal #12 | The college will utilize existing resources and improve operational processes to maximize efficiency of existing resources and to maintain necessary services and programs. |

### **Theme D: To Foster an Atmosphere of Cooperation and Collaboration**


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|------------------|---|
| College Goal #13 | The college will improve the quality of its partnerships with business and industry, the community, and other educational institutions.                     |
| College Goal #14 | The college will improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus. |

# SectionOne

## Where We Are: A Summary and Analysis of the Current Year 2014-15

### I. Summary Context - Unit Goals for: SIGN LANGUAGE INTERPRETING DEPARTMENT

Identify the goals that guided your Unit's work for the 2014-15 year (from your 2013-14 PIE form) in the following table and connect those goals to the College Themes. *Add rows (+) as needed. Delete rows (X).*

Unit Goal Name	Unit Goal	<u>College Theme</u>
American Sign Language In 	1. In accordance with our mission, provide exemplary, superior instruction in American Sign Language courses and in courses that teach about Deaf people, their community and culture.	A: Academic Excellence
Interpreter Training	2. In accordance with our mission, provide exemplary, superior training in courses that prepare students for entry level positions as Sign Language Interpreters.	A: Academic Excellence
Deaf Studies Degree	3. Develop a local A.A. and an A.A.T in Sign Language/Deaf Studies. This goal is in accordance with our mission statement "we provide instruction in American Sign Language and in the culture and community of Deaf individuals . . .students who successfully complete our Sign Language courses and courses on Deaf people should be well prepared to communicate with and interface with Deaf people in the community". As our May 2010 our Advisory Board approved this goal.	A: Academic Excellence
NIC Written Exam	4. Provide the education and training opportunities to prepare students with the knowledge and skill set necessary to pass the written and performance sections of the National Interpreting Certification test.	A: Academic Excellence
Transfer Studies	5. Prepare students for continuing their studies in the disciplines of American Sign Language, Interpreting, and Deaf Studies at the baccalaureate level and beyond.	A: Academic Excellence
Deaf/ASL Awareness	6. Increase general awareness on campus and throughout the community of Deaf people as a unique cultural minority and awareness of their language, ASL.	B: Access and Success
High School Articulation	7. Articulate with local High Schools that have quality programs in ASL instruction allowing in coming high school graduates to receive both advanced placement into our ASL/Interpreting curriculum and college credit for the ASL course they completed in High School. This has the mutual benefit of traditional 2+2 articulation.	D: Cooperation/Collaboration

## II. Notable Achievements for: SIGN LANGUAGE INTERPRETING DEPARTMENT

Enter your Unit's successes for the 2014-15 year in the table below. This provides opportunity for closing the loop on your Unit's activities completed this year. *Text boxes will expand as needed. Add rows (+), delete rows (X).*

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
High	Integrate Activities with other campus entities. Through the Sign and Speech soap boxes held both in the Fall and Spring we were able to integrate our department Discipline activities with the Communication Department. This event not only gave students and faculty an opportunity to communicate using their developing signing and public speaking skills in an "on stage" environment, but it also gave students in our Advanced Interpreting course an opportunity to practice their interpreting skills.	Unit: Deaf/ASL Awareness
		D. Cooperation/Collaboration
Med	American Sign Language Teachers Association, Los Angeles Chapter, workshop and meeting hosted by Mt. SAC on May 9, 2015.	Unit: American Sign Language Insti
		D. Cooperation/Collaboration
Med	Si5s, American Sign Language writing workshop held at Mt SAC and taught by our own Robert Augustus, held on April 24, 2015	Unit: American Sign Language Insti
		D. Cooperation/Collaboration
Priority	Added one new section of SIGN 101 to both the Winter and the Summer schedule bringing our annual offerings of SIGN 101 to 30 sections, all of which filled. This is the most we have ever offered in an academic year. This speaks volumes as to the strength and popularity of our program.	Unit: American Sign Language Insti
		A. Academic Excellence
High	Awarded 15 Certificates/Degrees in Sign Language Interpreting. The most in recent history.	Unit: Interpreter Training
		A. Academic Excellence
Med	Supported and worked with the Sociology Department, once again, in putting on another extremely successful Human Trafficking Conference. WE were instrumental in bringing LiNK, Liberty in North Korea, on campus to enlighten our students about the human rights crisis in North Korea.	Unit: Deaf/ASL Awareness
		D. Cooperation/Collaboration
High	In conjunction with the Communications Department, provided consistent on-going tutoring services in ASL and Interpreting through the Speech and Sign Success Center.	Unit: American Sign Language Insti
		B. Access and Success
High	An Honors version of our SIGN 101 was approved by Ed Design. SIGN 101H will be added to our 2015-16 offerings.	Unit: Transfer Studies
		A. Academic Excellence
Med	Articulated with two local High Schools and provided testing and placement services for these students and other in-coming students with a signing background. 80 students received college credit and or advanced placement ( 33 from Ayala H.S. and 47 from Covina H.S.) This is up from 2013-14 which had 52 (37 from Ayala H.S. and 15 from Covina H.S.).	Unit: American Sign Language Insti
		B. Access and Success

### III. External/Internal Conditions, Trends, Impacts, Retention & Success, Critical Decisions and Outcomes Assessment

The following table is intended to track conditions that influence planning over a multi-year period beginning with the 2014-15 year. Please include data. The "Link to Data Sources and Support Options" button will open a Mt. SAC webpage that offers suggestions and links for possible data sources for your Unit. Text boxes will expand. *Add (+) rows, delete (X) rows as needed.*

Link to Data Sources and Support Options			
Year	Add item	External Conditions, Trends, or Impacts	Data Sources
2014-15		<p>The U.S. Department of Labor, Bureau of Labor Statistics in their projection for 2012-2022 states that " Employment of interpreters and translators is projected to grow 46 percent from 2012 to 2022, much faster than the average for all occupations." The Bureau also states that "Demand for American Sign Language interpreters is expected to grow rapidly, driven by the increasing use of video relay services, which allow people to conduct on-line video calls and use a sign language interpreter."</p> <p>There is a growing move in our discipline to move interpreter training from a two-year Associate level to a four-year Bachelors level. To stand for the performance part of the National Interpreting Certification, NIC, test, the Registry of Interpreters for the Deaf require that applicants complete a Bachelors degree in any discipline. There is still a substantially large market for work for pre-certified interpreters (don't need a Bachelors degree), but the industry is becoming more competitive and the standard for performance continues to rise.</p> <p>The immediate implication for us is to develop a secondary 2+2 track for students who plan to transfer to 4 year schools that offer interpreter training. Ideally, students would complete all their lower division course work in the interpreting major here and be able to transfer as Juniors.</p> <p>Another implication of the need for extended training for interpreters is the looming possibility that Community colleges in California may be able to offer Applied or Technical Bachelors degrees. Should this become a possibility we would like to be in position to reconfigure our program as a Bachelors level program.</p> <p>The demand for Sign Language Interpreters continues to grow. The Video Relay Interpreting Industry continues to expand their pool of working interpreters. Also, school districts continue to recruit qualified interpreters.</p>	The U.S. Department of Labor, Bureau of Labor
Year	Add item	Internal Conditions, Trends, or Impacts	Data Sources
2014-15		The passage of Prop 30 has eased the financial strain on all Community Colleges. As a result, we have been able to continue in a growth mode that started last year. As in the past, we focused this growth at the SIGN 101 level since this is our most accessible course (nor prerequisites), and it not only transfers, but also counts for General Education. In additions, it is at the SIGN 101 level that we recruit for the CTE Interpreter Training aspect of our program. We were down to offering only 8 sections of SIGN 101 during each Fall and Spring and only two for both Winter and Summer combined. We are now up to 12 sections each Fall and Spring and up to 3 sections each for the Winter and Summer sessions resulting in an annual combined total of 30 sections. This is the most we have ever offered, and all the sections consistently fill.	Class Schedule, enrollment data
2014-15		An analysis last year revealed that SIGN courses are popular with students completing degrees in Liberal Arts. Many students who received these degrees also took SIGN courses either as a degree requirement or to compliment their degree. Of those with an emphasis in Social and Behavioral Sciences 126 SIGN classes were taken, emphasis in Humanities 16 classes, emphasis in Language Arts 58 classes. To meet the degree requirement for the emphasis in Language Arts in the area of 'Language Arts and Diversity' 33 SIGN classes were taken compared to 13 Spanish classes.	Argos Report

Year	Add item	Retention and Success Data	Data Sources
2014-15		In terms of success data we see a growth in the total number of certificates/degrees awarded in Sign Language Interpreting on an annual basis. This total went from 6 in the 2013-14 academic year to a total of 15 in the 2014-15 academic year.	Argos Report
2014-15		Across a three year period, 2012-13, 2013-14 and 2014-15 we see stability in our student retention (91.23%, 91.01%, and 91.50% respectively). During the same three year period our student success declined: 87.09%, 83.83%, and 78.63 respectively. We are aware that there is a trend among our faculty to hold higher standard in our ASL Language courses. This increased rigor is spurred by the increased fluency required on the part of entry level interpreters by the interpreting industry.	Argos Report
Year	Add item	Critical Decisions	Data Sources
2014-15		The second trend above showing the popularity of ASL among non-SIGN majors, would indicate an expansion of course offerings targeting not only students that are SIGN majors, but the general campus population leading to the Critical Decision of adding SIGN 101 sections to our offerings during both intersessions.	Argos Report
Year	Add item	Progress on Outcomes Assessment	Data Sources
2014-15		<i>Enter/Discuss your Unit progress on outcomes assessment and how it will inform your PIE Planning this year. Add(+)rows for each item.</i>	<i>Cite Data Sources</i>

IV. Alignment and Progress on Unit and College Goals: Closing the Loop

This section serves as a "reporting" function. It shows how your Unit closes the loop and connects planning to budget allocation: How did the prioritized college resources connect to your Unit's outcomes? What progress has your Unit made with the resources provided? Include progress on plans that did not require new resources if applicable. You are also prioritizing your Unit's progress or outcome for inclusion in your manager's summary. The **Plan Status** drop-down offers a time-frame update on the progress of your plan.

Some information has been pre-loaded into this form by your manager. Add rows (+) as needed. Delete rows (X).


Priority for Manager Summary	Plan from Previous PIE (2013-14) and Resources Obtained (if any)		Resources Secured (if any)	Progress/Outcomes/Result/Impact (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
Priority			\$ <div></div>		Select Unit Goal
			Source 1		
	Plan Status	<div>Select</div>	Source 2		Select College Theme

# SectionTwo

## Where We Are Going: Planning for the Next Three Years: 2015-16, 2016-17, 2017-18

### I. Planning Context - Unit Goals Assessed and Revised for: SIGN LANGUAGE INTERPRETING DEPARTMENT

This table contains your goals as noted in Section One for 2014-15. Review your Unit's goals and revise, add new goals or remove goals that are no longer relevant as appropriate for planning for 2015-16, 2016-17, and 2017-18. *Add rows (+) as needed. Delete rows (X).*

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Transfer Studies	5. Prepare students for continuing their studies in the disciplines of American Sign Language, Interpreting, and Deaf Studies at the baccalaureate level and beyond.	A: Academic Excellence
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High School Articulation	7. Articulate with local High Schools that have quality programs in ASL instruction allowing in coming high school graduates to receive both advanced placement into our ASL/Interpreting curriculum and college credit for the ASL course they completed in High School. This has the mutual benefit of traditional 2+2 articulation.	D: Cooperation/Collaboration

### II. Annual Implementation Plan for: SIGN LANGUAGE INTERPRETING DEPARTMENT

This section serves as a "planning" function. This is where you ask for resources and record new action plans, activities, or interventions necessary to achieve success. Use the Expected Outcomes section to describe how the plan and resources requested is supported by your Unit's to outcomes assessment plan. This section will also be used to record revisions to plans as needed across the three years of planning.

*Add rows (+) as needed. Delete rows (X).*

Priority for Manager Summary	Plans, Activities, or Interventions		Resources Needed (if any)	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)		Connected Unit Goal/ College Theme
High	Additional Full-time Interpreting Facult		\$ \$80,000.00	With the combined growth in students majoring in Interpreting and the addition of new courses to the interpreting program, there is a growing need for a new full-time faculty member that		Unit: Interpreter Training
			Staffing			
Ongoing	Projected Completion	Select	Source 2	Person Responsible	RFP Process	A. Academic Excellence
High	Additional Full-time ASL/Deaf Studies Faculty.		\$ \$80,000.00	Students prepare themselves for our core interpreting courses by taking a sequence of language courses: SIGN 101,102,103, 104, 105, specialized language courses SIGN 210, 220, and courses		Unit: American Sign Language
			Staffing			
Ongoing	Projected Completion	Select	Source 2	Person Responsible	RFP Process	A. Academic Excellence
Med	Improve current facilities. Replace classroom furniture with more 'Signing Friendly' furniture (stand alone chairs		\$ \$50,000.00	The current tablet-arm-desks are not conducive to a signing environment. It is difficult to arrange these in configurations that enhance a solely visual learning environment. Significant		Unit: American Sign Language
			Facilities Mod			
Status	Projected Completion	Select	Source 2	Person Responsible	Division Dean, Department Chair	B. Access and Success
High	A smart video capable LAB dedicated to the SIGN program with an focus on ASL enhancement and Interpreter Training		\$ \$200,000.00	Currently our program shares the smart classroom in the LLC with all the foreign languages, AMLA, and ESL. This lab was upgraded several years ago making it video capable. Since this		Unit: Interpreter Training
			Facilities Mod			
Status	Projected Completion	Select	Source 2	Person Responsible	Division Dean, Department Chair	B. Access and Success
Priority	Added Secondary Speech and Sign Success Center		\$ \$2,000,000.00	The Speech and Sign Success Center, SSSC, is used by our program in three ways: a place for students to capture their signing (in the video booths) for assessment and tutoring		Select Unit Goal
			Facilities Mod			
Status	Projected Completion	Select	Source 2	Person Responsible	Division Dean, Department Chair	Select College Theme

### III. Resources Identified in Relation to Planning

This section will serve the budget prioritization function in the Manager's PIE. Your manager will inform you when actual quotes are due.

# SectionThree

## Recommendations for Improving the Planning Process

What additional information should the College provide to assist your Unit's planning?

Enter additional information suggestions here.

What suggestions do you have for improving the planning process for your Unit?

Enter your suggestions for improvement here.

Enter your name as contributing to and approving of this Unit PIE Plan below. Add rows (+) as needed.

Contributer		Contributer	
Add your name as contributing to this Unit PIE and check that you approve	<input type="checkbox"/> Approve	Add your name as contributing to this Unit PIE and check that you approve	<input type="checkbox"/> Approve

Thank you for completing the Unit PIE form summarizing 2014-15, and initiating your Unit's planning for the 2015-16, 2016-17, and 2017-18 three-year cycle.

Please save this form and forward to your Unit's manager by 06/30/ 2015.  
Questions regarding this form? Send an email to Don Sciore, Interim Associate Dean of Arts, member IEC, at [dsciore@mtsac.edu](mailto:dsciore@mtsac.edu)