

Sign Language/Interpreter Training Program CTE

How strong is the current occupational demand for the program? How has the demand changed in the past 5 years and what is the outlook for the next 5 years?

El Camino College's Institutional Research and Planning (IRP) has prepared the following data that reflect the growing occupational demand for interpreters and translators:

- Sign language and interpretation occupations significantly increased over the past five years, the growth was fueled by a national increase in jobs (+12,512). The future looks promising for this field as jobs will continue to grow by 16% for the state. A variety of industries employ interpreters and translators. According to the Bureau of Labor Statistics, the surge in employment is attributed to an increase in video relay services which permits people to conduct online video calls and use a sign language interpreter.

Demand over the past 5 years (2008-2013):

Region	2008 Jobs	2013 Jobs	Change	% Change	Median Hourly Earnings
All Available Counties	4,985	5,670	685	14%	\$24.27
State	9,465	10,932	1,467	15%	\$22.88
Los Angeles County	2,728	3,086	358	13%	\$26.85
Nation	58,224	70,736	12,512	21%	\$21.67

Occupation Breakdown - % Change (2008 vs. 2013):

Occupation	Description	All Available Counties	State	Los Angeles County	Nation
27-3091	Interpreters and Translators	14%	15%	13%	21%
	Total	14%	15%	13%	21%

Demand for next 5 years (2013-2018):

Region	2013 Jobs	2018 Jobs	Change	% Change	Median Hourly Earnings
All Available Counties	5,670	6,515	845	15%	\$24.27
State	10,932	12,653	1,721	16%	\$22.88
Los Angeles County	3,086	3,408	322	10%	\$26.85
Nation	70,736	85,129	14,393	20%	\$21.67

Occupation Breakdown - % Change (2013 vs. 2018):

Occupation	Description	All Available Counties	State	Los Angeles County	Nation
27-3091	Interpreters and Translators	15%	16%	10%	20%
	Total	15%	16%	10%	20%

Top Industries % Change (2013 vs. 2018):

NAICS Code	Description	All Available Counties	State	Los Angeles County	Nation
541930	Translation and Interpretation Services	26%	26%	27%	37%
541990	All Other Professional, Scientific, and Technical Services	16%	14%	8%	24%
903999	Local Government, Excluding Education and Hospitals	13%	13%	12%	13%
903611	Elementary and Secondary Schools (Local Government)	10%	11%	9%	14%
541910	Marketing Research and Public Opinion Polling	8%	14%	(1%)	14%
	Total	14%	15%	8%	21%

According to the Bureau of Labor Statistics “employment of interpreters and translators is projected to grow 46 percent from 2012 to 2022, much faster than the average for all occupations” with job prospects best “for those who have professional certification.” (<http://www.bls.gov/oco/ocos175.htm>). And according to the National Consortium of Interpreter Education Centers, “Credentialed interpreters are constantly in demand in educational settings from pre-school through graduate school” as well as in “medical, legal, mental health, theatrical, governmental, and religious settings” (www.discoverinterpreting.org).

The following paragraph and chart is provided by Pauline Annarino, Western Region Interpreter Education Center (WRIEC) Director. WRIEC is a national interpreter education grant-funded program housed at El Camino College.

According to the National Institute on Disability and Rehabilitation Research, approximately 2.2 million deaf Americans use American Sign Language (ASL) as their primary language. Yet, less than 10,000 certified interpreters are available to meet their communication access needs (2010 Registry of Interpreters for the Deaf). In 1994, the National Association of the Deaf (NAD) and the Registry of Interpreters for the Deaf jointly proclaimed a “National Interpreter Crisis.” What the field of interpretation could not predict was the third “wave” of demand created by federal regulation establishing Video Relay Services (VRS) in 2000; deaf people now have video telecommunication service that allow them to communicate over video telephones and similar technologies with hearing people in real-time, via an interpreter. It revolutionized how deaf people accessed communication and created a historic paradigm shift in the profession. For the first time, interpreter demand was driven by private enterprise and financed by federal regulation. Escalating demand for interpreters has given rise to burnout and repetitive motion injury, further diminishing the supply. In addition, the first wave of interpreters to be formally trained in the 1970’s are of retirement age. Many of the most qualified interpreters (and educators) will be leaving the field. Yet to be fully felt is the impact of

state legislation mandating certification or licensure, RID's policy requiring baccalaureate degrees for certification candidates in 2012. The shortage of interpreters will continue.

California has a sizeable deaf population, approximately 90,048 Deaf individuals unable to hear normal conversations and 1,078,325 hard of hearing individuals who have difficulty hearing normal conversations. (<http://fookembug.wordpress.com/2007/05/30/the-best-current-estimate-of-the-total-us-deaf-population>)

Many potential employers exist in Los Angeles County for interpreters. Below is a 2013 chart from the California State Department of Employment which lists potential employers of interpreters across LA County.

Industries Employing This Occupation (click on Industry Title to View Employers List)

[\[Top\]](#)

Industry Title	Number of Employers in State of California	Percent of Total Employment for Occupation in State of California
Elementary and Secondary Schools	17,806	22.9%
Other Professional & Technical Services	24,586	20.4%
Junior Colleges	187	4.6%
General Medical and Surgical Hospitals	1,592	4.3%
Colleges and Universities	2,225	1.3%
Electric Goods Merchant Wholesalers	7,626	1.0%

Note: The above list of employers reflects ASL interpreters as well as foreign language translators.

Explain the district's current need for the program.

The district's current need for the SL/IT program is predicated on the fact that this is the only Sign Language/Interpreter training program (AA and Certificate of Achievement) in the South Bay and only one of two in Los Angeles County. The SL/IT is also the only program that offers evenings courses, desirable for working individuals.

The program has a long history with the district and was originally developed to train and supply sign language interpreters to fulfill El Camino's own interpreting needs for its deaf and hard of hearing student population. El Camino's Deaf and Hard of Hearing Program (DHH) is well-respected in the community and has provided accommodations to deaf students for almost 40 years. During the 2013-14 academic year, ECC (as well as many of the other area colleges and universities) imposed a 25 hour limit for all part time employees, including interpreters. This has created a shortage of available interpreters, requiring the use of more expensive area agency interpreters instead of vetted ECC employees. During the Spring 2014 semester, 11 classes were interpreted by agency hires and 7 courses teamed with agency hires. A need exists for a larger pool of potential ECC employed interpreters.

As mentioned in data above, video relay services that allow deaf people to conduct online video calls and use a sign language interpreter has caused a tremendous need for sign language interpreters. As interpreters

move into this relatively new area of interpreting, a vacuum of qualified interpreters is created in other interpreted settings such as educational, legal, and medical.

Major changes in legislation have significantly increased the demand for both ASL and interpreting classes. Laws such as the Americans with Disabilities Act of 1990 opened the doors for millions of deaf Americans to choose their own education, career, religion, and due process, creating a vast job market for sign language interpreters. In 1988, California recognized ASL as a language that could satisfy foreign language credit at the high school and college levels. ASL classes were suddenly in great demand, not just for interpreting majors, but for transferring students of all disciplines. The program's annual unduplicated enrollment is high: 1,405 (2009-10), 1,370 (2010-11), 1,317 (2011-12), 1,282 (2012-13). This includes both language and interpreting students, the vast majority being language students.

Other community colleges in the area such as LA South West Community College, Compton Educational Center, Cerritos Community College, and East LA College offer only beginning and intermediate language level ASL courses. These programs, as well as area universities that offer only ASL classes, are feeder schools for ECC when students want to pursue advanced ASL and interpreter training.

The SL/IT Program fully aligns with the District's mission and strategic initiatives (See 2012 Program Review, Section I: Overview, Program Description). Alignment with El Camino's Core Competencies also can be seen in the 2012 Program Review SLO section. In addition, the SL/IT continues to serve the District's community needs in a number of ways, using Career Technical Education (CTE) funds and other grant opportunities. (See 2012 Program Review, Section I: Overview, Program Description, for a brief description.)

http://www.elcamino.edu/administration/vpaa/program_review/Sign%20Language%202012.pdf

Explain the state's current need for the program.

Just as the District has a need for El Camino's SL/IT Program, so does the state. California has a large population of deaf, hard of hearing, and deaf-blind individuals to serve.

Demographics of California	
	Deaf/Hard of Hearing/Deaf Blind
	90,948

<http://fookembug.wordpress.com/2007/05/30/the-best-current-estimate-of-the-total-us-deaf-population/>

In addition, California is greater than 50% “minority” and home to the largest concentration of Latinos (38.2%) in the nation (U.S. Census Bureau 2012). Not only is there a general demand for interpreters as addressed above, California also must address a severe shortage of qualified tri-lingual interpreters to serve Spanish-speaking deaf individuals, and those who use Mexican Sign Language. There is not only a need for more Spanish speaking interpreters, but other interpreters of color as well such as African Americans. Yet, the vast majority of sign language interpreters today are white female. Imagine being a Latino deaf male having a colonoscopy and not having the option of a male interpreter fluent in Spanish! Or being an African American deaf child who has never seen a black interpreter! The El Camino SL/IT has a high population of both African American (23.1%) and Latino (49.1%) students, significantly higher than the district’s population.

In addition to serving the state’s needs of multi-cultural deaf individuals, California must also respond to the relatively new demand from students wanting ASL courses for general education credit. In 1988, California recognized ASL as a language that could satisfy foreign language credit at both the high school and college levels. ASL classes are in great demand, not just for those wanting to become interpreters, but for transferring students of all disciplines. High school students want to continue their study in ASL. Hearing parents want to communicate earlier with their babies by teaching sign. Others are simply fascinated with the language. As the face of the deaf community and ASL have become more visible, students seek out our program for many reasons, not just to become interpreters.

Another example of students needing a firm grasp of sign language are those seeking employment within the field of deafness, such as those entering deaf education (teaching), audiology, or speech therapy. Even those in fields such as social work, nursing, law enforcement, and other medical fields will become more marketable by knowing a language used by 250,000-500,000 persons in the United States. (wikipedia.org/wiki/American_Sign_Language)

Finally, the state serves a large number of deaf, hard of hearing, and deaf-blind students who need certified interpreters in public school settings. In 2008 the California State Board of Education mandated that all K-12 interpreters must be nationally certified. The Registry of Interpreters for the Deaf (RID), the largest certifying body for interpreters, mandated that an AA degree was required for applicants to sit for certification. As of July 2012, a BA degree was required. K-12 is one of the largest employers of full-time sign language interpreters. The district and state share the same need—to provide access to interpreter education and to foster the formation of solid partnerships between AA and BA Interpreter Education Programs.

How does the program address needs that are not met by other similar programs in the area?

The SL/IT is one of two interpreter programs serving Los Angeles County, and the only program offering evening coursework. Among the California Community Colleges only 9 programs statewide offer AA degrees in interpreting (American River, ECC, Goldenwest, Pierce, Mt. Sac, Ohlone, Palomar, Riverside and San Diego Mesa) and two CSU’s (Northridge and Fresno). (www.rid.org)

At ECC, strong community ties to local interpreter organizations and deaf agencies provide practicum opportunities for our students. Students are encouraged to join local and national deaf and interpreting organizations to achieve their personal and professional goals. In 2008 SL/IT

Alumni Survey, 78% agreed that having access and exposure to the deaf community was one of the most helpful elements of the program. Also, the vast majority indicated they chose our program based on geographical area.

Other community colleges in the area such as LA South West Community College, Compton Educational Center, Cerritos Community College, East LA College offer only language level courses and not interpreter training. These programs, as well as area universities that offer only ASL classes, are feeder schools for ECC when students want to pursue advanced ASL and interpreter training. ECC has offered the SL/IT program since 1975 with an AA degree beginning in 1980.

Are the students satisfied with their preparation for employment? Are the employers in the field satisfied with the level of preparation of our graduates?

As preparation for employment, students must complete a practicum in which they document 42 hours of interpreting work. Students leave the program with a portfolio demonstrating skills, documenting practicum work, and providing interview essentials such as a resume, cover letter, and business card. They also have a list of potential employers. Some students meet mentors through practicum work who continue working with students upon graduation to bridge the gap between graduation and employment.

Formal feedback and follow-up inquiries from alumni and employers are limited. This is an area for further development and will be approached in concert with college efforts. However, this data once acquired will need to be interpreted within the intended scope of the program. For example, students in this program are developing language and interpreting skills concurrently. This would differ greatly from programs with a goal for certification preparation upon graduation. These programs have language proficiency requirements at the onset of interpreter education classes.

STUDENT SURVEYS

When asked to reflect on the SL/IT program in a 2008 survey of graduates, over half (54%) of the alumni indicated a wish to have known about the “gap in skill upon graduation and certification.” The following student suggestions for bridging this “gap” included a course or additional instruction that better prepares students for national certification, especially the first phase, the written exam. Another suggestion was adding more textbooks from the recommended book list for the national written exam. Students also suggested more formal mentorships and meeting different interpreters to share their experiences. Other elements that students thought would be helpful included more Deaf community interaction, ASL linguistics, theory in interpreting, and stronger ASL skills upon entering the program.

In addition, an exit survey was completed in Spring 2012. A total of 23 students completed the survey, of which 22 were enrolled in SL 19 and four in SL 20. As these students are concluding the program, inquiries of their perception of the program and preparedness for employment were included in the survey. Four individuals (17%) reported feeling well prepared for employment as well as moderately unprepared, respectively, with the remaining 65% reporting moderately prepared.

RESPONSE TO SURVEYS

In response to conducted surveys, a new curriculum was implemented Fall 2014 with coursework that concentrates more study in several areas of student and faculty concern. New courses were added in ASL, ASL linguistics, and principles of interpreting. ASL I and ASL II are now pre-requisites for entering the program, so students will begin with stronger language skills. Deaf Culture is now a required course. Equal emphasis will be given to the study of ASL to English and English to ASL skills. Students will be required to complete more coursework prior to beginning practicum.

In addition to our new curriculum, CTE funding has expanded mentoring and experiences for practicum students (e.g. in ASL/Spanish/English interpreting) and has allowed for supplemental instruction in the ASL lab. CTE funds have also provided Mac computer stations and digitalizing our extensive DVD collection.

With 2014-15 CTE funds, the program looks to expand ASL lab hours on a trial basis to accommodate a larger number of program students. If successful, this will lead us toward adding a full-time lab position. Prior to Fall 2014, the lab was only open to students who enrolled, and only open for 14 hours per week. Typical enrollment is 70-80 students per semester. However, a Spring 2014 survey of students enrolled in ASL or interpreting classes showed that while only 44% of the 115 respondents had used the lab in the past, 61.95% would use the lab on a weekly basis if lab was set up on a drop-in basis. Twenty-six percent said they would use the lab several times during the semester. Only 3.5% said they would not likely use the lab. Moving from required enrollment to an open concept lab would accommodate more of the 600+ students enrolled per semester, giving them added hours of supplemental instruction to improve retention and success in their ASL and interpreting courses.

Other 2014-2015 CTE projects are planned to address language skill development and use (Silent Weekend) and better understanding of employment opportunities (Interpreting as a Profession).

What are the completion, success and employment rates for the students?

Completion and Success

Success rates for the SL/IT language and interpreting courses in 2012 and 2013 were 74.4% and 72.3%. Success rates are higher for students in the SL/IT major/interpreting coursework. Success rates in interpreting coursework for Spring 2012 was 79.5% and Spring 2013 was 80.8%. Retention rates are also high in these courses. Retention rates for Spring 2012 and 2013 in interpreting coursework was 90.5% and 91.2%.

The following chart shows completions rates for degrees and certificates in the SL/IT:

California Community Colleges Chancellor's Office
 Program Awards Summary Report
 Sign Language TOP 0850

	Annual 2011-2012	Annual 2012-2013	Annual 2013-2014
El Camino Total	27	15	21
Associate of Science (A.S.) degree	2		1
Associate of Arts (A.A.) degree	11	7	8
Certificate requiring 60+ semester units	1		
Certificate requiring 30 to < 60 semester units	12	8	11
Certificate requiring 18 to < 30 semester units	1		1

The SL/IT has an average to above average rate of completion of degrees and certificates. The following chart shows a comparison of two-year interpreter programs in the state.

	Annual 2012-2013	Annual 2013-2014
	190	179
American River Total	26	31
Associate of Arts (A.A.) degree	13	15
Certificate requiring 60+ semester units		
Certificate requiring 30 to < 60 semester units	13	16
Antelope Valley Total	35	11
Associate of Arts (A.A.) degree	15	6
Certificate requiring 30 to < 60 semester units	20	5
Canyons Total	8	24
Associate of Arts (A.A.) degree	8	24
Compton Total	2	1
Associate of Arts (A.A.) degree	1	1
Certificate requiring 30 to < 60 semester units	1	
El Camino Total	15	21
Associate of Science (A.S.) degree		1
Associate of Arts (A.A.) degree	7	8
Certificate requiring 60+ semester units		
Certificate requiring 30 to < 60 semester units	8	11
Certificate requiring 18 to < 30 semester units		1
Fresno City Total	1	7
Certificate requiring 18 to < 30 semester units	1	7
Golden West Total	20	17
Associate of Arts (A.A.) degree	2	4
Certificate requiring 18 to < 30 semester units	18	13

LA Pierce Total	6	8
Associate of Arts (A.A.) degree	6	8
Mt San Antonio Total	8	7
Associate of Science (A.S.) degree	6	3
Certificate requiring 30 to < 60 semester units	2	4
Ohlone Total	14	6
Associate of Arts (A.A.) degree	4	3
Certificate requiring 30 to < 60 semester units	10	3
Oxnard Total		
Associate of Science (A.S.) degree		
Palomar Total	11	
Associate of Arts (A.A.) degree	7	
Certificate requiring 30 to < 60 semester units	4	
Riverside Total	24	17
Associate of Science (A.S.) degree	8	6
Certificate requiring 18 to < 30 semester units	16	11
Saddleback Total	10	15
Associate of Science (A.S.) degree	1	4
Associate of Arts (A.A.) degree	4	4
Certificate requiring 30 to < 60 semester units		
Certificate requiring 18 to < 30 semester units	5	7
San Diego Mesa Total	9	14
Associate of Science (A.S.) degree		1
Associate of Arts (A.A.) degree	3	3
Certificate requiring 30 to < 60 semester units	6	10
Santa Rosa Total	1	
Associate of Arts (A.A.) degree	1	
Certificate requiring 30 to < 60 semester units		

Employment Rates

According to a SL/IT 2008 Alumni Survey, only 9% of those seeking employment were unable to find work. Fifty-four percent of respondents were working as interpreters in either full time or part time capacity directly after graduation, with hourly wages ranging from \$16/hr. - \$35/hr. Twenty-four percent never intended to work as an interpreter after graduation. Thirteen percent took time off.

These numbers seem encouraging; however, when asked who is “currently” working as interpreters, the number drops from 54% working immediately after graduation to 27% currently working. Yet 66% of the respondents’ initial goal was to work as an interpreter. Unfortunately, the survey did not provide answers as to why the drop in employment. Since the majority of those interpreting (71%) worked in educational settings immediately after graduation, it is possible that the state changes in requirements for K-12 interpreters to be certified may have been a factor. Only

18% at the time of the survey identified as being certified interpreters.

Follow up surveys should ascertain specific reasons for this drop in employment. Information should also be asked to find how many years it took to obtain certification and how many attempts were made. This is important information since 78% of those in the survey who did not hold certification plan to pursue this goal. Additional surveys should be sent to employers to ascertain the level of satisfaction with graduate preparation. These further inquiries will be in concert with college research and CTE survey efforts.

What impact does the advisory board have on the program?

The ECC SL/IT Advisory Committee meets once a year to be updated on the program's status, strengths, and weaknesses, and to offer recommendations in the planning process. The committee stakeholders include deaf consumers, interpreter educators, students (former and current), and employers. See attached SL/IT Advisory Committee meeting minutes, for detailed information on our 2013 and 2014 meetings.

The Advisory Committee has assisted the SL/IT in a variety of ways. They have recommended and assisted with partnership development between ECC and outside employers. The committee provides insight into discussions of practical experience, For example, they supported the need to find adequate space for the SL/IT and sent a letter of support for President Fallo and the ECC Board. The Advisory Chairperson, Jeff Lenham, was actively involved in the development of our new curriculum. The committee also provides updates of activities through regional and national consortium work teams. At our 2013 Advisory Committee meeting, Pauline Annarino, Director of the Western Region Interpreter Education Consortium, reported on other interpreter programs' benchmarks between language and interpreting coursework.

If there is a licensure exam for students to work in their field of study, please list the exam and the pass rate. If there are multiple licensure exams in the program, include them all.

Students do not need licensure to practice in this field in the state of California. Various certifications are available, e.g. NIC, EIPA, ESSE. Furthermore with the exception of a few employment settings, these are not required by all employers or in all settings and are an individual professional choice for those pursuing interpreting.

Sign Language/Interpreter Training Program Advisory Committee Notes May 28, 2013

Meeting was held from 9am – 11am.

Present:

Pauline Annarino
Sandy Bartiromo
Onisha Blagdon
Jaymie Collette
Emory Dively
Denise Foyer-Watts
Barbie Gomez

Herb Larson
Jeff Lenham

Sheila Lenham
Benjamin Lewis
Bob LoParo
Susan Marron
Brian Morrison
Sharin Nakayama
Rory Natividad
Dipte Patel

Lee Elle Tullis

The meeting initiated with Introductions of members present, their affiliation with the program, community agencies or educational programs.

ECC Report – budget, staffing, and facilities: Of 22 positions approved for recruitment, there were 5 positions approved within the division and one of these in the Sign Language Department – Brian Morrison was selected and will be starting in the fall term. Also last December three part-time employees were added to the pool.

Facilities – A new STEM Center is in process. Staff housed in the Natural Sciences building have been relocated. A long-term temporary placement for 5 years, Sign Language faculty and classes have been relocated to the Communications building while the new building is being constructed.

Program Review was completed during the Fall term and faculty are already making progress on the recommended curriculum changes.

Updates to enrollment, budget and student success were shared. Impact and changes in enrollment was shared. The college is down over 300 full-time equivalent students for this academic year influenced by many factors including repeatability limitations, increase in cost per unit, financial aid restrictions, section offerings, and affordability of college. The Governor's budget revise last week included a cost of living adjustment of 1.57%. As a result of recommendations by the Student Success Task Force, a number of changes will be forthcoming in the next few years such as e – transcript and a single placement test that will be used at all the California Community Colleges.

El Camino College has a change in calendar. Spring term starts the 2nd week of January as the college will no longer offer a 5 week winter session in January starting 2014. Other college news includes the college was successful with passing a \$350 million bond measure last November.

Accreditation Update: After a site visit in October 2012, El Camino College has been placed on warning for Student Learning Outcomes (SLO). Despite tremendous progress in this area, the commission did not believe the college demonstrated proficiency in this area based on their rubric. The college is preparing its self evaluation in preparation for a site visit October 2014. Other accreditation related items were shared including district benchmarks and standards of achievement being established.

Facilities: An update on building completions (Math Business and Allied Health) and changes to the facilities planning process, which limits the requirement for swing spaces, were shared. Current and upcoming construction projects were reported.

In response to an inquiry about repeatability, discussion of its application to students with disabilities (with particular reference to deaf/hard of hearing and learning disabled, and the process for requesting repetition and existing academic policies was reviewed. Additionally the option of auditing and when it is applicable was discussed. Because of this impact on the sign language lab, an open lab concept and how it should be changed is in discussion.

Sign Language Program Review: Susan Marron provided an overview of the program review including the components of evaluation - enrollment, SLO's , facilities , staffing, etc. the reason for program review, establishment and support of goals, and that goals are adjusted and modified over the next 4 years. Examples of recommendations were provided. One completed already includes the hiring of a full-time instructor to teach advanced ASL classes. A recommendation of the program review includes hiring a full time staff person to establish the lab itself. Current budget and staffing limitations impact open lab hours and there is a need for more coverage. However, the lab has progressed and a Mac lab was installed. Many faculty require advanced training on the systems to increase their familiarity with operating Macs. Another recommendation within program review refers to space. Currently the program is housed in the Communications building for 5-6 years while the new building is being built to meet program needs. Discussion of appropriate deaf space, lighting so signers can be easily seen seated or standing, campus phones and video phone access and fire alarms were shared by members. The plan for installation of videophones for student use on campus was shared. Question regarding building access after-hours was brought up as the current public locations designated are the Library and Student Services building. One of the requests of the program review was to request the SRC deaf/hard of hearing unit and Sign Language program be housed in a common space to facilitate communication among these student groups.

Transfer options were discussed including CSUN and the University at Cincinnati which offers online classes. After curriculum review In December transfer options will be further explored. Details were not available as to UCLA being an option. Online classes and offerings were inquired about as well as a suggestion for ECC to offer ASL classes online. Success and retention rates, comparison of ASL levels to other foreign languages were discussed.

Student Learning Outcomes: Sandy Bartiromo and Onisha Blagdon led a discussion and presentation on SLOs. Their importance at the college level, and a recent SLO assessment within the ASL levels for student's comprehension and teaching styles. The SLO assessment was presented. Data has been

collected and now the challenge is merging different expectations of the students and bringing all the data and understanding together. The faculty are meeting at the conclusion of this meeting to analyze and discuss the findings.

A question of deaf student's knowledge of how to use interpreters was posed. Recent efforts by SRC staff (Sharin and Jaymie) to bring awareness of state level changes and how to utilize interpreters was shared. Pauline also shared NCIEC's efforts with deaf advocacy training and an upcoming workshop on the topic which includes ethics and how to confront that issue and resolve it. Previous efforts with GLAD for such a training were mentioned.

Pauline provided an update on the efforts of WRIEC and regional centers and the consortium's goals. Based on a charge given at last year's advisory committee meeting, Pauline shared Information on interpreter training programs entrance/exit or benchmark exams survey. A powerpoint presentation of the findings were reviewed and discussed. One area noted is poor ASL production. In discussing admissions protocols, practices at other California Colleges were shared. Noted are regional or geographic differences in expectation, in particular ASL production.

ACTFL (American Council for the Teaching of Foreign Language) forms language, new standards starting with ASL. Last year they trained 25 deaf people. The students have to ask questions and respond to questions in the assessment. ACTFL describes how many hours from beginning to be intermediate interpreters. The hours vastly exceed curriculum limits. This provides guidance on ASL curriculum to study to be an actual trainer. Other colleges are taking the lead on how to best do ASL assessment(s). Regarding concerns of the direction and emphasis of the field, some history of ITPs was discussed.

The agreed upon curriculum changes that will be submitted in fall 2013 term and active Fall 2014 were presented. These include changes from 3 units to 4 units for all ASL courses, series of new courses – ASL V, Linguistics content in ASL IV and V, and interpreting courses- content and sequences, and Principles in interpreting. The changes will also include course renumbering. With the limits to repeatability, ASL Lab will only be one semester. Therefore, a future recommendation may be to request a lab assistant as a more sustainable way so that students can have more time to learn and access the lab will be necessary.

New Business: Discussed establishing a benchmark standard between language courses and interpreting courses.

Transfer Model Curriculum- 60 units to transfer, so few transfer institutions have this option thus a sign language interpreting model hasn't been articulated.

CTE opportunities – state level of funding is being cut across the board. El Camino is still receiving money based on student enrollment. Career Technical Education, a Perkins grant, is for career technical programs. Out of 30 years the SLAN program has received funding annually with the exception of two or three years. However this funding is for new ideas and to pilot new projects. One suggestion for a grant proposal is that Deaf presenter's come in as part of the ASL classes (speaker series) once a month.

Appreciation for the interpreters and members who attended was shared.

Sign Language/Interpreter Training Program
Advisory Committee Notes
June 1, 2012

Present:

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*Student representatives

Introductions and welcome (11:00am)

Review of old business and approval of last meeting's minutes

Recognition of Herb Larson who was one of the pioneers who started the deaf program.

Budget Update: an overview of the budget deficit and cuts impacting all systems and ECC was presented along with Governor's tax proposal for November election. Extent of potential section cuts for next year were presented. Changes in the academic calendar were shared with 2013 being the last year ECC will be offering a winter intersession.

In response to an inquiry if classes will be lost, it was affirmed our priorities will be to make sure we have classes for our students to complete program requirements for graduation. At this time projections indicate 270 sections may be cut across the district with emphasis on low enrolled classes. The group engaged in a discussion of what can be done to advocate. Dean of HS&A affirmed his support of the program, cuts that have occurred in the division and his willingness to serve as a liaison for communication.

CTE and Technology update: After writing CTE grant for technology for 7 years, the sign language lab will be updated with state of the art technology in lieu of existing VCR players. The basement in natural science building will be converted to a STEM center. Hence the program will be relocated temporarily until a new student services building is built. Susan Marron provided information on the process of determining the lab infrastructure for MACs and efforts at gathering information to make this determination.

Report of CTE funds received and projects completed, which included lab assistants, fingerspelling curriculum, and funds for workshops for deaf and hearing students.

Student Learning Outcomes (SLOs): Sandy provided an overview of SLO assessment basics and development, course and program level alignment and linkage with planning and budget at the college. Key findings of SLAN assessments include a need to include more time on task, improve facial grammar, and finger spelling. One program level SLO includes students have a portfolio with job ready, professional resume, work samples, DBA- doing business as, and basic business skills.

Discussion ensued about the SLOs and findings including areas advisory committee members note as weak with interpreters such as facial expressions, word choices/voicing, etc and preferences of working with interpreters.

WRIEC update: Pauline provided an overview of WRIEC and national consortium funding cycle, organization of regional and national centers, and current work groups. One current project is working with vocational rehabilitation and a pilot expected to be released during the summer that will have two online modules in the field of assessment. Other projects include deaf self-advocacy training, and trilingual interpreting. Online offerings via PEPNET2 were also discussed.

Program Review: An external program review report by Dr. Linda Stauffer and draft report prepared by the faculty was reviewed. Key findings presented by the external evaluator include broad mission, lack of benchmarks, assessment evaluation, gaps between sequential levels, and standardization of curriculum among sections and between levels. Faculty met 4 times this year to discuss strengths and areas of need for the program as part of this self evaluation process. Changes in curriculum have been discussed and agreed upon by the faculty. These include:

1. ASL 1 and ASL 2 become pre-requisites for the program
2. Require Deaf Culture class for major
3. Change in units of language courses (from 3 to 4 units) and addition of other courses i.e. Linguistics
4. Completion of two semesters of interpreting coursework prior to practicum

The motivations of students who take ASL 1 and 2, versus those who have an educational goal to complete the program or become an interpreter were shared. Consensus was voiced about language courses being recommended for general education. Discussion of entrance criteria, in particular English as a prerequisite was discussed. Furthermore a benchmark or test after ASL 4 was recommended. Ideas included having outside sources come in and test 20 /25 students or more. Resources for examining benchmarks including other AA programs, summer ACTFL meeting, Outcome circle hosted by NCIEC and sources for information were shared.

A proposal was presented to form an ad hoc committee to examine English and ASL proficiency options to ITP classes. Seventeen representatives voted in favor of this motion. Pauline Annarino, Mary d'Ettoire, Sharin Nakayama and Ed Kelley volunteered/accepted the charge to investigate.

The contributions of advisory members and students, and communication facilitated by the interpreters were recognized.

Meeting adjourned at 2:13pm