

**Sign Language /
Interpreter Training Program**

**Program Review
Fall 2007**

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I. Overview

A. Description of Program

The college is a model interpreter training program with national recognition, which can boast of more than 400 students and an average retention rate of 89%. Our program is designed to be completed in three and a half years by attending two evenings a week. The sign language curriculum is a 3 track program offering language and culture courses, professional career courses, practicum courses and activities. Students interested in learning sign language for personal interest or language competency need only to complete four language levels. Those interested in developing their skill and expertise to a professional level, continue on to the interpreter training level courses. A comprehensive language lab augments instruction for additional hands-on practice. Learning sign language and developing professional skills are difficult tasks, however, our courses have a contiguous and sequential course content with prerequisites clearly followed. Optional courses, for additional practice, help to provide sophistication and poise to their sign language delivery.

In addition to academic offerings, a sign language club, (The Hands of Friendship) offers social and extra-curricular interaction for both deaf and hearing students. Furthermore scholarships and book loans are offered to club members who have a 2.0 GPA.

Western Region Interpreter Education Center (WRIEC) is a collaborative endeavor of Western Oregon University in Monmouth, Oregon and El Camino College. In conjunction with the National Interpreter Education Center and the other Regional Interpreter Education Centers, WRIEC serves as an educational resource center for interpreters, consumers, rehabilitation personnel, interpreter educators, and interpreter personnel. Funded by a grant from the U.S. Department of Education Rehabilitation Services Administration, WRIEC serves the Western United States, including Alaska, American Samoa, Arizona, California, Commonwealth of Northern Mariana Islands, Guam, Hawaii, Idaho, Nevada, Oregon, and Washington.

The review team consists of one full time instructor who is primarily responsible for the coordination, organization, writing, and data collection. The rest of the team consists of the Special Resource Center Director, and a full time instructor/lab coordinator. The staff members who have been queried for recommendations via inter-office mail and e-mail consist of 11 part time instructors. The first rough draft was submitted to the team and each person was provided the opportunity to include their input.

Mission and Relationship to the College:

The Sign Language Interpreter Training program is dedicated to providing quality, comprehensive language learning, and skills development for American Sign Language and the training of Interpreters whom work with Deaf and Hard of Hearing consumers. Our student centered program applies real world applications to vocational and academic courses. We are also committed to the growth of our program with response to the needs and interests of our community, and to keeping abreast of evolving methodologies and emerging technologies. Our program seeks to facilitate cultural awareness and prepare our students to be confident, successful users of American Sign Language and entry level Interpreters of the Deaf. The Sign Language classes meet transferability to 4 year institutions and we

offer a Certificate of Competence and an A.A. degree. Our mission statement is aligned with the ECC Mission Statement.

History:

Three major legislative works paved the way for deaf individuals to participate in the mainstream of life: Section 504 of the Rehabilitation Act of 1973, Public Law 94-142 the Education for All Handicapped Children's Act of 1975, and the American with Disabilities Act of 1990.

Consequently, the deaf population could participate in choosing their education, career, religion and due process. While this opened the doors for millions of deaf Americans, it also created a vast job market for individuals who possessed sign language skills or who wanted to learn sign language. Colleges, hospitals, business and industry now needed to employ signers who had a high degree of proficiency, skill and professionalism. Thus the profession of Sign Language Interpreters emerged.

El Camino College expanded from a single Sign Language class offering in 1973 to the current A.A. Degree and Certificate of Competence.

B. Status of Previous Recommendations 1994-1995

1. Increase lab hours in our ASL Lab to include day hours as well as extended evening hours.

Response since last review:

Evening lab space is currently being used to capacity, providing space for the following courses: SLAN 264, SLAN 263, and SLAN 214.

2. Offer more sections of ASL Lab

Response since last review:

The current number of SLAN Lab 101 sections has been reduced from 4 sections to 2 sections. One suspected reason may be due to decreased enrollments campus-wide resulting in lower enrollments in SLAN 15, SLAN 16, SLAN 17A, and SLAN 17B.

3. Increase the number of day classes.

Response since last review:

Current offerings of Beginning and Intermediate American Sign Language (SLAN 15, SLAN 16) courses have seen a fluctuation semester to semester of reduced sections. An increase in the number of daytime sections of Beginning and Intermediate would directly impact the enrollment pool for the ASL Lab.

4. Obtain financial support for two lab assistants

Response since last review:

Budget restrictions, currently VTEA funds contribute to partial financial support for lab assistants, more permanent sources were never achieved.

5. Implement an Advisory Board Committee

Response since last review:

A continual pool of advisory members is maintained in a data base and periodically e-mailed relevant information. Most recent meeting was held in April 2007.

6. Offer Educational Interpreting Classes and Oral Interpreting Classes

Response since last review:

Educational Interpreting 22 was written and proposed to the general Curriculum committee. The new course has been taught successfully for 2 years. This course was purposed to meet the recent mandate from the California State Board of Education for all K-12 sign language interpreters to hold an appropriate credential and meet certain requirements.

7. Upgrade activities for graduate/working interpreters.

Response since last review:

ECC has completed a series of workshops to further professional development skills for graduating students and interns: Fast track training at Sorenson Video Relay services, training from LINKS Interpreting Agency for Trilingual interpreters, National Interpreter Certificate Knowledge Exam workshops, DVDs for enhanced skills development for purchase, Summer Bridge Workshops (6-8 per semester) given during the summer hiatus, sponsor Continuing Education Units (CEUs) for the Registry of Interpreters for the Deaf.

8. Reinstate CCE 95 classes

Response since last review:

none

9. Offer Independent study courses

Response since last review:

ECC curriculum does not provide for Independent Study Courses

II. Program Statistics

The majority of interpreters across the nation are females. The male to female comparison at ECC is indicative of this as well. In Fall 2006 our female student population is 87.2%, while male students are 12.8%.

Our annual seat count for a 3 year trend is 979 seats taken. The year 2004-05 was 1170, 2005-06 was 1179, and 2006-07 was 587 (half year total, Spring 07 pending).

A. Demand: FTES by Course/Program

Table 1: FTES by Course in SLAN program

| Course | 2004-2005 | | | | 2005-2006 | | | | 2006-2007 | | | |
|--------------|-----------|-------|----|-------|-----------|-------|------|--------|-----------|-------|------|-------|
| | Su | Fa | Wi | Sp | Su | Fa | Wi | Sp | Su | Fa | Wi | Sp |
| SLAN-15 | 4.33 | 12.22 | | 27.00 | 10.42 | 30.47 | | 31.20 | 5.21 | 26.28 | | 35.02 |
| SLAN-16 | | 5.84 | | 15.15 | | 12.22 | | 14.78 | | 12.59 | | 13.68 |
| SLAN-17A | | 10.21 | | 9.85 | | 9.12 | | 10.76 | | 7.67 | | 6.02 |
| SLAN-17B | | 5.29 | | 6.20 | | 5.84 | | 7.11 | | 4.56 | | 4.38 |
| SLAN-18A | | 5.11 | | 5.47 | | 4.38 | | 7.48 | | 5.11 | | 4.01 |
| SLAN-18B | | 2.60 | | 3.91 | | 3.03 | | 2.96 | | 3.33 | | 4.11 |
| SLAN-19 | | 1.64 | | 3.47 | | 4.01 | | 3.47 | | 3.28 | | 3.47 |
| SLAN-20 | | | | 7.11 | | | | 7.67 | | | | 4.37 |
| SLAN-22 | | 2.16 | | | | 1.88 | | | | 1.59 | | |
| SLAN-101 | | 3.02 | | 6.42 | | 6.32 | | 4.91 | | 3.78 | | .95 |
| SLAN-201 | 2.96 | 3.29 | | 2.66 | 1.65 | 2.44 | | 1.81 | | 2.87 | | 2.44 |
| SLAN-202 | | | | | | 3.61 | | | | 1.70 | 2.67 | |
| SLAN-214 | | 3.61 | | 3.29 | | 1.81 | 3.70 | 1.70 | 2.78 | 1.38 | | |
| SLAN-263 | | 3.08 | | 3.29 | | 3.08 | | 4.14 | | 2.97 | | 2.12 |
| SLAN-264 | | .74 | | 2.02 | | 2.44 | | 2.23 | | 1.91 | | 2.12 |
| Total | 7.29 | 58.81 | 0 | 95.84 | 12.07 | 90.65 | 3.70 | 100.22 | 7.99 | 79.01 | 2.67 | 82.69 |

1. Given the data, can you recognize any trends in course demand in any of the Program's courses?

Although there is a steady increase in the numbers of students enrolling in SLAN 15 (Spring 05, 06, 07 = 27.0, 31.20, 35.02, respectively), the first language course, there is a small decline or leveling in the number of students who select to continue with the second and subsequent language levels. This is more evident in Spring to Fall persistence (2005 -45.26%; 2006 - 40.35%) versus Fall to Spring persistence (2005-06 – 48.51%; 2006-2007 – 52%). Since SLAN 15 meets the foreign language requirement for UC transfer/admissions, this may account for the growing trend in enrollment in SLAN 15. Greatest decrease in FTES is noted in SLAN 101. However in the past 3 academic years, we have reduced offerings from 4 sections to 2 per semester due to space, time and resource limitations impacting the sign language lab. Retention at the interpreter training portion of the program is consistent. Additionally it appears SLAN 214 is more successful during Summer and

Winter intersession perhaps due to lack of scheduling conflicts since this program is predominantly an evening program and 58% of the students work more than 21 hours with the majority over 30 hours.

As mentioned earlier, the Sign Language Interpreting Training program is a contiguous and sequential program. A bulge in enrollment was evident through 2005-2006 as noted by offering additional sections of certain courses as this cohort moved through the program. To maintain this level of enrollment, active efforts to increase enrollment in lower level language courses are being taken. As differing sizes of cohorts move through the program our section offerings, fill rates and FTES will reflect the differences.

2. What are you doing to respond to trends?

Faculty continue to take an active role in campus and course outreach efforts, class scheduling, and maintaining contact with students throughout and in between terms. Students are routinely surveyed for overall program satisfaction, scheduling preferences and desired areas of interest.

As a larger student cohort moved through the program additional course sections were offered to avoid impact time to completion. Furthermore, outreach efforts and increasing offerings of SLAN 15 including two sections in area high schools have been explored to increase the potential student population for successive language levels and interpreter training courses.

3. Should a recommendation be written addressing the data? No

B. Offerings: Fill Rate*

Average fill rate of courses in program: How does this program compare to:

Table 2: Fill rate by time

| | Fall 04 | Fall 05 | Fall 06 |
|---------|---------|---------|---------|
| Daytime | 106.9% | 96.7% | 97.1% |
| Evening | 83.4% | 83.8% | 90.7% |
| Other | 92.0% | 72.0% | 91.0% |

1. Given the data, is the program in a growth mode? No

The Sign Language Interpreter Training program is currently in a stable mode. Since the curriculum within the Sign Language program is heavily sequenced, fill rates in specific courses markedly impacts the enrollment and fill rate in subsequent terms of sequential courses. However, the average fill rate of courses is 88% which demonstrates consistent persistence.

2. What adjustments are indicated?

The majority of the courses offered are evening courses, with the primary exceptions of SLAN 15, 16 and the lab course SLAN 101 listed in "Other". See Table 3 - Course offerings in time blocks.

3. Should a recommendation be written that addresses the data?

Continue to evaluate outreach efforts and other potential uses for sign language lab not to exclude non-credit FTES potential.

C. Scheduling: Student Satisfaction with Scheduling

Table 3: 2006-2007 – Course offerings in time blocks*

| Course | Before 10am | | | | 10am – 1:55pm | | | | 2pm – 4:25pm | | | | 4:30pm & later | | | |
|----------|-------------|----|----|----|---------------|----|----|----|--------------|----|----|----|----------------|----|----|----|
| | Su | Fa | Wi | Sp | Su | Fa | Wi | Sp | Su | Fa | Wi | Sp | Su | Fa | Wi | Sp |
| SLAN-15 | 1 | 1 | | 1 | | 1 | | 1 | | 1 | | 3* | | 2 | | 2 |
| SLAN-16 | | | | | | 1 | | 1 | | | | | | 2 | | 2 |
| SLAN-17A | | | | | | | | | | | | | | 2 | | 2 |
| SLAN-17B | | | | | | | | | | | | | | 1 | | 1 |
| SLAN-18A | | | | | | | | | | | | | | 1 | | 1 |
| SLAN-18B | | | | | | | | | | | | | | 1 | | 1 |
| SLAN-19 | | | | | | | | | | | | | | 1 | | 1 |
| SLAN-20 | | | | | | | | | | | | | | | | 2 |
| SLAN-22 | | | | | | | | | | | | | | 1 | | |
| SLAN-101 | | | | | | 2 | | 2 | | | | | | | | 1 |
| SLAN-201 | | | | | | | | | | | | | | 1 | | |
| SLAN-202 | | | | | | | | | | | | | | 1 | 1 | |
| SLAN-214 | | | | | 1 | | | | | | | | | 1 | | 1 |
| SLAN-263 | | | | | | | | | | | | | | 1 | | 1 |
| SLAN-264 | | | | | | | | | | | | | | 1 | | |

The frequency and consistency of course offerings depends on a variety of factors which include the following: classroom availability, availability of qualified ASL instructors and Interpreter instructors, enrollment numbers in feeder courses, student interest, transferability and current events and trends. Courses are scheduled both day and evening with the bulk of our population attending in the evening. Our best marketing tool is that we are the only evening interpreter training site in California. Students can continue to work in a full time day capacity and venture into a career change without interrupting their regular routine.

Language Courses: SLAN 15, 16, 17A, 17B are offered every semester.

Cultural Issues of the Deaf Community Class: SLAN 202 is offered once a year and during winter or summer session.

Perspectives on Deafness: SLAN 201 is offered every semester.

Interpreter Level Courses: SLAN 18, 263, 19, 264, are offered every semester

Practicum and Educational Interpreting: SLAN 20 and SLAN 22 are offered once a year.

ASL Individual Lab: SLAN 101abcd is offered every semester and during the summer.

Fingerspelling: SLAN 214 is taught every semester and during the winter or summer.

*Note: Weekend courses have not been offered thus far and therefore not indicated on this table.

1. What (if anything) is indicated by the student satisfaction with scheduling?

Although a question addressing satisfaction with scheduling according to time block was not included in the student survey, other responses would extrapolate to student satisfaction and agreement with current scheduling. Fifty-seven percent of the students work over 21 hours per week of which 44% over 30 hours with similar percentage indicating their educational goal as an AS degree or certificate in the program. Therefore an evening program facilitates continued education (84% of respondents are continuing or returning students). Also 93% of the respondents rated the program “Good or Excellent” and 95% stated they would recommend the program to others. Although satisfaction with the scheduling is not specifically addressed overall satisfaction and persistence with the program are evidenced.

2. Are there time periods of high student demand which are not being addressed? No

How could such demand be addressed?

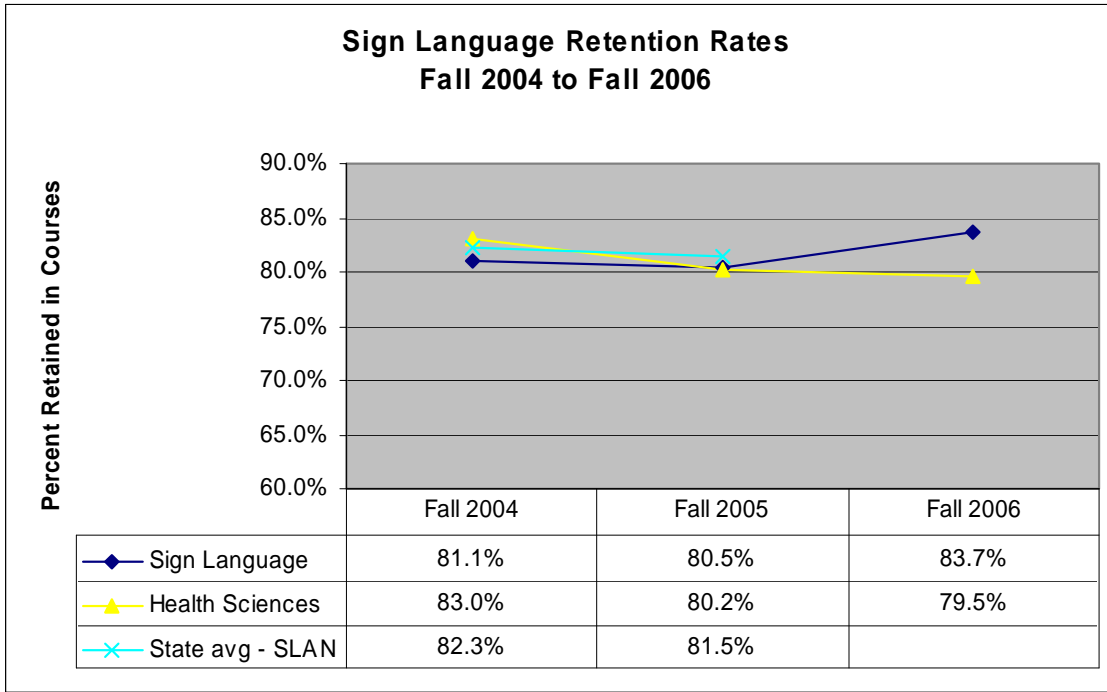
This program has consistently offered SLAN 15 during after school hours to meet the demands of high school students. Furthermore, a section was offered at Inglewood High School in Spring 2007 and has continued with the additional offering at Mira Costa High School in Fall 2007. The schools have requested SLAN 16 also be offered at the high school. Due to only a fraction of the students continuing to pursue the sequence since it is not a high school requirement or necessary for UC admission, we are surveying students for scheduling preferences and have offered additional day sections to meet the needs of traditional and high school students (Fall 2007 – 1pm, 4pm and 6:30pm start times). Additionally lab hours span this time frame to capture the high school demand, although may not start early enough to benefit early morning students.

3. Should a recommendation be written addressing this area? Yes

To continue with student surveys, data analysis for scheduling adjustments.

D. Retention and Success

1. Retention



| Retention Rate Averages | Fall 2004 | Fall 2005 | Fall 2006 |
|----------------------------------|-----------|-----------|-----------|
| Language courses | 89% | 82.5% | 77.9% |
| Interpreting courses | 90.9% | 89.6% | 93.0% |
| Interpreting without SLAN 202 | | 90.9% | 95.3% |
| Total excluding SLAN 101, 15, 16 | 91.7% | 89.9% | 90.0% |

* SL 202 not offered in Fall 2004

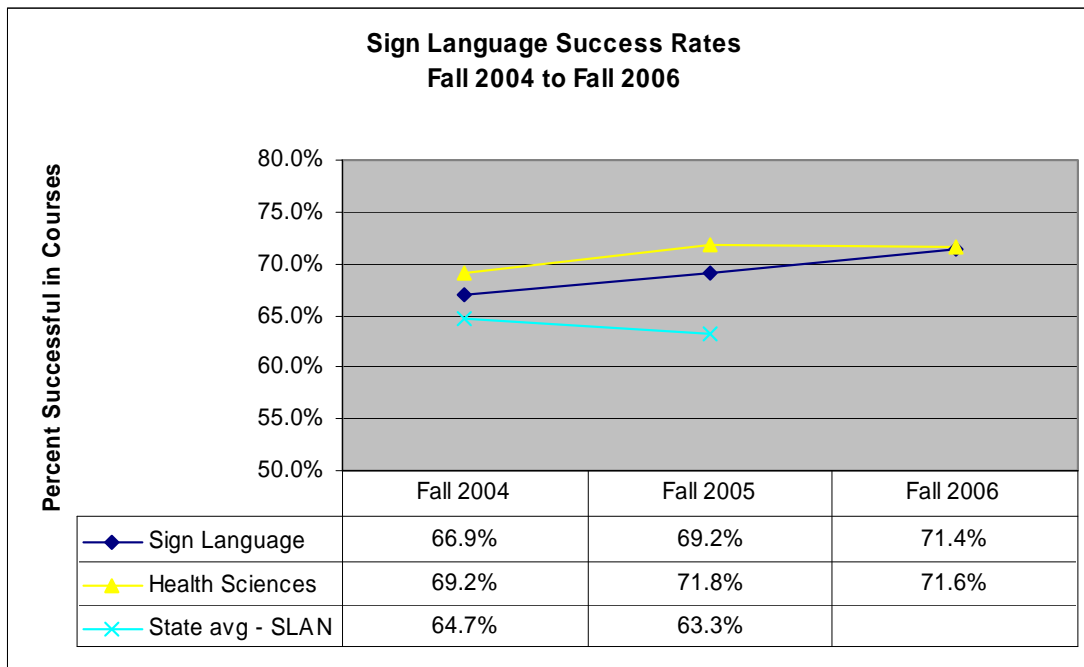
1. Given the data, what trends are observed?

For this program it is more effective to compare the retention rates of language versus interpreting level courses. The latter being more indicative of a student population committed to the major versus taking courses to meet general education requirements, general interest or other personal reasons. Per the student survey 41% of the respondents were taking the course for personal enrichment or other reasons. When analyzing the data the following were noted: Sign Language program is performing better than the division and school average; once the first two language levels are completed, retention rates are similar and steady around 90%, and improvement in retention with the sign language lab course. This course, Sign Language 101, which has a history of lower retention is improving (42%, 59.5%, 63.6% - Fall 2004 – 2006). However, students are having difficulty completing the hours, and this may be due to reduced open hours due to lack of instructor and lab assistant support. Therefore the efforts implemented by the lab instructors have significantly impacted retention, but more assistance with tracking hours and increasing availability may be beneficial.

2. Should a recommendation be written addressing the data? Yes

To evaluate the recruitment strategies for SLAN 101 and survey enrolled students of items that may benefit successful completion and retention.

2. Success Rate



Success Rates

| Success Rate Averages | Fall 2004 | Fall 2005 | Fall 2006 |
|----------------------------------|-----------|-----------|-----------|
| Total excluding SLAN 101, 15, 16 | 91.7% | 95.7% | 95.1% |

1. What trends are observed?

When comparing all sign language courses, there is improvement across time with success rates. However, when segregating the data for courses that include students who have demonstrated a commitment to the major by enrolling into the third level of language, the success rates far exceed that of the division or institution. This statistic is impacted by instructor's preference or tendency to withdraw a student not performing successfully versus providing a NCR or F. This was noted in one course for Fall 2004 where the low grade was more prevalent. Also in courses after the first two levels of language, the number of W's or NCR's are few as per expected. The lab course, SLAN 101 was analyzed separately due to the unique nature of this course and the changes in lab times and support as compared to Fall 2004. There is a trend of more students withdrawing or not completing course requirements.

2. Should a recommendation be written addressing the data? Yes

As with retention, evaluate the available lab hours and support in comparison to success rates, recruitment strategies for SLAN 101, and survey enrolled students of items that may benefit successful completion and retention.

*Please note the data set provided by IR for Retention and Success does not include information to compare day to evening sections within courses or term to term data other than Fall to Fall.

Table 4: Retention Rates and Success Rates

| Course | Spring 2004 | | Fall 2004 | | Spring 2005 | | Fall 2005 | |
|----------|-------------|-------|-----------|-------|-------------|-------|-----------|-------|
| | RR | SR | RR | SR | RR | SR | RR | SR |
| SLAN 101 | 51.2% | 71.4% | 42% | 79.3% | 67.9% | 50% | 59.5% | 40.9% |
| SLAN 15 | 78.5% | 72.8% | 78.3% | 71.8% | 71.2% | 69.2% | 72.8% | 74.6% |
| SLAN 16 | 75.6% | 91.2% | 86.4% | 86% | 82.7% | 71.9% | 75% | 88.2% |
| SLAN 17A | 84.3% | 79.1% | 92.9% | 65.4% | 92.6% | 90% | 82% | 90.2% |
| SLAN 17B | 100% | 96.9% | 96.6% | 96.4% | 100% | 100% | 100% | 100% |
| SLAN 18A | 84.2% | 100% | 89.7% | 96.2% | 96.6% | 92.9% | 91.7% | 86.4 |
| SLAN 18B | 75% | 100% | 100%% | 100% | 92.9% | 96.2% | 100% | 100% |
| SLAN 19 | 100% | 100% | 88.9% | 87.5% | 100% | 94.7% | 87% | 100% |
| SLAN 20 | 96.9% | 93.5% | n/a | n/a | 95% | 100% | n/a | n/a |
| SLAN 201 | 96.3% | 96.2% | 90.3% | 96.4% | 91.7% | 90.9% | 83.3% | 100% |
| SLAN 214 | 90.3% | 78.6% | 85.3% | 89.7% | 83.9% | 96.2% | 88.2% | 100% |
| SLAN 22 | n/a | n/a | 80% | 100% | n/a | n/a | 92.3% | 100% |
| SLAN 263 | 81.8% | 88.9% | 93.3% | 85.7% | 96.8% | 100% | 93.1% | 96.3% |
| SLAN 264 | 100% | 100% | 100% | 100% | 94.7% | 100% | 91.7% | 90.9% |

The success and retention rate for the Sign Language/Interpreter Training Program is excellent:

Spring 2004 84.2% success rate, while the retention rate was 79.8% total,
 Fall 2004 66.9% success rate, while the retention rate was 81.1%
 Spring 2005 84.7% success rate, while the retention rate was 84.5%
 Fall 2005 69.2% success rate, while the retention rate was 80.5%
 Fall 2006 71.4% success rate, while the retention rate was 83.7%
 Spring 2007 63.8% success rate, while the retention rate was 80.9%

State retention average for 5 local community colleges offering similar courses are as follows:

| | |
|-----------|-------|
| Fall 2004 | 82.3% |
| Fall 2005 | 81.5% |

State success rate average for 5 local community colleges offering similar courses:

| | |
|-----------|-------|
| Fall 2004 | 64.7% |
| Fall 2005 | 63.3% |

III. Curriculum

A. Course and Content

1. Courses Not Offered

Instructions: Indicate the total number of courses in the program and list all courses in the program which are in the catalog but have not been offered in the last three years. Refer to this list to answer the following questions:

Sign Language Interpreter Training program offers 17 courses, of which Sign Language 50 –Special Topics and SLAN 95 – Cooperative Career Education have not been offered in the past 3 years.

1. Given the data, are there courses that should be inactivated? No

2. If there are courses not offered in the last three years that you do not wish to inactivate, what reasons are there to keep them active?

In accordance with institutional practice, these courses have not been offered in the past few years, however, they are still relevant and pending sufficient funding, have the potential of being vital in addressing the changing needs of the field for current students and practicing professionals.

3. Should a recommendation be written addressing the data? No

2. Course Revisions and Additions

Instructions: Utilize the Course Review Chart from the Curriculum Office to answer the following:

1. Are there course outlines that should be revised? No

Sign Language 263 and 264 were both last revised in 2001-02 academic year and should be revised next academic year.

2. Are there courses inconsistent with current practice in the field? No

3. Should new courses to be added to the program? Yes

The California Department of Education (CDOE) mandated that beginning in 2008, all K-12 sign language interpreters must hold national certification. Since K-12 settings account for a high percentage of employment opportunities for our graduates, the impact of this legislation cannot be underestimated. The Sign Language Interpreter Training program will propose two new courses which will prepare students for the first phase of national certification, a written exam. A course in ASL linguistics and a course covering theoretical and historical aspects of interpreting will be proposed to the curriculum.

4. Are adjustments necessary to the conditions of enrollment (Prerequisite, Corequisite, Recommended Preparation, and Enrollment Limitations) for a specific course to increase student success? Yes

SL/IT 214, Fingerspelling and Numerical Concepts, currently has no prerequisite. As such, students entering the class do not have to know any sign language to enter this course, and fingerspelling

must be taught in isolation. By adding a prerequisite of SLAN 15 methodologies can be updated enabling fingerspelling to be taught embedded within a naturally occurring sign language.

SL/IT 20 - Practicum. Pre-requisite needs to change from 18A to 18B. Students having skills gained in 18B have a better chance at success in practicum work.

5. If the program offers a degree and/or certificate, list them and indicate when the requirements were last reviewed?

A.A. Degree Requirements:

Sign Language/Interpreter Training 15, 16, 17A,17B, 18A, 18B, 19, 20, 201, or 202, 214, 263, 264; choose one: Child Development 4, Speech Communication 1, Theatre 8, 30.

Total Units 32

Revised 2002

Certificate of Competence:

A Certificate of Competence will be granted to the student who completes the following courses with a minimum grade average of B: Sign Language/Interpreter Training 15, 16, 17A,17B, 18A, 18B, 19, 20,201,or 202, 214, 263, 264, English 1A; choose one: Child Development 4, Speech Communication 1, Theatre 8, 30.

Total Units 36

Revised 2002

Optional Course Offerings:

Sign Language/Interpreter Training 101abcd- Individualized self paced ASL Lab
1 unit, CR/NCR

Sign Language/Interpreter Training 22- Educational Interpreting
2 units, prerequisites: Sign Language/Interpreter Training 18A with a minimum grade of C,
degree applicable.

Sign Language/Interpreter Training 50- Special Topics in Sign Language/Interpreter Training
Units TBA

6. Are these degree and/or certificate requirements inconsistent with current practice? No

7. Is there a need to create or delete a degree and/or certificate? No

8. Should any recommendations be written that address the above responses? No

B. Articulation

1. **Are there any courses in your curriculum which are part of a lower division preparation for the major that are not articulated with our major transfer institutions?** No, the following are a list of articulated courses/agreements.

2006 Transfer Articulation—Course content and description meet:

CSU General Education Requirement: Criteria area 2.

SL/IT 15- Beginning American Sign Language

SL/IT 16- Intermediate American Sign Language

SL/IT 17A- Advanced American Sign Language

SL/IT 17B-Advanced American Sign Language

Revised 2006 for content and Title 5 compliance.

Articulation Agreements

2006 IGETC General Education Transfer: Criteria area 6.

2006 El Camino College: Humanities Section- General Education area 3.

2006 UC General Education Requirement Transfer

2. **What problems, if any, are there in articulating these courses?** None
3. **Should a recommendation be written addressing above responses?** No

C. Instruction and Assessment

1. Learning Methods

1. What learning methods are incorporated inside and outside the classroom in the program to promote student success?

Our program is designed to be completed in three and a half years by attending two evenings a week. Students interested in learning sign language for personal interest or language competency generally complete four language levels. Those interested in developing their skill and expertise to a professional level, continue on to the interpreter training level courses. Courses are a combination of theory and skills. In addition, we have a comprehensive language lab that augments instruction for additional hands-on practice. Activities in classroom and lab settings promote active learning and allow students to feel challenged and engaged, yet capable and supported.

Learning sign language and developing professional interpreting skills are difficult tasks to learn in such a short time period; however, our contiguous courses lay a sequential foundation for student success, helping to maintain a high retention rate among interpreting level courses (currently 89%). Language classes progress from emphasis on translation and receptive abilities in beginning classes to mastery of a variety of signed discourse genres and conversational expressive skills in more advanced courses. Interpreting courses are sequenced to progress through translation, consecutive, and simultaneous forms of interpretation.

With recent changes in state mandates and required national certification for interpreters, learning methods have changed to include more theoretical knowledge and practical experience directly related to passing the Registry of Interpreters for the Deaf (RID) written exam and performance tests, as well as the Educational Interpreter Performance Assessment (EIPA), two evaluations that will allow entry into the field of interpreting. A greater focus is being placed on pragmatic equivalence and prosodic information at the interpreting level. At the language acquisition level, more emphasis is given to discourse analysis, ASL linguistics, and diverse style variations. In addition, workshops are provided for both our current and former students to be further educated about the two major national certification assessments currently being accepted by California's State Board of Education.

Self-assessment at all levels; from beginning ASL students to advanced interpreting students is a major portion of our curriculum. If students leave with both the ability and desire to critically analyze their language and interpretation, then their skills will continue to develop after graduation. This critical thinking learning technique can benefit them not only in sign language and interpreting classes, but other areas of learning as well.

In addition to academic offerings, a sign language club, The Hands of Friendship (HOF), provides social and extra-curricular interaction for both deaf and hearing students, further enhancing signing skill and knowledge of deaf culture. Furthermore, scholarships and book loans are offered to club members who have a 2.0 GPA.

Community ties to local and state interpreter organizations, deaf agencies, and businesses such as Sorenson Relay Service also provide a host of practicum opportunities for our students. On the national level, the SL/IT program has received recognition through its collaborative work with regional and national organizations such as the former RITC and current WRIEC. El Camino's Interpreter Program has also been given special recognition during our ten year service as a Certification Maintenance Sponsor for the Registry of Interpreters for the Deaf, the national interpreter certifying agency. Working at the national level gives our instructors the opportunity to stay abreast of the most current methodologies and technologies.

2. Should a recommendation be written addressing above response? No

2. Assessment

1. How do you evaluate the extent to which the learning objectives, skills, and competencies are being met?

Pre and post testing evaluates student progress at the course level. Regular testing at quarterly intervals tracks student improvement throughout each course. Assessment at the language level includes written translation and demonstration.. Extensive use of visual technology is used to test students' expressive signing skills and self assessment skills. Written tests and formal papers assess knowledge content. Assessment at the interpreting level is largely performance based. Portfolio assessment, a mock evaluation with outside deaf consumers, and self assessment helps prepare students for employment.

A) Courses - Student Learning Outcomes

SL/IT 15 Beginning American Sign Language: Upon successful completion of the course, students will be able to:

- ✓ Demonstrate comprehension of basic ASL phrases and short narratives related to oneself, family, and immediate and real-world surroundings.
- ✓ Recognize basic non-manual grammatical features through receptive and expressive interactions.
- ✓ Demonstrate communicative competence in ASL with familiar topics and activities requiring a simple and direct exchange of information.
- ✓ Demonstrate basic principles of ASL narratives through elementary story-telling.
- ✓ Define historical trends and events within the formation of a culture aka deaf culture.
- ✓ Describe and model deaf cultural norms in terms of social interactions with introductions and basic conversations.
- ✓ Compare basic ASL and English sentence types to demonstrate basic knowledge of the structural difference between the languages.

SL/IT 16 Intermediate American Sign Language: Upon successful completion of the course, students will be able to:

- ✓ Demonstrate comprehension and signed expression of clear standard discourse related to daily living activities, the work place, academics, and social experiences.
- ✓ Utilize receptive and expressive fluency in the use of fingerspelling and numerical concepts.
- ✓ Formulate sentences and short monologues using question forms in ASL.
- ✓ Explore and appraise major social factors of the deaf community and the impact on the advancement of deaf individuals in the United States.
- ✓ Apply more complex ASL grammatical rules and features during interactive scenarios having to do with real life situations.

SL/IT 17A Advanced American Sign Language: Upon successful completion of the course, students will be able to:

- ✓ Compose short ASL narratives and stories using advanced ASL grammatical structure.
- ✓ Distinguish appropriate advanced non manual grammatical features embedded within topics of personal interest, social activities and interests.
- ✓ Describe and analyze, with sensitivity and appreciation, the relationship between languages (English and ASL).
- ✓ Integrate appropriate grammatical features when utilizing ASL in both the receptive and expressive delivery of a short story.

SL/IT 17B Advanced American Sign Language: Comprehending ASL
Upon successful completion of the course, students will be able to:

- ✓ Compare and contrast linguistic elements of ASL to English.
- ✓ Comprehend ASL with near native understanding of the discourse.
- ✓ Utilize expressive and receptive skills with near native language competencies.
- ✓ Analyze and discuss in ASL the use of pronouns, indexing, and temporal aspects.
- ✓ Debate controversial issues and trends within the deaf community using advanced ASL grammatical features and appropriate language structure.

Assessment Methods:

Language and Culture Courses: SLAN 15, SLAN 16, SLAN 17A, SLAN 17B, SLAN 201, SLAN 202

| Student Learning Outcome | Course | Assessment Method |
|--|--------------------------------------|--|
| <p>At the end of the course the student will be able to: Utilize grammatically correct ASL narratives, stories, and discourse.</p> | <p>SL 15, 16, 17A, 17B</p> | <p>Participate in class discussion and activities, video tape ones self for critique by instructor.</p> |
| <p>Debate controversial issues and trends within the deaf community.</p> | <p>SL 17B, SL 201, SL202</p> | <p>Panel participants will debate the pros and cons of these issues using ASL, grammatical features, and appropriate language structure.</p> |
| <p>Compare and contrast linguistic elements of ASL to English.</p> | <p>SL 17A, SL 17B, SL 16</p> | <p>View, analyze and discuss video tapes of ASL native users and compare English’s use of pronouns, verbs, statements and questions.</p> |
| <p>Visit and participate in an event a deaf individual may attend.</p> | <p>SL 15, SL 16, SL 17A, SL 17B</p> | <p>Analyze and submit a written paper about your reactions to being a minority speaker in an event where the majority speaks another language.</p> |
| <p>Comprehend ASL stories and monologues.</p> | <p>SL 15, SL 16, SL 17A, SL 17 B</p> | <p>Pre test and post test comprehension, and then at quarterly intervals test comprehension on short quizzes tracking improvement throughout the course.</p> |
| <p>Examine and describe the major causes of congenital deafness</p> | <p>SL 201</p> | <p>Research both medical and historical cases leading to conductive and sensori-neural hearing loss.</p> |
| <p>Create a resource guide listing services and programs for deaf individuals in CA.</p> | <p>SL 201, SL 202</p> | <p>Collect information and data via the internet for a compilation of services and resources available to deaf and hearing impaired individuals.</p> |
| <p>Produce grammatically correct dialogues for video tape.</p> | <p>SL 17A, SL 17B</p> | <p>Video taped stories will be used for assessment of grammatical features in the target language.</p> |

Student Learning Outcomes for the Interpreter Training Courses:

SL/IT 18A & SL/IT 263: Upon successful completion of the course, students will be able to:

- ✓ Demonstrate critical thinking and processing skills when determining language needs in the interpreting settings.
- ✓ Utilize semantically appropriate ASL and English vocabulary in the interpreting process.
- ✓ Demonstrate interpreting techniques appropriate for use in a variety of communication settings.
- ✓ Compare and analyze English to Sign texts for consecutive and simultaneous processing.
- ✓ Incorporate various registers of discourse into the interpreting process.

SL/IT 18 B: Upon successful completion of the course, students should be able to:

- ✓ Demonstrate critical thinking and processing skills when determining language needs of interpreting settings.
- ✓ Compare and analyze ASL to English and English to ASL texts for classroom exercises.
- ✓ Utilize vocal fluency and quality, register and prosody related to the mood and intent of the signer/speaker.
- ✓ Analyze and evaluate the discourse for translation/interpreting equivalences.
- ✓ Produce simultaneous and consecutive interpreting skills.

SL/IT 19 & SL/IT 264: Upon successful completion of the course, students should be able to:

- ✓ Produce complete sentences, phrases, and discourse in the target language
- ✓ Recognize and demonstrate appropriate register and prosody in English.
- ✓ Analyze and apply non manual features into the target language.
- ✓ Evaluate source language discourse for message and meaning and apply the appropriate English vocabulary.
- ✓ Produce verbally accurate interpretations and translations.

Assessment Methods:

| Interpreting Courses and Labs: SL18A, SL 263, SL18B, SL19, SL264, SL 101abcd, SL20 | | |
|--|-------------------------------------|---|
| Student Learning Outcome | Course | Assessment Method |
| Apply critical thinking skills when determining language preferences in voiced or expressed interpretations. | SL18A, SL263, SL18B, SL19,SL 264 | Record aural and video tapes of one's self performance in the appropriate target language with attention to completing sentences, prosody, fingerspelling, and message formulation. |
| Evaluate language equivalences and produce accurate translations. | SL 18A, SL 263, SL18B, SL 19 SL 264 | Construct meaningful translations from source language during classroom drills and exercises for assessment by instructor quarterly. |
| Determine meaning from signed discourse. | SL 19, SL 264 | Language equivalencies of mock scenarios for message content during short quizzes and verbal demonstrations. |
| 42 hours of in lab work | SL 101abcd | Individualized instruction in self-paced modules. Completed modules are checked for accuracy, fluency, and grammatical composition. |
| Research articles on file or internet related to deafness or sign language. | SL 101abcd, SL 20, SL 201, SL 202 | Submit two reaction papers for grading. |
| Plan and compose a resume and portfolio including video tapes of skill. | SL 20 | Prepared portfolios and demonstration video tapes for prospective employers. |

B) Program - Student Learning Outcomes (SLO) and Assessment

Upon completion of the degree (A.A.) or certificate (Certificate of Competence) the student will be prepared for entry-level jobs interpreting in the educational, medical, and community setting. Students will obtain instruction in general communication skills for working with deaf and hearing-impaired individuals, as well as acquire an understanding of the deaf culture.

In the interpreting level courses, students will gain technical skills, poise, and proficiency. The student will develop speed and accuracy in both simultaneous and consecutive interpreting.

Assessment: Skills will be assessed through regular examinations, mock interviews, and a portfolio review. Program assessment is conducted by student employment rates.

2. How do you use the results of the above evaluation to improve student learning and the quality of the program?

Results from course and program level assessment assist with planning and evaluation in various areas from curriculum offerings, developmental language skill development, course scheduling, student learning, and teacher effectiveness.

3. Should a recommendation be written addressing this area? No

IV. Program Requirements

A. Instructional Support

The Sign Language/Interpreter Training Program is under the auspices of the Special Resource Center. Its management and fiscal coordination is the responsibility of the Program Director of the SRC.

1. Identify key instructional support areas used by the program.

Libraries & Programs:

- Library
- Special Resource Center
- Counseling

Computer Labs & Tutoring:

- SRC High Technology Center
- American Sign Language Lab
- LRC Tutorial Program

The ASL Lab space and equipment listed above are as follows:

Room size: 50' x 33' dedicated space to SLAN 101abcd, however other SRC classes also utilize this space which limits the amount of "OPEN" time we can schedule in the lab.

- 10 TV/DVD stations
- 1 Computer Station-- internet accessible
- 4 Large storage cabinets
- 500 Videotapes/DVDs
- 1 Instructor desk
- 6 File cabinets
- 1 Glass file cabinet with 400 books
- 1 VHS camera, 2 DVD cameras
- 2 audio players
- 30 student desks

Faculty Support Services:

- Graphic Arts
- Copy Center
- Media Services AV Production
- Tech Services Help Desk
- Media Services AV Equipment Distribution
- Support Staff
- ECC hosted Websites
- Staff Development
- ECC E-mail

- 2. Do you have some instructional support needs that are not being met?** Yes
A full time staff position is needed to assist instructors in the sign language lab and allow for increased lab hours. In addition, better technical support is needed for the lab. A fully equipped high tech sign lab would be beyond the scope of current ITS resources.
- 3. Should a recommendation be written to address your needs?** Yes
Designation of dedicated classrooms that are equipped with the necessary audio/visual equipment at minimum, including a large screen/LCD, VCR and DVD players.
Cost: Approximately \$5,000

B. Facilities and Equipment

- 1. Does the program make effective use of its facilities and equipment?** Yes
Classroom space is limited and fully occupied throughout the day and evening—Monday through Thursday. The Sign Lab is occupied from 2:30 – 10:00, Monday through Thursday. Lab hours could expand if more classroom space becomes available.
- 2. Are adequate facilities, equipment and supplies available for the program?** No
Classroom space is integrated within the regular college facility. This often impairs the ability to rearrange chairs to accommodate group activities. In addition, the need to have AV equipment is imperative to teach a visual language. The classrooms are ill equipped with “smart” equipment which hinders our ability to provide materials in a visual format. Most of the courses are 2 hours lecture and 3 hours lab, this lab time requires hands on activities that include video tapes, computers, DVD, CD and projection needs.
- No dedicated classrooms within the auspices of the Special Resource Center are large enough or able to safely house the necessary equipment.
- Our Sign Language Lab located in NATS 14 has a substantial collection of video tapes and DVDs that are used in class lessons, tutoring, homework, entertainment, and deaf awareness. Installation of carrels to house this equipment would enhance individual use of the equipment without interference from other stations/students.
- 3. Are the facilities and equipment adequately maintained?** Yes
Current equipment and facilities are maintained, however, are insufficient to meet instructional need.
- 4. Should a recommendation be written addressing the data?** Yes
Same as IVA - dedicated classrooms that are equipped with the necessary audio/visual equipment to teach this visual language.

C. Staffing

Instructions: Analyze the data on FTEF, adjunct FTEF, and the FT/PT ratio for the most recent fall semester and answer the following questions:

FTEF (full-time equivalent faculty): # 5.35

Number of full-time FTEF: # 1.78 (2 faculty) Number of adjunct FTEF: # 3.57(11 adjunct)

FT/PT load ratio: 33.34% / 66/66%

1. How do the program numbers compare to a like semester (Fall to Fall) three years ago or the previous program review?

In Fall 2004 two full-time faculty and 7 part time faculty with a FT/PT ratio being 39.94% / 60.06% taught the sign language courses. During that term, one full-time member was teaching an overload. Three of the 7 part-time faculty no longer teach at ECC.

The combined FTEF reflects the difference of one section: 2007 – 5.35 versus 2004 – 5.22. However, in 2007 we offered 2 sections of SLAN 101 lab versus 3 in 2004, and two SLAN 15 sections currently offered in local high schools which amounts for one less on ECC campus.

2. What do the program data indicate? Comment on any trends or unusual data.

We have had to replace lost part-time faculty primarily for the language courses and support in lab courses. Full-time faculty continue to teach the bulk of the advanced interpreter training level courses. As we started to offer beginning language courses in the high schools staffing has become a concern as many are not willing to teach at that time (since this program is primarily an evening program, day availability is limited) or with that population / environment. Enrollment process has been a timely process in these courses as well due to the paperwork required.

3. How does the FT/PT ratio benefit or harm the program?

Full time/Part time ratio is well below the college standards. This negatively impacts the program. The turn over among part time faculty precipitates an ongoing search for qualified part time instructors. Several searches over the past few years have not yielded a sufficient number of qualified instructors. We often lose the most qualified to full time positions elsewhere.

4. Do you have a faculty mentoring program? Yes

The full-time faculty mentor and assist the adjunct faculty with many curriculum related topics and institutional practices.

5. How do faculty maintain currency in their field?

Full-time faculty maintain certification as interpreters and attendance at two critical conferences – CIT and RID. As well, language instructors are encouraged to participate in professional development activities. This academic year, we have been fortunate to support 2 adjunct faculty attending ASLTA, via VTEA funding support.

6. Fill in the faculty status data below and answer the questions that follow.

Table 5: Faculty status – Fall 2007

| Name | Reassigned Time | Currently on leave | Retired in last 2 yrs | FT hired last 3 yrs | Anticipated retire next 3 yrs |
|------------------|-----------------|--------------------|-----------------------|---------------------|-------------------------------|
| Bartiromo, Sandy | 7.5% | | | | |
| Blackman, Myisha | 0 | | | | |
| Diamond, Sue | 0 | | | | |
| Friedman, Rachel | 0 | | | | |
| Gomez, Barbie | 0 | | | | |
| Kelly, Ed | 0 | | | | |
| Lenham, Sheila | 0 | | | | |
| Marron, Susan | 10% | | | | |
| Nelson, Janine | | X | | | |
| Tullis, Lee Elle | 0 | | | | |
| Wong, Jan | 0 | | | | |

Collaboration Partners and Community Outreach:

- Sorenson Video Relay Interpreting Agency: Fast Track Program
- Links Goodwill Interpreting Agency
- Summer Bridge Workshops-El Camino College
- Registry of Interpreters for the Deaf Continuing Education Units
- Orange County DEAF
- El Camino Community College-Project Reach Out Service Learning Project

6a. How does this data impact the program?

Our program has 400 students, yet we have only two full time instructors. The bulk of our courses must be taught by part time instructors. The lack of qualified instructors and the constant search for part time faculty has a detrimental effect on students, curriculum, and instructors. Time and energy spent on recruitment, hiring, and mentoring of new faculty is a drain on time and energy. Consistency from course to course and year to year is impacted. Scheduling of courses is more dependent on faculty resources rather than appropriate sequencing for the most effective student learning. Matching qualified instructors to courses is much more difficult.

Lack of staff support in the lab creates the need to reduce lab hours. Fewer students can benefit from the additional practice needed to improve language skills.

6b. Will this data affect the program in the future?

With the goals of adding two new courses and the increase in beginning and intermediate level language classes, the shortage of qualified teachers and the reduction of sign lab hours will become even more problematic.

7. From this information, can you identify present and future staffing needs? Yes

Within the horizon of the next 6 years, the need for at least two full time faculty positions in the sign language program, and the need for a full time classified person to offer staff support.

Cost Estimate: \$60,000 salary + \$16,800 benefits = \$76,800 for full-time faculty (1.0 FTE)
\$39,084 salary + \$10,943 benefits = \$50,027 for Instructional Assistant (1.0 FTE)

8. What is the department doing to address any future staffing needs?

The department is identifying the need for the addition of courses which will necessitate the need for additional staffing. The department conducts outreach, and forms liaisons with agencies on the local and national levels. Future staffing needs have also been addressed in Program Planning.

9. Should a recommendation be written addressing the data? Yes

Submit a proposal for an additional full-time faculty request in tandem with the addition of curriculum.

D. Planning

1. Do the program faculty and other personnel have a clear idea of what is happening in the program, where it is headed, what external changes are affecting it, and what changes need to be made in order to enable the program to adapt and continue to be successful?

At the current time a national shortage of interpreters continues to exist. It is predicted that this shortage will remain for the next 5-10 years. Due to this existing circumstance the Sign Language/Interpreter Training Programs will face the need to recruit students, offer courses that will attract and maintain the diversity of the consumer, and continue to offer advanced and technical classes that provide a broad base of knowledge and specialized skill development. Student centered learning labs can continue to address the needs of students with varying time scheduling difficulties, while offering adjunct learning opportunities and specialized topics for students seeking a career change.

2. What data, not currently provided, would be needed in order to improve planning for the development of the program?

A survey of graduates of the program and their current employment /educational status; survey of currently enrolled students to evaluate preferred scheduling patterns for language courses; and identify cohort of students on language track.

3. What major external changes or trends do you expect to be of particular relevance to your discipline in the next five years?

The California State Board of Education has mandated that by the year 2008 all K-12 sign language interpreters must hold an appropriate credential and meet certain requirements. At this time, the requirement of either the EIPA or NAD/RID certification will be designated, however the need for community college courses under the auspices of a recognized Interpreter Training Program such as El Camino College are trying to meet the need by offering specialized classes for these individuals.

The Registry for Interpreters for the Deaf, is thereby requiring a minimum of a BA degree by the year 2012 to apply for certification.

4. What will the implications of these changes or trends be for the program and how will the program need to respond?

An addition of one full time teaching position and one full time lab staff position to handle the increase in number of language classes and two new interpreting courses.

Cost estimate: \$60,000 salary + \$16,800 benefits = \$76,800 for full-time faculty (1.0 FTE)
 \$39,084 salary + \$10,943 benefits = \$50,027 for Instructional Assistant (1.0 FTE)

The Sign Language/Interpreter Training Program needs to establish a regularly scheduled recruitment endeavor. This includes attending job fairs, hosting workshops and visiting feeder schools. In addition, a recruitment DVD should be planned and produced to go along with the visitations.

Cost estimate: \$3,000

An exit survey and post graduation follow up should collect data as to where our graduating students are employed and the rate of career discipline drop out.

Cost estimate: \$5,000 for survey development, deployment, analysis and reporting.

Consider increasing the number of day classes for the beginning and intermediate level courses to provide a larger feeder pool for the advanced evening courses.

Cost estimate: \$6,000 per course, cost dependent on faculty load and class.

Extend our lab hours to include evening hours past 5:00 pm.

Cost estimate: \$3,500 per semester for classified lab assistant (0.45 FTEF)
 \$3,000 for adjunct faculty for additional sections/course offerings in lab courses.

We have an active advisory committee and plan to have a follow up to program review. In addition, we would like to upgrade activities for graduate/working interpreters.

Cost estimate: \$200

5. Based upon the information above, how would you like the program to evolve within the next five years?

Actualization or realization of the items listed above and add coursework to help prepare students with the first phase of certification.

6. Should a recommendation be written addressing the data? No

V. Conclusion

1. Prioritized Recommendations

- a. To address recent changes in state legislation (described above), the Sign Language Interpreter Training program will propose two new courses which will prepare students for the first phase of national certification, a written exam. A course in ASL linguistics and a course covering theoretical and historical aspects of interpreting will be proposed to the curriculum committee during Fall 2009.
- b. Due to the addition of two new classes and the need to increase the number of beginning and intermediate language level courses, the Sign Language Interpreter Training program needs an additional full time faculty position. An additional full time position would also improve the current ratio of full to part time instructors. To allow for increased hours in the sign language lab and greater continuity, the Sign Language Interpreter Training program also needs a full time lab assistant position.
- c. The Sign Language/Interpreter Training Program needs to establish a regularly scheduled recruitment endeavor. This includes attending job fairs, hosting workshops and visiting feeder schools. In addition, a recruitment DVD should be planned and produced to go along with the visitations.
- d. An exit survey and post graduation follow up should collect data as to where our graduating students are employed and the rate of career discipline drop out.
- e. Increase the number of day classes for the beginning and intermediate level courses to provide a larger feeder pool for advanced interpreting courses.
- f. Extend lab hours to include evening hours past 5:00 pm. And upgrade the infrastructure and lab technology
- g. Follow up with Advisory Committee regarding program review.
- h. Upgrade activities for graduate/working interpreters.

2. Major Needs

- ◆ One full time instructor position and one full time staff position

Cost Estimate: \$60,000 salary + \$16,800 benefits = \$76,800 for full-time faculty (1.0 FTE)

\$39,084 salary + \$10,943 benefits = \$50,027 for Instructional Assistant (1.0 FTE)

- ◆ Additional classroom space

Cost Estimate: Negligible, dependent on availability

- ◆ Smart equipment in classrooms

Cost Estimate: \$5,000

- ◆ Upgrade of infrastructure and technology in sign lab

Cost Estimate: \$20,000

–Room size 50' x 30"

–8 computer carrels for video capabilities

–8 computer cameras

–4 DVD/CD burners

–18 headsets

–8 DVD/CD combo units and monitors

3. Strategies

Submit requests for additional staffing and facilities improvement per institutional processes, seek opportunities for additional funding via grants and outside sources to fund the purchase of equipment; and work collaboratively with other divisions to identify available classroom space in the evening.

Appendix