

Sign Language/Interpreter Training Program
Program Review 2016

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PROGRAM OVERVIEW

PR Area	Academic Affairs
PR Program	Sign
Language/Interpreter Training	
Review Type	Academic Affairs
Year	2016
Program Overview Narrative	

I. Overview

Description of Program, program's mission statement and the students it serves

The Sign Language Interpreter Training (SL/IT) Program provides education in American Sign Language (ASL) and interpretation for deaf and hard-of-hearing individuals. Language courses require students to learn ASL, study linguistics and Deaf culture, and understand the rich history of deaf people. Students will obtain general communication skills for working with deaf and hard of hearing individuals or for general interest. Interpreting coursework requires students to enhance ASL/English communication skills and develop both speed and accuracy, and fluency in consecutive and simultaneous interpreting. We strive to meet the ECC mission statement with a student success goal and a student-centered philosophy. The mission of our program is upon completion of the program, students will have the necessary language and interpreting skills for entry level sign language interpreting, positions in a variety of community settings, such as medical, vocational, and post- secondary.

- The SL/IT courses attract predominately three types of students, with a large number of multi-cultural students. To accommodate the large number of traditional students taking ASL for general education language credit or for personal development, ASL I, II, and III are offered both day and evening.
- Another type of student is the full-time day student new to the college-environment who takes language classes and then continues on to take interpreting classes.
- The third group of students consists of working individuals who either want a career change or want to interpret for occupational interest. To accommodate working students in the major, interpreting classes are offered in the evening.

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. Also, while most high schools, colleges and universities in the area teach ASL courses, they do not offer interpreting coursework. The SL/IT offers students taking ASL at area high schools, colleges such as Cerritos, Los Angeles CC, Long Beach CC, Santa Monica CC, and local universities an opportunity to study interpreting. Sign Language (ASL) and Interpreter Training classes are very popular among the young public. We see sign language (ASL) being used on TV, Super Bowl Games, Advertisements, and in the public arenas. TV shows highlight deaf dancers (Dancing with the Stars), Hollywood and New York Plays on Broadway and 42nd street bringing Tony Awards (Spring Awakening), featuring deaf characters and deaf roles.

Degree and Certificate

The SL/IT program offers both an AA Degree (35 units in the major) and Certificate of Achievement (39 units in the Certificate). Upon completion of the degree or certificate, the student will be prepared for entry-level jobs interpreting in the educational, medical, and community settings. Since interpreting requires a wealth of academic and real-world knowledge, students are encouraged to pursue a two-year Associate of Arts degree and transfer to

earn a Bachelor's degree to meet RID National Certification requirements.

Courses in the major include four language courses (SL 113, SL 114, SL 115, SL 120), 2 courses ASL 111 and 112 have been removed from the major and certificate, seven interpreting courses (SL 200, SL 210, 211, 220, 221, 230, 240), two socio-cultural courses (SL 201, 202), and a skills-based lab class (SL 101). During the semester contiguous language and interpreting coursework provides a sequential foundation for student success.

Alignment to College Mission and strategic initiatives

The SL/IT program fully aligns with the college's mission and strategic initiatives. The program is dedicated to providing quality language learning and skills development for ASL and interpreting students. We strive to meet the ECC mission statement with a student success goal and a student centered philosophy. Upon completion of the program, students will have the necessary language and interpreting skills for entry level sign language interpreting, positions in a variety of community settings, such as medical, vocational, and post- secondary.

Student Learning:

In order to pass each of the sequenced language and interpreting courses, students must receive a 70%-C mastery level, through a combination of skills-based and written testing, projects, assignments, etc. **(Strategic Initiative A)**. Classroom instruction includes a variety of methods such as lecture, small group work, Power Point, and newer technologies such as the internet to access a myriad of visual signing materials. Developing active cognitive skills, such as critical thinking, self-analysis, and cooperative learning are essential qualities of interpreters and are emphasized in program methodologies. Students engage in a great deal of personal reflection in the program, analyzing and discussing their own growth as students and interpreters, as well as offering peer assessments. Since interpreting is communication, this is a main focus and is addressed in all courses. Students begin demonstrating effective communication in language classes through such activities as signed presentations, self-analysis papers, debates, dialogues, reflection papers, study groups, journals, and involvement in local deaf events/workshops. They continue intensive work on communication skills in interpreting coursework, which is driven by discourse analysis and the exegesis of spoken and signed texts. Students must be able to convey the communication intent of culturally and linguistically diverse individuals without personal judgment or bias. This requires professional judgment and conflict-resolution strategies, learning to analyze the demands of a work setting and to develop strategies for those demands.

Student Success & Support:

A sign language lab with over 500 DVD's supplements classroom instruction, and a variety of visual study materials have been developed for at home practice. Students have the opportunity to a variety of signers and topics on ASL and Deaf Culture. A language lab and ASL Lab course SL 101, **(Strategic Initiative B)** augments instruction for additional hands-on practice, deaf teacher assistants provide additional instruction daily, and a sign language club/student government organization, The Hands of Friendship, offers social and extra-curricular interaction for both deaf and hearing students.

Collaboration:

The program is actively involved in all collegial consultation committees including Division Council Committee, and chairperson of the Division Curriculum Committee which includes College Curriculum Committee representation. **(Strategic Initiative C)** Formerly SLO co-chair of the SLO committee and ALC committee was represented by a full time faculty. Our Practicum students provide volunteer interpreter services for ECC sponsored events such as Black History Month, career and major fair, Dr. Seuss reading week, etc. The Hands of Friendship Club (see above) is a Student Government that provides an opportunity to help students become leaders in our industry.

Community Responsiveness:

The SL/IT program is affiliated with WRIEC, the Western Region Interpreter Education Center, funded through the US Department of Education Rehabilitation. A member of the National Consortium of the Interpreters Education Centers, WRIEC is a collaborative effort of Western Oregon University and El Camino College that provides quality education and professional development to interpreters, educators, deaf consumers, and rehabilitation personnel on a regional

and national level. The SL/IT is also an approved site by the Registry of Interpreters for the Deaf (RID), our foremost national interpreter organization, to sponsor the National Certification Maintenance Program (CMP). This program allows professional interpreters to receive continuing education units to maintain national certification. **(Strategic Initiative D)** In addition, the SL/ITP was awarded a CTE Grant of \$18,500 to develop partnerships with local feeder schools and

American Sign Language Teachers Association (ASLTA) the only professional organization for teaching sign language.

The SL/IT responds to community needs in a number of ways.) The job market for certified interpreters is growing, and the need for tri-lingual interpreters and interpreters of color is especially critical. With El Camino's diverse student population, the SL/IT is situated to graduate interpreters to serve this need. In addition, using Career Technical Education (CTE) funds and other grant opportunities, the SL/IT responded to the communities need for more certified interpreters. When California mandated that all K-12 interpreters must hold national certification in 2008, workshops were held and new curriculum developed to provide further training for the National Interpreter Certification Exam. SL/IT students, former graduates, and working interpreters all have taken advantage of these professional development opportunities. Other training has been provided in specialized areas that impact our district and state, such as tri-lingual interpreting (Spanish/English/ASL) and interpreting through new technologies (e.g. video relay service). Community ties to local interpreter organizations and deaf agencies provide a variety of practicum opportunities for our students. Students are encouraged to join local and national deaf and interpreting organizations to achieve their personal and professional goals. CTE funding has also afforded our program the ability to update the sign lab infrastructure and equip classrooms with technologies conducive to teaching a visual language. Upon completion of the program, students will be prepared for entry level interpreting jobs, having foundational skills in interpreting and professional conduct. Students also develop a portfolio demonstrating skills and documenting 42-45 hours of practicum work interpreting with off campus agencies, school, religious and theatrical venues.

Institutional Effectiveness:

The SL/IT seeks to continually improve processes, programs, and services through effective use of assessment and planning **(Strategic Initiative E)**. The program worked in conjunction with the WRIEC (see above) to assess our program's effectiveness by conducting a post-graduation survey in 2008 to collect data regarding graduate employment and certification success. More recently Linda Stauffer, Coordinator of the University of Arkansas, Little Rock (UALR) Interpreter Education Program, provided technical assistance by reviewing the program's curriculum, performance indicators and planning documents and shared information regarding AA-BA models. Additionally the group discussed mission- driven planning, curriculum alignment, internal benchmarks and other assessments for program effectiveness. These types of assessments and activities, in part, continue to drive our planning process.

Modernization:

The sign lab is outfitted with MAC computers (see section on Technology and Software) to enhance teaching of newer interpreting technologies such as Video Remote Interpreting, to allow greater access to internet resources, and to facilitate testing of individual signing skills **(Strategic Initiative F)** and become more successful signers. A need to revisit the lab infrastructure, upload live streaming resources, incorporate teacher's station methodology, and also incorporate Smart-Board Technology is on our next 2-4 year program plans.

Status of Previous Recommendations

Hire a full time instructor to meet current needs of the SL/IT Program: Completed

A new faculty position was a previous recommendation. We have accomplished this recommendation by hiring one full time faculty that is now seeking tenure. In addition, an unexpected full time faculty retired and a second full time faculty was hired to replace the retiree.

Hire a permanent lab assistant. This recommendation has not been accomplished and is still active.

The need to hire a permanent lab assistant to maintain current lab hours, allow for expanded lab hours to meet student needs, and be primarily responsible for the technology and resources needed as the lab is converted into a fully-digitalized environment.

A permanent lab assistant position is also crucial to maintain current lab hours and allow for expanded lab hours to meet the needs of students and to upgrade and manage new technology and equipment needed as the lab is converted into a computer environment. With the necessary updating of our curriculum, the high ratio of part-time instructors teaching 60% or more of coursework, and 3 full-time instructors, it is imperative that a new faculty position, a lab assistant be part of our planning considerations. It is imperative that our department (SRC) and our division (HS&A) make these positions a hiring priority.

Curriculum changes: Completed

Curriculum changes were comprehensive and are now in full effect. The faculty have discussed some concerns with regard to changes in unit value, reduced seat time, and time to completion. The faculty will begin discussions of course review and addition of new mini certificates such as Deaf Studies. Courses are all up to date and have an ongoing review time line that is 100% complete.

Give priority to finding the SL/ITP a permanent, dedicated, and adequate space. This recommendation has not been accomplished and is still necessary.

The permanent home of the SL/IT program is still in discussion without commitment to the Student Services Building, currently included in the facilities plans for bond funds. Our long-term goal is to get sufficient space for classrooms, the ASL lab, offices, and a common area for hearing and deaf students to interact. The Committee on Collegiate Interpreter Education Standards (CCIE), the only accrediting body for interpreter education programs, requires that "classrooms and laboratories...be provided consistent with the program's educational objectives, teaching methods, number of students, and safety standards of the institution, and shall allow for efficient operation of the program." The CCIE also requires that part-time faculty have a place for private advising of students; currently SL/IT part-time faculty have no office space. Major needs in addition to those listed above include additional classroom space and smart equipment in classrooms.

Through CTE funding, smart equipment has been obtained for three SL/IT classrooms. Classroom space continues to be an issue. ASL lab and classroom space will be lost Fall 2016. We hope that priority is given to finding the SL/IT program a temporary space that fits the program's size and teaching methodologies. This is especially important given the term "temporary" translates to 5 years! The SL/IT Advisory Committee sent a letter to Dean Rory Natividad outlining concerns and needs for teaching a visual language.

Explore grants and other funding sources to update lab facilities and equipment to provide a computer lab that meets current industry standards for teaching ASL and interpreting. Ongoing and awarded recent funding.

Recently awarded CTE grant was planned and written. Awarded 2016-2017 CTE funding for approximately \$18,750 to purchase Smart Board technology, upgrade computer software and provide for new SLO assessment methodology. 10 MAC computers were purchased in 2012 with CTE funding and are now out of date and unable to be upgraded without extensive software updates and new licenses. In addition, IT support is absolutely mandatory to continue with the current hardware and software for another year or so.

On-going technical support for MAC computers and teacher's station is mandatory and an absolute priority.

Obtain ITS support or other computer staff support and audio-visual support for current and future computer technology. This recommendation has not been accomplished and on-going.

MAC computers and teacher's station purchased in 2012 from CTE funding is falling into disrepair and is need of replacing and some items updated. DVDs previously copied from original VHS format is no longer available, so on line streaming is necessary for our library to continue to survive. New 3rd party vendors utilize live online streaming of language program, textbooks, and live tutoring for students attending the ASL Lab. As our teaching methodologies upgrade and lesson plans are developed, teachers require students to attend the lab and do their homework, make

video presentations, and use online assessment tools- hence the need for upgrading of resources and online licensing is mandatory, most importantly ITS support will help faculty continue to use the ASL Lab for course content.

Assess and enhance transfer options with area universities such as CSUN, CSULB, CSU Fullerton. On-going

Active involvement with advisory committee members and articulation officers has revealed that most BA transfer options are to online programs. CSULB has a newly developed 4 course offering in Linguistics. No complete certificate or degree has been promoted for transfer as of yet. CSUN has very selective practice and only accepts transfer of levels ASL 3, and 4. BA transfer programs are very limited in the local area and may require students to attend out of state facilities. Their on line offerings are being newly developed and are limited to ASL language classes mostly. ECC would like to explore converting our program into a AA-BA environment. Efforts to engage other schools such as Riverside Community College have also shown an interest in have a BA degree on campus.

Improve success and retention in beginning classes. On going

The program has lower rates for retention and success in the beginning level classes, SL 111 formerly SL 15. In considering why SL 111, ASL 1 (formerly SL 15) the following reasons should be taken into account. Standard college course enrollment requires 30-35 students which exceeds recommended standards for teaching a visual language. The American Sign Language Teachers Association (ASLTA) recommends an ASL class size of 8-20 students. For beginning ASL courses a maximum of 20 students would be ideal for us at ECC. It is difficult to determine if class size is indeed a factor. A CTE funded SLO project was planned, developed and currently being completed that would address curriculum gaps from level 1 to level 2 students. The assessment will develop benchmark standards for all level 1 sections. Students will be tracked during the first cycle of assessment to see if improved success and retention occurred. Ongoing assessment with new technology, better assessment methods as well as improved data collection should help us become better instructors that we hope will help students transition into level 2 courses.

Improve success and retention in ASL Lab. On going

Exploring an open lab concept is being piloted to see if students stay in the lab and teachers send more students to work on augmented instruction with deaf teacher assistants. A prescriptive type of learning is currently being applied. Teachers will send their students to the lab with a written prescription, much like a doctor's prescription, that identifies specifically the lessons and grammatical language features with which the student needs help. An alternative lab structure such as a one unit or two unit class may be better advertised for more students to take. Currently a 1 unit course is offered with very low enrollment.

Continue to assess and revise course and program level SLOs, working toward completing an entire cycle for each. Work on more global assessment strategy that allows for diverse assessment methods. On going

It has been discussed that a standard assessment tool for each level of course should be developed. A CTE funded project has been funded to plan, develop and implement standardized assessment tools and materials. The funding has been awarded and the project is underway.

Review of the past four years

II. Research Data Analysis

Head Count of Students in the Program:

The SL/IT program's annual enrollment for a 4 year average is 1,315 students. Institutional Research data supplied us with annual enrollment numbers for the year of 2011-12 with 1,317 students. Annual enrollment for the year of 2012-2013 with 1,282 students, the year of 2013-2014 with 1,383 students, the year of 2014-2015 with 1,278 students. With the majority interested in learning ASL for personal interest, data results from 2014 reveal 50.43% (for example, to better communicate with family, friends and colleagues) or are interested in taking ASL for foreign language credit, completing up to four

language levels. Students interested in becoming interpreters take an additional seven courses in interpreting, ethics, and practicum.

As Sign Language is more publicity featured, and as family and friends see ASL used in the media, the increase in students taking ASL was a boon and is expected to increase. In addition to ADA, accommodation rights for deaf and hard of hearing individuals has placed a huge impact on the need to train more proficient Sign Language Interpreters. The need for interpreters is expected to grow by 16% in the next 5 years.

We expect a steady increase in student's interested in taking ASL classes at the community college level as a result.

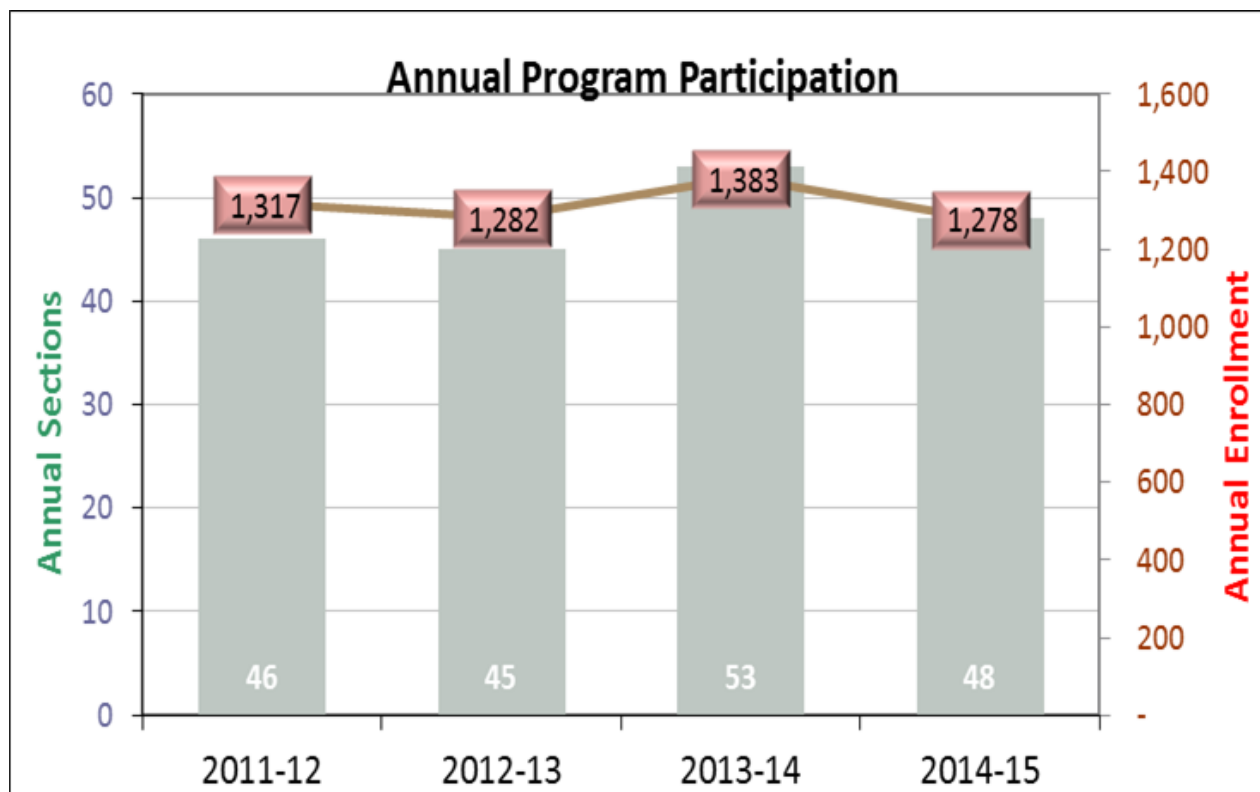
Our SL/IT program can boast of an annual enrollment that is steadily increasing and has been sustained in our past enrollment and economic down turn. Annual program participation numbers provided by Institutional Research shows for the year of 2011-2012 annual program participation of 1,317 students. While we see a small decrease in the year 2012-2013, we suspect as a result of offering fewer sections due to the economic and enrollment down turn as of late, the participation number of 1,282 students. Seemingly the decrease is exactly 35 students with leads us to believe this may be due to a reduction in class offerings. In the year 2013-2014 the number of students increased to 1,383. This increase from 2011-12 to 2013-14 is 66 students which would be indicative of the classes that were cut due to economic reasons however 2 classes were returned to the schedule. The 2012-2015 year shows a small decline in student enrollment the number being 1,278 students. It's hard to predict what may have caused this decrease as it seems to be the largest of numbers. As stated in Program Review 2012 this decrease may be the due to budget constraints, and course offerings, both section and seat numbers declined in 2010-2011.

Our 4 year average is 1,315 annual enrollment numbers. This is a very strong enrollment for a local community college offering courses in this exotic language and occupation. Most community colleges only offer 3 courses, ASL 1, 2 and 3.

A strong recruitment effort has begun in the year 2014-2016. We have completed recruitment efforts at 5-6 venues that offer and promote sign language classes and interpreter training professional level classes. We have visited 2 local high schools, hosted 4 interpreter workshops, and recruited at the DeafNation Expo in Pomona. We recently completed and demonstrated a Student Success recruitment DVD that was highly commended by the Academic Senate.

Program Participation (4-year Trend)
Sign Language/Interpreter Training
Years: 2011-12 to 2014-15

	2011-12	2012-13	2013-14	2014-15	4 Yr Average
Annual Enrollment	1,317	1,282	1,383	1,278	1,315



Course Grade Distribution:

For this program it is more effective to compare the retention rates of beginning language classes versus upper level language and interpreting courses, the retention rates of the latter being more indicative of students committed to the major versus those taking courses to meet general education requirements or for personal interests. In addition, separating the language lab (SL 101abcd) from the other courses due to the open lab nature, non-enrollment, and philosophy for that course. Once the first language course and lab course data are separated the SL/IT program is performing above the **preliminary success standard of 70.6%**. In addition, the program is performing above the **5 year success average 71.6%**.

The **5 year success minimum is 69.5%**.

Success Rates

The program has lower rates for retention and success in the beginning level classes, SL 111 formerly SL 15. In considering why SL 111, ASL 1 (formerly SL 15) the following reasons should be taken into account. Standard college course enrollment requires 30-35 students which exceeds recommended standards for teaching a visual language. The American Sign Language Teachers Association (ASLTA) recommends an ASL class size of 8-20 students. For beginning ASL courses a maximum of 20 students would be ideal for us at ECC. It is difficult to determine if class size is indeed a factor. Second, a common misconception of ASL is that it is predominately gestural and somehow easier to learn than a spoken language. Students seeking credit in the General Education Humanities C-3 section or foreign language credit may think ASL is a less demanding option than other subjects. Furthermore, the

grammatical structure and visual nature of a 3 Dimensional language may be far more complex than first considered. Taking a beginning class for personal interest or fun may be involved in the findings of the data. The third, and most important, may be ECC's student population. In comparing ASL 1 with Spanish 1, both beginning level language courses at ECC, retention and success rates are comparable as discussed in the 2012 Program Review statistics.

Fall 2011-2014

The data for beginning classes during Fall 2011 reveals a success rate of 69.4% and a retention rate of 84.7%. Fall 2012 shows a success rate of 68.7% and retention rate of 81.0%. The Fall semester of 2013 reveals a success rate of 64.3% with a retention rate of 84.7%. With a number and name change in effect this year ASL 1 (SL 111) 2014 success rate of 60.1% with a retention rate of 78.2%

To improve the success and retention rates in the beginning level classes a CTE grant proposal was submitted that would help faculty better assess the students in level 1 and level 2 courses by developing SLO assessment tools that will help to identify the curriculum gaps from course to course and will help the faculty with a substantial conversation as to the reasons students may not be as successful as in the higher level courses.

The data for the beginning classes during spring are somewhat consistent with lower rates as in the Fall terms. Spring 2012 reveals a success rate of 70.4% and retention rate of 84.7%. The Spring semester 2013 shows a success rate of 62.2% and a retention rate of 78.0%. The spring term 2014 reveals a success rate of 64.3% and a retention rate of 83.1%. 2014 Spring term shows a success rate of 65.4% and a retention rate of 79.0%.

It's only fair now to consider that all the other courses especially the interpreter level courses have extremely high success and retention rates. Beyond the language courses, ASL1-ASL 5, the interpreting courses are CTE identified and have the highest data rates for both success and retention. It goes without saying that the students who have stayed throughout a rigorous program like the SL/ITP are serious students and expect to complete an AA degree, a Certificate of Achievement, or transfer to a 4 year university. The interpreting courses beginning with SL 18A Fundamentals of Interpreting, success rates consistently in the Fall term from years 2011- 2014 range from 87% to 100% success rates and 94% to 100% across all courses. The Spring term match these numbers as well.

While it will be noted that only one or two courses fall below the 5 year success average. It's my assessment that SL 130 formerly SL 202 Deaf Culture, regularly falls below the standard. This is a lecture only course and some investigation may be necessary. The other course (SL 214) falls below the standard sporadically. That course is SL 214 Fingerspelling and Numerical Concepts and is not offered every semester. In addition, less time is devoted to fingerspelling practice in the language courses, hence a course providing intensive lab practice for this topic. It is the faculty's recommendation that this course be offered every semester.

To have a better look at this one course that repeatedly falls below the standard the data looks like this:

SL 202	Success	Retention
Fall 2011	58.8%	82.4%
2012	61.3%	93.5%
Sp 2012	54.8%	83.9%
2013	66.7%	93.9%
SL 130 (number changed)		
2014	68.9%	93.4%

Grade Distribution, Success, and Retention chart on next page.

Grade Distribution, Success, and Retention
Sign Language/Interpreter Training
Fall

Program Life Science Prelimin 70.6%
 Session Fall Success 71.6%

Do Not select more than one term or Program.

5 year Success Minimum

69.5%

Year	COURSE	Method	Weeks	Grade D	'A'	'B'	'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'	'W'	Total	Succ.	Reten.
2011	SLAN-101ABCD	Laborato	16	-	-	-	-	32	-	-	8	-	-	-	26	66	48.5%	60.6%
	SLAN-15	Lecture	16	88	51	15	-	13	20	-	-	-	1	7	34	222	69.4%	84.7%
	SLAN-16	Lecture	16	19	10	19	-	1	3	-	-	-	-	4	11	63	76.2%	82.5%
	SLAN-17A	Lecture	16	17	22	10	-	2	-	-	-	-	-	1	12	63	77.8%	81.0%
	SLAN-17B	Lecture	16	3	12	11	-	1	5	-	-	-	-	-	3	35	74.3%	91.4%
	SLAN-18A	Lecture	16	5	6	4	-	1	1	-	-	-	-	-	1	18	83.3%	94.4%
	SLAN-18B	Lecture	16	18	-	2	-	-	2	-	-	-	-	1	-	22	90.9%	100.0%
	SLAN-19	Lecture	16	5	-	-	-	-	-	-	-	-	-	-	-	5	100.0%	100.0%
	SLAN-20	Lecture	16	23	1	-	-	-	1	-	-	-	-	-	2	27	88.9%	92.6%
	SLAN-201	Lecture	16	14	1	2	-	-	1	-	-	-	-	1	1	19	89.5%	94.7%
	SLAN-202	Lecture	16	10	7	3	-	3	5	-	-	-	-	1	6	34	58.8%	82.4%
	SLAN-263	Laborato	16	-	-	-	-	17	-	-	-	-	-	-	-	17	100.0%	100.0%
	SLAN-264	Laborato	16	-	-	-	-	6	-	-	-	-	-	2	-	6	100.0%	100.0%
2011 Total					202	110	66	55	21	38	8	-	1	17	96	597	67.6%	89.5%
2012	SLAN-101ABCD	Laborato	16	-	-	-	-	46	-	-	10	-	-	-	14	70	65.7%	80.0%
	SLAN-15	Lecture	16	42	54	49	-	17	9	-	-	-	-	-	40	211	68.7%	81.0%
	SLAN-16	Lecture	16	17	26	10	-	-	2	-	-	-	-	-	9	64	82.8%	85.9%
	SLAN-17A	Lecture	16	10	14	20	-	6	14	-	-	-	-	-	2	66	66.7%	97.0%
	SLAN-17B	Lecture	16	-	5	16	-	1	3	-	-	-	-	-	7	32	65.6%	78.1%
	SLAN-18A	Lecture	16	11	5	4	-	-	1	-	-	-	-	-	2	23	87.0%	91.3%
	SLAN-18B	Lecture	16	17	3	2	-	-	-	-	-	-	-	-	-	22	100.0%	100.0%
	SLAN-19	Lecture	16	9	4	-	-	-	-	-	-	-	-	-	-	13	100.0%	100.0%
	SLAN-20	Lecture	16	17	-	-	-	-	-	-	-	-	-	-	1	18	94.4%	94.4%
	SLAN-201	Lecture	16	25	-	1	-	-	1	-	-	-	-	-	-	27	96.3%	100.0%
	SLAN-202	Lecture	16	8	9	2	-	5	5	-	-	-	-	-	2	31	61.3%	93.5%
	SLAN-214	Lecture	16	-	-	-	-	13	-	-	2	-	-	-	5	20	65.0%	75.0%
	SLAN-263	Laborato	16	-	-	-	-	21	-	-	-	-	-	-	2	23	91.3%	91.3%
	SLAN-264	Laborato	16	-	-	-	-	12	-	-	1	-	-	-	-	13	92.3%	100.0%
2012 Total					156	120	104	92	29	35	13	-	-	-	84	633	74.6%	86.7%
2013	SLAN-101ABCD	Laborato	16	-	-	-	-	27	-	-	14	-	-	-	14	55	49.1%	74.5%
	SLAN-15	Lecture	16	69	66	29	-	24	28	-	-	-	-	-	39	255	64.3%	84.7%
	SLAN-16	Lecture	16	13	18	18	-	1	2	-	-	-	-	-	11	63	77.8%	82.5%
	SLAN-17A	Lecture	16	10	22	12	-	2	6	-	-	-	-	-	3	55	80.0%	94.5%
	SLAN-17B	Lecture	16	10	15	5	-	-	-	-	-	-	-	-	5	35	85.7%	85.7%
	SLAN-18A	Lecture	16	6	8	-	-	3	-	-	-	-	-	-	-	17	82.4%	100.0%
	SLAN-18B	Lecture	16	13	3	-	-	-	1	-	-	-	-	-	3	20	80.0%	85.0%
	SLAN-19	Lecture	16	11	3	-	-	-	-	-	-	-	-	-	-	14	100.0%	100.0%
	SLAN-20	Lecture	16	6	-	-	-	-	-	-	-	-	-	-	-	6	100.0%	100.0%
	SLAN-201	Lecture	16	17	-	2	-	1	1	-	-	-	1	-	5	27	70.4%	81.5%
	SLAN-202	Lecture	16	13	7	15	-	-	9	-	-	-	-	-	5	49	71.4%	89.8%
	SLAN-214	Lecture	16	-	-	-	-	20	-	-	1	-	-	-	-	21	95.2%	100.0%
	SLAN-263	Laborato	16	-	-	-	-	17	-	-	-	-	-	-	-	17	100.0%	100.0%
	SLAN-264	Laborato	16	-	-	-	-	14	-	-	-	-	-	-	-	14	100.0%	100.0%
2013 Total					168	142	81	78	31	47	15	-	1	-	85	648	72.4%	86.9%
2014	SLAN-101	Laborato	16	-	-	-	-	19	-	-	8	-	-	-	30	57	33.3%	47.4%
	SLAN-111	Lecture	16	66	45	35	-	18	26	-	-	-	-	-	53	243	60.1%	78.2%
	SLAN-112	Lecture	16	27	15	3	-	2	4	-	-	-	-	-	8	59	76.3%	86.4%
	SLAN-113	Lecture	16	8	16	15	-	4	6	-	-	-	-	-	10	59	66.1%	83.1%
	SLAN-114	Lecture	16	13	11	-	-	-	4	-	-	-	-	-	2	30	80.0%	93.3%
	SLAN-115	Lecture	16	10	9	5	-	3	2	-	-	-	-	-	3	32	75.0%	90.6%
	SLAN-130	Lecture	16	8	10	8	-	2	1	-	-	-	-	-	3	32	81.3%	90.6%
	SLAN-131	Lecture	16	16	1	-	-	-	-	-	-	-	-	-	2	19	89.5%	89.5%
	SLAN-18B	Lecture	16	15	3	5	-	-	-	-	-	-	-	-	-	23	100.0%	100.0%
	SLAN-19	Lecture	16	6	4	-	-	-	-	-	-	-	-	-	2	12	83.3%	83.3%
	SLAN-200	Lecture	16	17	11	3	-	-	-	-	-	-	-	-	1	32	96.9%	96.9%
	SLAN-240	Lecture	16	11	-	-	-	-	-	-	-	-	-	-	-	11	100.0%	100.0%
	SLAN-264	Laborato	16	-	-	-	-	10	-	-	-	-	-	-	2	12	83.3%	83.3%
2014 Total					197	125	74	29	29	43	8	-	-	-	116	621	68.4%	81.3%

Scheduling of Courses:

Fall

Enrollment by time and day **for the Fall Terms 2011-2014** are:

Day courses offered for 2011 were 52.3% of the students while 2012 had only 45.6%. This may have been due to the constraints in the budget at that time as mentioned above. Courses offered during the day in 2013 show a student increase to 51.3% almost to the 2011 rate, and a slight decline of day students in 2014 of 48.7%. The 3% increase in day students from 2012 to 2014 would suggest a return of the growth mode we predict will continue as we weathered the bad economy.

Night Courses offered for 2011 reveal 36.6% of the students while an increase to 43.2% in 2012. A slight decrease for night students to 40.1% in 2013, and a return to 42.0% in 2014.

Weekend/Unknown reveal 11.2% of students in 2011, 11.2% of students for 2012, 8.6% of students for 2013, and 2014 has no calculations at this time.

Fall

Enrollment by Time of Day				
Fall Term	2011	2012	2013	2014
Day	52.3%	45.6%	51.3%	48.7%
Night	36.6%	43.2%	40.1%	42.0%
Weekend/Unknown	11.2%	11.2%	8.6%	0.0%

Spring

Enrollment by Time of Day				
Spring Term	2012	2013	2014	2015
Day	42.7%	38.7%	45.5%	45.9%
Night	49.7%	52.1%	45.9%	49.1%
Weekend/Unknown	7.6%	9.2%	8.5%	5.0%

Enrollment for **Spring Terms 2012-2015** are:

Day courses offered for 2012 were 42.7% of the students while 2013 had only 38.7%. This also may have been due to the economic down turn as the year 2012-2013 seems to have our lowest numbers. The year 2014 shows 45.5% an earnest increase and 2015 reveals stable 45.9% of the students.

Night courses offered for 2012 were 49.7% of the students while 2013 shows a 2.4% increase to 52.1%.

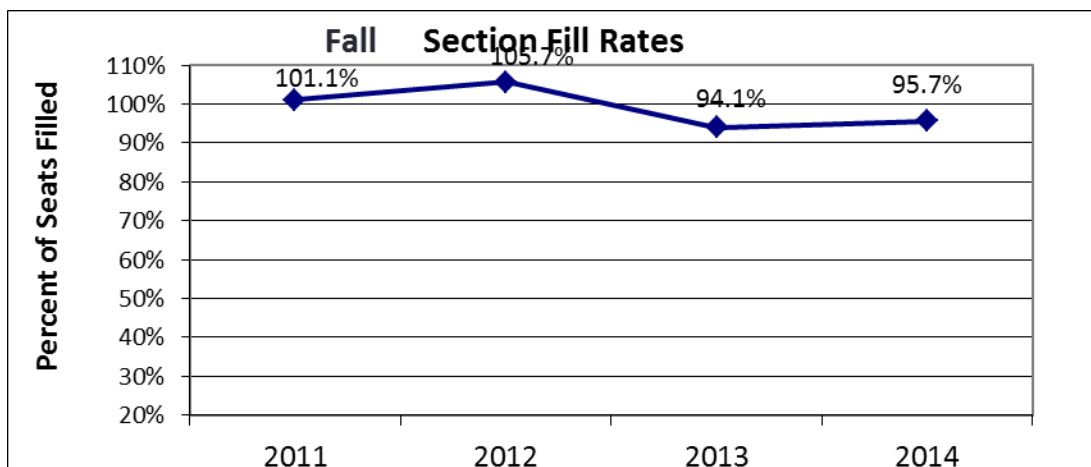
The year 2014 shows a slight down turn of 45.9%. This number seems to be almost the same as the day percentage of the same year. 2015 reveals an increase to 49.1%

Weekend/Unknown reveal 7.6% of students in 2012, 9.2% of students for 2013, 8.5% for 2014 and 5.0% for 2015. This decrease in numbers for weekend and unknown is not something I can explain as we offer **no classes on weekends**.

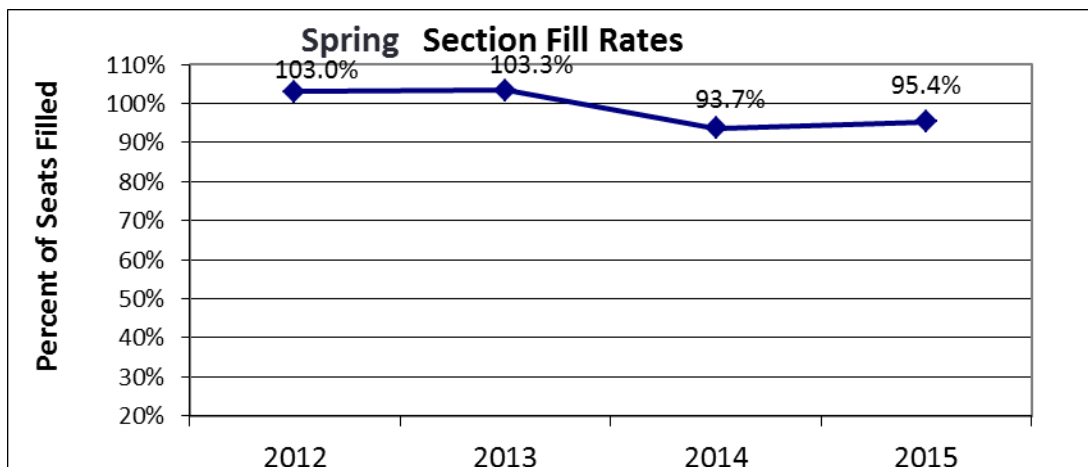
Section Fill Rates:

Fall

Fall semesters 2011-2014 have a very strong fill rate across all sections. The percentage of seats filled for 2011 is an amazing 101.1%. Another strong year with 105.7% fill rate for sections. A slight decrease in 2013 to 94.1% is still substantial and a strong return to 95.7% in the subsequent year 2014.



Spring semesters 2012-2015 have a very strong fill rate across all sections. The percentage of seats filled for 2012 is another amazing 103.0%. A slightly higher rate of 103.3% for 2013. A decrease in 2014 of approximately 10% to 93.7% with an upturn to 95.4% in the year 2015.



Enrollment Statistics

Demographics and Enrollment Characteristics:

The students in the program are predominately female, indicative of the vast majority of sign language interpreters across the nation who are female. Fall term headcount for 2011-2014 are 81.8%, 78.9%, 77.9%, and 82.9% respectively. Similarly the spring term headcount for 2012-2015 are 79.7%, 75.3%, 77.9%, 76.4%. Females have been a predominant longstanding employee in this industry. Although males are showing a slight increase of interest in this profession it is still a female dominated industry much like that of the nursing field.

Students are ethnically diverse, with a percentage of African-American students. Fall terms 2011-2014, 25.8%, 23.1%, 23.1%, and 11.4%. Comparable statistics for ECC student population for fall 2014 is 16.1%. Our SL/IT program has a slightly higher student population of African-American students. Our largest student population is Latino, during fall the same years is 43.6%, 49.1%, 51.4%, 62.9%. The comparable ECC student population for fall 2014 is 49.5%. These are refreshing statistics for a profession that is overwhelmingly white and female. The needs of a diverse deaf population, especially in states like California, can best be met by interpreters with knowledge of a variety of languages, cultures, and experiences. It is with this in mind the SL/IT program is exploring offering classes for trilingual interpreter training (ASL to English to Spanish). We currently offer workshops for trilingual students and for working interpreters, and have made provisions for in-service trainings by industry experts with our CTE grant funds.

Student's age range varies greatly with most students between the ages of 19-40. No notable age category seems dominant. The students are mostly part-time, 66.0%-82.9% comparable to full time 34.0%-17.1%. This has been a longstanding pattern as many of our students are employed and are returning in larger numbers to attend evening classes for interpreter training, the highest level of courses offered. While we offer many more day and afternoon sections of language learning courses, students are seeking employment in the interpreting field hence the student age and higher retention and success rates for the higher level courses. Data reveals students intending to transfer 2011- 2014, 27.7%, 26.3%, 28.3%, 25.7%.

Most of our student population are high school graduates, we also have a high number of students who already have a college degree. The college degree student population ranges from 17.4%-25.7% in fall 2011-2014. This is due to the new demands of our National Registry of Interpreters for the Deaf (RID) for working interpreters to hold a BA degree before national certification is allowable.

A unique statistic for our ASL Lab includes lab usage. The ASL Lab is mostly used Thursdays, 33% and Tuesdays, 31%. Mondays the lab seems to have less attendance 15%, and Wednesdays 21%. This is directly related to the days of the week our classes are offered. Students come into the lab to work on class assignments or projects, study for tests, or do homework on the same days of the week that their class which they are attending is offered. As mentioned in one of our priority recommendations we would like to open the lab a greater number of hours each day and more often during the week such as a Friday.

Recommendations for increased and improved lab infrastructure such as a designated lab coordinator, and improved modern technology is also on our list of priorities for the future.

Demographic and Enrollment Characteristics

Sign Language/Interpreter Training


Spring

Will show 0.0% if you did not select Program **AND** Term on the Academics Tab


Spring							ECC Student Population	District Boundary Population
		Term						
		2012	2013	2014	2015	Spring 2015	2010 Census	
Term Headcount		498	486	539	467	22,667	556,400	
Gender	F	79.7%	75.3%	77.9%	76.4%	51.7%	51.0%	
	M	20.3%	24.7%	22.1%	23.6%	48.3%	49.0%	
Ethnicity	African-American	24.1%	20.8%	21.7%	13.6%	15.3%	15.1%	
	Amer. Ind. or Alask. Native	0.2%	0.2%	0.0%	0.0%	0.1%	0.2%	
	Asian	9.2%	7.4%	5.4%	4.5%	15.1%	13.6%	
	Latino	44.8%	50.6%	54.9%	63.6%	50.0%	34.5%	
	Pacific Islander	1.2%	0.2%	0.2%	0.0%	0.5%	0.5%	
	White	13.1%	14.2%	13.5%	9.1%	13.8%	32.8%	
	Two or More	4.6%	6.0%	3.9%	9.1%	4.5%	2.9%	
	Unknown or Decline	2.8%	0.6%	0.4%	0.0%	0.7%	0.4%	
Age/ Age Group	<17	0.4%	0.2%	1.1%	0.0%	1.0%	24.2%	
	17	1.2%	0.6%	1.5%	0.0%	1.0%		
	18	5.4%	10.9%	9.6%	0.0%	4.2%	2.5%	
	19	12.0%	15.2%	15.6%	0.0%	8.5%		
	20	12.0%	10.9%	14.8%	4.5%	7.2%	1.2%	
	21	11.6%	11.1%	8.2%	13.6%	5.2%	1.2%	
	22	8.8%	7.6%	7.8%	4.5%	3.6%	3.9%	
	23	5.8%	6.0%	6.3%	13.6%	2.8%		
	24	4.4%	3.5%	5.0%	0.0%	2.2%		
	25-29	16.1%	15.6%	13.5%	31.8%	13.6%	7.4%	
	30-39	11.4%	8.0%	8.9%	13.6%	8.9%	14.9%	
	40-49	6.6%	6.8%	5.2%	9.1%	3.8%	15.9%	
	50-64	3.8%	3.5%	2.4%	9.1%	3.0%	18.1%	
	65+	0.2%	0.0%	0.0%	0.0%	0.7%	10.6%	

Class Load	Full-time	29.9%	27.8%	35.3%	28.2%	32.6%	
	Part-time	70.1%	70.2%	64.7%	71.8%	66.2%	
Academic Level	College degree	16.1%	13.8%	13.2%	13.9%	11.6%	
	HS Grad	79.3%	82.3%	81.4%	81.1%	82.3%	
	Not a HS Grad	0.8%	0.6%	0.4%	0.0%	0.3%	
	K-12 Special Admit	1.8%	1.0%	2.8%	2.5%	2.0%	
	Unknown	2.0%	2.3%	2.2%	2.5%	3.7%	
Educational Goal	Intend to Transfer	26.7%	24.9%	26.9%	31.8%	30.8%	
	Degree/Certificate Only	6.0%	5.6%	5.6%	9.1%	3.7%	
	Retrain/recertif.	4.4%	4.3%	3.2%	9.1%	3.3%	
	Basic Skills/GED	4.2%	4.9%	5.0%	0.0%	5.9%	
	Enrichment	4.8%	3.5%	2.0%	0.0%	2.3%	
	Undecided	15.5%	14.6%	14.5%	9.1%	16.6%	
	Unstated	38.4%	42.2%	42.9%	40.9%	38.0%	

Certificates 2010-2015

2010-11	2011-12	2012-13	2013-14	2014-15	
16	14	8	12	25	

AA degrees 2010-2015

2010-11	2011-12	2012-13	2013-14	2014-15		
13	13	7	9	18		

III. Curriculum

AA Degree and Certificate of Achievement changes.

In Fall 2013-2014 the AA Degree (35 units) and Certificate of Achievement (39 units) went through extensive changes to numbering, title changes, catalog descriptions, content changes, new courses added, inactivated courses and the removal of the repeatability for our ASL Lab 101abcd.

Hence a change to the degree and certificate followed with unit changes and unit additions and the addition of 1 year to time of completion. ASL 111 and ASL 112 were removed from the major and certificate but are still a prerequisite for ASL 113. Some changes have had an impact that we must look at as we enter the second and third year of offering the changes. Impact such as more units in an already high unit value major, more time until completion of degree or certificate, impairment of financial aid to our lower income single mothers to mention only a few. With the change in units comes a scheduling difficulty that pushes late night start times and late night classes with an ending time of 10:20 pm.

These changes were not calculated or planned for in the early faculty discussions that moved these changes forward to approval.

Courses reviewed 2015-2016 and subsequent changes.

SLAN 120 Fingerspelling and Numerical Concepts was reviewed and underwent a number change in Fall 2014. In addition in 2015-2016 lecture and lab style was changed to be appropriately aligned with the Carnegie Unit. The 1 hour lecture 2 hours lab was out of alignment and was recommended by the College Curriculum Committee to change to 3 hours of lab to equal 1 unit which appropriately matches the Carnegie Unit formula. 5 other courses were also identified as out of alignment with the standard Carnegie Unit value and should be investigated.

SLAN 111 ASL 1 and SLAN 112 ASL 2 were removed from the Certificate of Achievement and the AA Degree to allow for more courses and units in major and certificate. Both courses are still offered and are included in ECC General Education-Humanities C3.

SLAN 130 Deaf Culture was reviewed in 2015-2016 and was recently approved as the only option for a required course in the AA Degree and Certificate of Achievement.

SLAN 131 Perspectives on Deafness was reviewed in 2015-2016 and was recently approved to be included in ECC General Education-Humanities CE. It also unfortunately was voted by the faculty to be removed as a course for inclusion option in the AA Degree and Certificate of Achievement. Faculty may revisit this decision and discuss changing the content or title or to place it back into the major and certificate as an option.

The biggest change were made to the following courses:

SLAN 111 ASL 1, SLAN 112 ASL 2, SLAN 113 ASL 3, SLAN 114 ASL 4, were reviewed in 2012-2013. Unit value changed from 3 units Lecture and Lab to 4 units Lecture only. Some instructors find this to be problematic because it has cut down on seat time with students from formerly 90 hours to 74 hours. Some faculty feel that the change from Lecture/Lab type methodology and fewer hours in the seat have impaired their ability to provide more activities and evaluation time. They have express the dislike of the fewer classroom hours and the change to all lecture style. Some faculty have discussed revisiting this change to include LAB content and style and the additional hours back into the course. The units can remain the same 4 units but the configuration of lecture and lab hours can be recalibrated.

In addition to unit, hour change, faculty load changed, the descriptive title, and the course numbering changed. SLAN 15 formerly Beginning American Sign Language has become SLAN 111 American Sign Language 1, similarly SLAN 16 formerly Intermediate American Sign Language has become SLAN 112 American Sign Language 2, SLAN 17A formerly Advanced American Sign Language has become SLAN 113 American Sign Language 3, and SLAN 17B Advanced American Sign Language-Comprehension has

become SLAN 114 American Sign Language 4. SLAN 115 is a new course with the title of American Sign Language 5.

Additional new courses offered in Fall 2014 was:

SLAN 200 Principles of Interpreting a theory based lecture only class for 3 units.

SLAN 115 ASL 5 this was a new course offered for the first time in Fall 2014.

The interpreting courses also went through extensive changes.

Interpreting courses underwent a number change and unit changes and the addition of 2 new courses.

The Practicum course, SLAN 240 underwent a number change from SLAN 20 and a prerequisite change.

In the Fall 2014 the following course went through the following changes.

SLAN 18A Fundamentals of Interpreting and Transliterating changed to SLAN 210 ASL to English Interpreting 1. It also changed from 3 units lecture lab to 2 units 1 hour lecture 2 hours lab. An additional concurrent LAB for 1 unit was formerly required. Formerly called SLAN 263. Both courses made up 4 units and 8 hours of class time a week.

The changes made a 3 unit class with a required 1 unit concurrent lab into a 2 unit class with 1 hour lecture and 2 hours lab. The subsequent dilemma is that while going through the 2 year CTE review the Chancellor's Office indicated that several of these interpreting course do not align with the standard Carnegie Unit and need to be reviewed for changes to units and hours. It is recommended that these 5 interpreting courses be increased to equal a 3 unit value. This will thereby add 5 unexpected units to the already high unit value in the major and the certificate. This conflict may need to be discussed and possibly amended.

Formerly SLAN 18B was inactivated and a new course replaced it SLAN 211 English to ASL Interpreting 1.

Formerly SLAN 19 Advanced Interpreting-Sign to Voice was changed to SLAN 220 ASL to English Interpreting 1 and changed to 2 units.

An additional course was added SLAN 221 English to ASL Interpreting 11 for 2 units.

And another course SLAN 230 Interpreting 111 was added.

Inactivations:

SLAN 95abcd was inactivated as part of a campus-wide practice.

SLAN 18A and SLAN 263 were inactivated to allow for a new course SLAN 211 to be placed into the major and certificate.

SLAN 19 and SLAN 264 were inactivated to allow for a new course SLAN 220 to be placed into the major and certificate.

SLAN 18B was inactivated to allow for SLAN 230 to be placed into the major and certificate.

Courses offered in timeline

Courses offered in the 2012-2013 Catalog were:

Courses offered in 2014-2017: New Courses

2012-2013			2014-2015		
Course	Title	Units	Course	Title	Units
SLAN 15	Beg. ASL	3	SLAN 111	ASL I	4
SLAN 16	Interm. ASL	3	SLAN 112	ASL II	4
SLAN 17A	Advanced ASL	3	SLAN 113	ASL III	4
SLAN 17B	Advanced ASL- Comprehending ASL	3	SLAN 114	ASL IV	4
SLAN 18A	Fundamentals of Interp./Trans.	3	SLAN 115	ASL V	4
SLAN 263	Interp./Trans. LAB	1	SLAN 200	Principles of Interp.	3
SLAN 18B	Applied Interp./Trans. Techniques	2	SLAN 210	ASL to English Interpreting I	2
SLAN 19	Advanced Interp.- Sign to Voice	3	SLAN 211	English to ASL Interp. I	2
SLAN 264	Sign to Voice LAB	1	SLAN 220	ASL to English Interp. II	2
SLAN 20	Interpreting Practicum	3	SLAN 221	English to ASL Interp. II	2
SLAN 201	Perspectives on Deafness	3	SLAN 230	Interpreting III	2
SLAN 202	Deaf Culture	3	SLAN 240	Interpreting Practicum	3
SLAN 214	Fingerspelling & Numerical Concepts	1	SLAN 130	Deaf Culture	3
SLAN 101abcd	Individualized ASL LAB	1	SLAN 131	Perspectives on Deafness	3
			SLAN 120	Fingerspelling & Numerical Concepts	1
			SLAN 101	Individualized ASL LAB	1
Total UNITS OFFERED		33	Total UNITS OFFERED		44

Formerly ASL 101 abcd was offered for 1 unit of lab. The lab was designed and provided additional help in an individualized self-paced instruction lab with DVDs and additional resources to supplement learning for students wanting to enroll in a 1 unit lab for additional instruction.

The course was formerly repeatable for 4 times (abcd) however due to Title 5 changes to repeatability we are no longer able to offer a repeatable course. Hence, an OPEN Lab concept has been piloted to see

if students would utilize the lab without earning a unit of credit. The pilot has been in practice for approximately 2 years and the results are controversial.

The faculty and staff need to revisit the lab philosophy and determine the best use and application of the lab resources, time of operation, and infrastructure.

SLAN Courses --New Sequence of Offering

Fall 2014		Spring 2015		Fall 2015		Spring 2016	
SLAN 111	ASL I	SLAN 111	ASL I	SLAN 111	ASL I	SLAN 111	ASL I
SLAN 112	ASL II	SLAN 112	ASL II	SLAN 112	ASL II	SLAN 112	ASL II
SLAN 113	ASL III	SLAN 113	ASL III	SLAN 113	ASL III	SLAN 113	ASL III
SLAN 114	ASL IV	SLAN 114	ASL IV	SLAN 114	ASL IV	SLAN 114	ASL IV
SLAN 115	ASL V	SLAN 115	ASL V	SLAN 115	ASL V	SLAN 115	ASL V
SLAN 200	Principles of Interpreting	SLAN 200	Principles of Interpreting	SLAN 200	Principles of Interpreting	SLAN 200	Principles of Interpreting
SLAN 18B	Applied Interpreting and Translating Technique	SLAN 210	ASL to English Interpreting I	SLAN 210	ASL to English Interpreting I	SLAN 210	ASL to English Interpreting I
SLAN 19	Advanced Interpreting-Sign to Voice	SLAN 211	English to ASL Interpreting I	SLAN 211	English to ASL Interpreting I	SLAN 211	English to ASL Interpreting I
SLAN 264	Sign to Voice Laboratory	SLAN 19	Advanced Interpreting-Sign to Voice	SLAN 220	ASL to English Interpreting II	SLAN 220	ASL to English Interpreting II
SLAN 240	Interpreting Practicum	SLAN 264	Sign to Voice Laboratory	SLAN 221	English to ASL Interpreting II	SLAN 221	English to ASL Interpreting II
SLAN 130	Deaf Culture	SLAN 240	Interpreting Practicum	SLAN 240	Interpreting Practicum	SLAN 230	Interpreting III
SLAN 120	Fingerspelling and Numerical Concepts	SLAN 130	Deaf Culture	SLAN 130	Deaf Culture	SLAN 240	Interpreting Practicum
SLAN 131	Perspectives on Deafness	SLAN 120	Fingerspelling and Numerical Concepts	SLAN 120	Fingerspelling and Numerical Concepts	SLAN 130	Deaf Culture
SLAN 101	Individualized ASL Laboratory	SLAN 131	Perspectives on Deafness	SLAN 131	Perspectives on Deafness	SLAN 120	Fingerspelling and Numerical Concepts
		SLAN 101	Individualized ASL Laboratory	SLAN 101	Individualized ASL Laboratory	SLAN 131	Perspectives on Deafness
						SLAN 101	Individualized ASL Laboratory

Distance Education classes: N/A

We currently have no distance education options available or distance education classes slated for the next curriculum cycle. We have, however, in earnest, been discussing courses that may be suitable for a hybrid distance education option. It's my opinion that offering distance education classes would help to mitigate the additional one year added to time to completion. In addition, the scheduling of courses for evening students, who can only attend 2 nights a week, this could give students more options and more convenience in taking classes.

The classes best suited at this time for distance education would be the lecture courses such as Deaf Culture SLAN 130, Perspectives on Deafness SLAN 131, Principles of Interpreting SLAN 200, and ASL 1. These classes are designated as lecture only and would be a reasonable option for implementing.

Course articulation and transfer:

All courses are offered every semester except for SLAN 120 Fingerspelling and Numerical Concepts. This one course seems to be offered in SUMMER and one semester per year. Scheduling is the major problem with offering this course every semester. There are enough students to fill any section because it has a prerequisite of only ASL 1 or equivalence.

The program courses are very tightly sequenced with some bottlenecks due to prerequisites and scheduling. These concerns have been discussed often among faculty with the intention of reviewing course progression through 39 required units requiring approximately 4 years to complete.

Articulation Agreement by Major at CSUN for academic year 14-15 is as follows:

DEAF STUDIES: B.A., College of Education

Note: Not all American Sign Language courses taken at other institutions are equivalent to CSUN's sign language courses. ASL coursework will be evaluated by the Deaf Studies Dept. on an individual basis for Deaf Studies majors. This agreement displays the lower-division courses required for the major at CSUN.

LOWER DIVISION REQUIREMENTS FOR THE MAJOR AT CSUN				
	CSUN		ECC	
DEAF 200	Introduction to Deaf Studies	3 units	SL/IT 130 Deaf Culture OR SL/IT 131 Perspectives on Deafness	3 units 3 units
DEAF 280	ASL III	4 units	SL/IT 113 ASL III	4 units
DEAF 281	ASL IV	4 units	SL/IT 114 ASL IV	4 units

****Concentrations in ASL/English Interpreting; ASL and ASL Literature; Pre-Deaf Education; Deaf Community Services; Deaf Cultural Studies; Special Option

CSU Fullerton: New degree still in proposal format, all ONLINE courses.

CSU Long Beach: New degree in Linguistics, still in proposal format.

ECC General Education-Humanities C-3.

Course Review 6 Year Time Line

Course	CTE	2015-16	2016-17	2017-18	2018-19	2019-2020	2020-2021	2021-2022	
SLAN 101	N				6 year review				
SLAN 111	N					6 year review			
SLAN 112	N					6 year review			
SLAN 113	N					6 year review			
SLAN 114	N					6 year review			
SLAN 115	N	reviewed		2 year review		2 year review		2 year review	
SLAN 120	Y	reviewed		2 year review		2 year review		2 year review	
SLAN 130	Y	reviewed		2 year review		2 year review		2 year review	
SLAN 131	Y	reviewed		2 year review		2 year review		2 year review	
SLAN 200	Y	reviewed		2 year review		2 year review		2 year review	
SLAN 210	Y	reviewed		2 year review		2 year review		2 year review	
SLAN 211	Y	reviewed		2 year review		2 year review		2 year review	
SLAN 220	Y	reviewed		2 year review		2 year review		2 year review	
SLAN 221	Y	reviewed		2 year review		2 year review		2 year review	

SLAN 230	Y	reviewed		2 year review		2 year review		2 year review	
SLAN 240	Y	reviewed		2 year review		2 year review		2 year review	

IV. Assessment and Student Learning Outcomes

A. Institutional (ILO), Program (PLO), and Course Alignment Grid

SEE Appendix A

Program SLOs:

Percentage of course and program statements assessed.

All program and course SLOs are 100% complete with all sections including reflection, actions, and follow up.

Program SLOs align with Institutional Learning Outcomes and have been assessed with the ILO for Communication 2014-2015.

SL/ITP Program SLO #1: Upon completion of the program students will have basic entrance skill for interpreting/transliteration in educational, medical, post-secondary and community settings with individuals who are Deaf and Hard of Hearing. This SLO assessment was changed to include less dense linguistic information in the topic and discourse. The original topic was about abstract art and was changed to a more casual topic with less specific esoteric content.

SL/ITP Program SLO #2: Upon completion of this program students will demonstrate critical thinking and appropriate ethical responses required by the Professional Code of Conduct for this field. This SLO assessment revealed a weak response handling ethical scenarios during their mock interviews. The teaching strategy was changed to include a different textbook as well as a power point to address this factor.

SL/ITP Program SLO #3: Upon completion of the program students will possess a portfolio that includes a resume, 40-45 hours of authenticated practicum hours, 2 demo DVDs for employment, business cards, and personal letterhead.

Program SLOs Timeline 2014-2019

Course/SLO	SP 2014	FA 2014	SP 2015	FA 2015	SP 2016	FA2016	SP 2017	FA2017	SP2018	FA2018	SP2019
PLO #1								x			
PLO #2						x					
PLO #3		x									

SLO Timeline 2014-2019

Course/	SP2014	FA 2014	SP 2015	FA 2015	SP 2016	FA 2016	SP 2017	FA 2017	SP 2018	Fall 2018	SP2019	Fall 2019	SP2020
SL101 #1	x						x						
SL 101 #2			x						x				
SL 101 #3					x								
SL 111 #1						x						x	
SL 111 #2				x						x			
SL 111 #3		x						x					
SL 112 #1						x							
SL 112 #2				x									
SL 112 #3		x											
SL 113 #1						x							
SL 113 #2				x				x					
SL 113 #3		x					x						
SL 114 #1					x								
SL 114 #2	x												
SL 114													

#3			x										
SL 115 #1			x										
SL 115 #2					x								
SL 115 #3							x						
SL 200 #1		x											
SL 200 #2					x								
SL 200 #3											x		
SL 210 #1					x								
SL 210 #2							x						
SL 210 #3											x		
SL 211 #1					x								
SL 211 #2								x					
SL 211 #3											x		
SL 220 #1						x							
SL 220 #2									x				
SL 220 #3												x	
SL 221 #1						x							
SL 221 #2										x			
SL 221 #3												x	
SL 230 #1							x						
SL 230 #2											x		
SL 230 #3													x
SL 240 #1		x											x
SL 240 #2				x									

SL 240 #3						x							
SL 130 #1	x						x						
SL 130 #2			x						x				
SL 130 #3					x						x		
SL 131 #1						x							
SL 131 #2		x					x						
SL 131 #3					x						x		
SL 120 #1		x						x					
SL 120 #2			x						x				
SL 120 #3					x								
SL 240 #1		x						x					
SL 240 #2				x						x			
SL 240 #3					x								

Results and Data Analysis

Currently in the language classes, SLAN 111-SLAN 115, each teacher individually, can design their own assessment. Discussion and agreement in staff meetings concludes that there should be one standardized test to be used for all sections; one similar assessment for every SLO, every time.

In addition, lack of commitment/participation from most of our part-time teachers with the assessment process is apparent. We would like to encourage more of the part time faculty to participate.

Tracdat is very complicated. Maybe we could try posting up data on a visual board instead? It will be planned to host more in-service opportunities for part timers to attend workshops when time permits.

In each class student experience always vary. Some students are CODAs, siblings of deaf, parents of deaf babies, those who want to become Interpreter, others who just enjoy learning ASL, along with those who have disabilities such as Deaf/HH students, autism, blindness, learning disabilities, reading/writing, dyslexia, and more.

ASL 113 had an assessment that is not about students' abilities but their experiences of communication effectiveness with Deaf people at an event. Data revealed that this SLO assessment statement should be revisited and re-evaluated for matching course content.

When doing an assessment of a student's conversational abilities, we should have a committee of several raters rather than one rater only. It was suggested that it should be with native ASL signers or with other ASL students.

The data for SLAN 113 and SLAN 114 suggests either a better assessment method or a change of teaching strategy for both classes. Faculty will address this lack of consistency in staff meetings specific to SLO discussions. SLAN 115 SLO assessment tools also reveal that a different approach to assessing the course content should be examined.

The student learning assessments during the preceding four years were completed and yielded some changes to methodology and curriculum. The assessment discussed in this section include all the sections of ASL classes; SLAN 111, SLAN 112, SLAN 113, SLAN 114, SLAN 115. SLAN 120 is a specific course designed to improve upon fingerspelling. For entrance into the ITP, students must have a grade of "C" or better in the ASL classes. It is the intent to develop the fluency with both receptive and expressive skills in American Sign Language to be able to have the basic skills needed in beginning the interpreter training program.

It is currently being discussed among faculty that a singular assessment source stimuli must be developed and provided to faculty teaching the same course. In reviewing the SLO assessment within the ASL courses, there is an inconsistency with a standard of measure, i.e. methodology in obtaining the results. While the assessment statement is standard, the methodology in obtaining these results are not, and vary from class to class. This indicates a need for an agreed upon methodology when conducting assessments for the classes. This can be achieved by having more frequent workshops to be provided at ideal times when all faculty can provide input and reach some kind of consensus. Currently each teacher provides his/her own assessment tool even though we have a singular assessment statement. A 2016-2017 CTE grant was written and submitted to address the need to identify and develop very strategic and technically professionally made video source stimuli for each level. The CTE grant asks for approximately \$11,000.00 for developing of this SLO project. In addition, \$6,000.00 is requested for an instructor retreat and partnership with American Sign Language Teachers Association (ASLTA) for in-service training for our faculty.

Another issue is the student population in the classes that are using the assessment tool. It has been noted that within several of the ASL classes, there are many students that have disabilities that may not be able to meet the standards given as part of the SLO in that particular class. The SLO result may prove to be unattainable.

Although ASL courses are the prerequisite to the interpreter training courses, the ASL courses are not program specific and therefore do not have a program level SLO.

SLO assessments conducted in the language levels SLAN 112, 113, 114, and 115 assessed by a singular instructor revealed that students did not meet his expected standard. This result may need to be investigated to see if a diagnostic change or a change to the assessment method would yield better results for the SLO outcomes.

Course SLO results have identified some curriculum gaps such as a need for more fingerspelling content and practice. To help address this need a DVD was developed and administered in the beginning level sections and is available for students to take home to practice or to use in our ASL Lab. The lab is currently providing supplemental materials that were developed in DVD format for students to use as homework or in the lab. Also as a result of this assessment an in-house student study packet for ASL 1-5 course was developed by the instructors to address possible gaps.

The interpreting courses, have SLOs that address skills development, ethics scenarios, and an employment portfolio. Assessment data as a result of an SLO revealed a need to develop a DVD that focuses on national testing and certificate requirements for practice with mock interviews and performance testing.

An additional SLO result lead to a change in how students evaluate their own communication during assessing their own work and craft. New assessment rubrics were developed in SLAN 221, and 220 for identifying specific diagnostic content as well as an added segment on “comments” for students to add some self-assessment statements.

The three Program Learning Outcomes are specific enough to comprise the most pertinent aspects required by our field stated in broad overarching perspectives that will continue into the future of our industry.

PLO results lead the faculty to refine student portfolios to include “branding” themselves online on web sites that are specific to our industry and on major employment sites such as LinkedIn and Monster.

Our SLO process has been improved due to the fact we continue to offer “Share Shops” that our faculty can attend. Our faculty have been included in developing SLO statements and developing assessment tools. We seek continued participation of our part time faculty with providing SLO assessments but we feel the need to develop singular assessment tools for all instructors to use. With this in mind a CTE grant was submitted to address this need.

We are also exploring an instructor retreat and partnership with ASLTA for in-service training for our faculty. We have submitted a budget and plan to address the need for further in-service.

The most rewarding and useful results are that the faculty are engaging is discussions and TracDat training.

Faculty have also requested Smart Board Technology as a way to deliver the source stimuli instead of their own privately made and utilized technology.

Recommended changes to be made or in progress:

1. Establishing consistent methodologies for conducting assessments for the purposes of consistency.
2. Implementing workshops for both Full time faculty and adjuncts to agree upon a standard.
3. Identifying students with disabilities enrolled in the classes, and how they can achieve the SLO standards.
4. Analyze and rewrite current SLO assessments to reflect and include cultural aspects and competencies of ASL, along with respect for the language and community.

V. Analysis of Student Feedback

Our program review student survey suggests that students are satisfied with the program and the students have an overall favorable perspective. Students responded to questions about support with 90% of the students feeling their contributions were valued by the instructors. 92% of the students stated that the instructors in this program helped them stay on track.

The students responded that the instructors in this program have helped them achieve their academic goals, 54.90% strongly agree while 41.18% agree. Student response to the question about being aware of the course outcomes, what they should be able to learn and what skill they should possess after completing courses in this program strongly agree 55.88%, and agree 37.25%. While 3.92% of the students disagree with this statement.

With regards to curriculum, students responded 36.27% strongly agree, 44.12% agree, 11.76% neither agree nor disagree, 6.86% disagree to having an appropriate range of courses offered in this program. The faculty are discussing and exploring additional mini certificates that may be offered such as Deaf Studies, or a Certificate of Completion for general ASL language courses and courses geared to individuals that may work in an advocacy capacity. Furthermore offering online courses as options have been discussed. The faculty will begin discussions on adding new courses as electives or part of a major after our new full time faculty has been hired and onboard replacing a full time retiree. Due to an interim director and new hire director discussions of new curriculum have been postponed until all new hires are acquainted with the program. The Division Curriculum Committee chairperson is also a full time faculty in our program so constant updates, reviews, and suggestions are made at staff meetings.

The variety of extracurricular activities for this program students agreed 71.57%, with 8.82% disagree, 17.65% of students neither agree nor disagree.

With regard to facilities, equipment, and technology, students were very favorable with these items. Classrooms 75.49% felt they were satisfactory. 66.67% felt satisfied with the computers and software used in the program. 72.54% of the students were satisfied with the equipment used in the program. Although many of the students neither agreed nor disagree with these particular program items mostly because this kind of technology is used by the instructor. However, our Mac ASL Lab has very advanced technology that students can use if they utilize the lab to do homework or projects.

Students felt that the courses were offered on days and times that were convenient 70.59%, while 12.75% disagreed. 87.26 percent of students stated they were able to register for classes they needed.

A question that asked if students were offered classes at 5:00pm or 5:30pm, would they enroll in them 69.61% said they would.

VI. Facilities and Equipment

Existing facilities and equipment

Classroom space is limited and fully occupied throughout the day and evening. We do not offer classes on Fridays or Saturdays. We have converted one large classroom (Communication 309) for the past few years into an ASL Lab. Our survey from Spring 2014 reflects that students are not interested in Saturday classes, however a small percentage have suggested the ASL Lab be opened on Fridays from 10: am until 12:00 pm. We are investigating this option as a discussion item in our staff meetings. We seemingly have no instructors with an interest in teaching during Fridays or Saturdays. We have a new CTE project funded by CTE dollars named “ASL Summer Boot Camp” that will utilize the classroom which regularly houses the ASL Lab this summer (2016) for 3 hours a day for 6 weeks. The ASL Lab hours can be expanded during the days to include early afternoon and evenings if we can obtain continual and secure funding.

Other classroom space is integrated within the regular college facility and shared with other programs. These classrooms are often too small, impairing the ability to rearrange chairs in a semi-circle that allows for visual sight lines when teaching ASL and for ease and accessibility of deaf and hard of hearing instructors. Since many of our sections are scheduled in the evening we borrow classroom space from other programs each semester; therefore, scheduling of Sign Language classes is problematic as other programs’ needs take precedence. This program is undergoing yet another re-location at the end of fall 2016 to the MBA building. This would make the second major relocation of faculty offices, lab, and classroom space in 3 years. Undergoing as many changes as the SL/IT program has of the recent past makes it difficult to suggest the new needs of visual media and technology that will sustain the installation and physical logistics of relocating and relearning.

The majority of classrooms used are now equipped with smart technology that is conducive to teaching a visual language. This purchase of new equipment was purchased through CTE grant funding. It is highly recommended that SMART Board technology also be installed in classrooms for the visual technology that is large and distinctive for large classroom video displays. The ASL Lab (Communication 309) has ten individual study carrels equipped with MAC high end computer stations, DVD players and online access. MAC computers have not been utilized as fully as the technology capabilities. The lab needs to be fully integrated with student and teacher master station. Content should be fully downloaded and streamed to remain current with YouTube and online 3rd party applications for tutoring and learning ASL. GoREACT is a third party vendor that provides online evaluative and critique of sign language presentations for student’s work. This license for 3 classes of 30 students each is approximately \$800.00 per semester. An online web based tutoring program named Veditz college ambassador program is available for students that can be licensed and used in our lab.

Deaf and Hard of Hearing individuals who use ASL, (American Sign Language) possess a unique ability to communicate in such a way that the language encompasses spatial orientation. American Sign Language is purely visual, with concepts and ideas expressed in such a way where space is utilized. Deaf/HOH individuals share ideas, thoughts, stories all in an open area that is free from wall barriers and room

space restrictions. When many of the American Sign Language classes are taught here at El Camino, classes are rearranged in such a way where students are positioned in a semi-circle or horseshoe shaped setting to allow for everyone to see each other and what is being said. This creates an environment not only for visual communication, but there are no barriers, i.e. rows, aisles, etc. where visual communication is barred. Unfortunately, the chairs, and desks need to be moved and having the students and staff have to move the chairs/desks across the floor creates a noisy distraction for other neighboring classes. Chairs and desks on wheels that can be easily moved about would be ideal for these classes.

Having a location on campus that provides an open “Deaf Friendly”, or DeafSpace environment will not only enable Deaf/HOH students to come together in a shared learning of the El Camino College experience, it will enable our hearing students who are Interpreting Majors to participate and learn within this environment. Gallaudet University and their ASL Deaf Studies Department has worked in partnership with architect Hansel Bauman in the conception of the DeafSpace Project, (DSP)

Currently, the open lobby area within the Special Resource Center serves as such a space. Deaf/HOH students as well as hearing students taking our ASL/Interpreting classes have met and conversed in this setting, along with also doing peer tutoring in this setting. It is open, and provides the space both populations of students need for a conducive learning environment. This supports a Community environment which in turn supports a visual environment for everyone.

A DeafSpace environment is needed at El Camino for both Deaf and hearing students who are in the ASL/Interpreting Programs. With the construction of the new Student Services building, this space has not been included in the construction plans, and therefore students will not have this environment.

Ideally, the ASL/Interpreting Program needs a specific location on campus that supports this environment. After the Communication Building which houses some of the ASL classes, the ASL Lab and faculty office is raised, the “department” will no longer have its own space on campus. The Department needs it’s own space on campus.

In addition to this, currently, there is no alert system in place that effectively addresses safety for Deaf/HOH faculty/staff, and students at El Camino College. While phones have been installed in classrooms and that there are some alert call stations on campus, these are not the means in which Deaf faculty, staff and Deaf Students can either be alerted, or to make emergency contact with Campus Police in the event of an emergency. A concerns is whether or not this is a violation of the ADA, and 504. We have reached out to Gallaudet University to see what type of emergency alert call system is used on their campus to investigate whether or not this is a possibility to be implemented here. In order to increase enrollment for both Deaf/HOH students and hearing students who wish to major in American Sign Language Interpreting, having an environment that is accessible for safety is critical.

The ASL/Interpreting Program also is in need of more technological equipment that Sign Language Interpreters use within the field. Such equipment is Video Relay Machines. Interpreters will work in settings utilizing Video Phones or Video Relay Machines in which they are seen on a monitor and provide interpreting services. In order for the ASL/Interpreter Training Program to keep with current trends within the field, we are in need of this equipment to be added to the department. This way, the interpreting program students have a simulation environment with this equipment much like the

Nursing simulation lab. Student will be able to practice Video Relay Interpreting which is in contrast to in person interpreting.

1-2 Year Need

Current equipment and computers were purchased in 2013 and need to be serviced and updated. No plans for this have been made. We will need to include this upgrade and equipment service in our program annual plan. CTE grant funding was submitted to purchase SMART Board technology to be included in the upgrade. Purchase of this technology is approximately \$8,000.00 complete with software, hardware, and installation.

The SL/IT department needs dedicated classrooms equipped with necessary audio/visual equipment to teach and evaluate a visual language and adequate space for semi-circle seating. Also needed is a dedicated classroom for the ASL Lab that is permanent and large enough to house the student stations, equipment and storage units.

2-4 Year Need

A LAB assistant to coordinate and maintain the lab is a priority for the next 2-5 years. Currently teacher assistants are utilized up to 20 hours a week for one to one tutoring or assistance with lab requirements.

The SL/IT space is being considered in the Health Sciences and Athletics classroom space on the 4th floor of the MBA building. Faculty offices will move in December 2016. The ASL Lab will be located across the campus and temporarily maintained in the Communication 309 building.

Relocation and a permanent place for sign language classes is a priority.

VII. Technology and Software

Current Technology

Teachers use classroom computers to email students and present classroom lectures. Most, 90% of our classes are taught by deaf or hard of hearing instructors that rely heavily on the overhead LED Smart Technology. The predominate software is Power Point and the need to show visual materials through DVD, VLOGS, YouTube, Vimeo, etc. is critical to our language instruction. Interpreting classes utilized IMOVIE and DVD creation software to present their projects to instructors for evaluation of their craft. All of our current textbooks have a DVD component for students to watch their ASL language skills development practice.

For students who do not have the technology to make DVDs or create video presentations as homework via online or USB flash drives there is only one space, the ASL Lab, for students to do their homework or projects. We would like to have larger viewing options such as SMART Board technology. SMART Board technology allows teachers to “write” and draw on the smart board display while a DVD is

playing. We cannot currently write on the LED projector screens. The ability to draw or circle a grammatical feature of the signed presentation simultaneously while it's playing will give us the ability to isolate specific features of the signer such as facial expressions, head or shoulder movement that are grammatical markers in sign language and need to be easily seen by the viewer. This technology is not a technological feature of current computer/LED/media stations. SMART Boards for purchase and installation are approximately \$8,000.00. Software updates and licensing is approximately \$1,000.00 for our needs. We need to replace declining DVDs, and replace machines that are in disrepair. We think approximately \$3,000.00-\$5,000.00 will replace and repair our video multimedia machinery.

The current state of the lab, has 10 student stations and one teacher station. The media server for teacher/student application has been purchased but not installed due to the lack of funding. A great deal of class time can be saved by video testing ten students simultaneously rather than one-by-one. In addition, teaching methodologies can be expanded and enhanced. SLOs assessments can be delivered to ten students at a time, because we need to evaluate each students' skill they need to be viewed individually much like listening to a musical instrument or watching an individual athlete. Our students' expressive (signed) and receptive (voiced) skill have to be watched and listened to individually. Students can listen to an audio recording such as TED TALKs and record themselves signing it, then share it with the teacher or other classmates. Split screen viewing would be helpful to compare a professional model interpreter with that of a student. Split screen viewing is available with SMART Board technology. An active teacher's station would allow the teacher to have real live interactivity with students and could manage student projects and performance remotely.

1-2 Year Need

There have been issues with the current technology or lack thereof for storage space in terms of an adequate server. The ASL Lab has many DVDs and videos that need to be uploaded into a system where more than one student can access the video material on the computer at the same time. Currently, students are having to "take out" a DVD, and view it and then return it similar to a library book. Have a data base with all our videos uploaded will improve efficiency and will enable students to view videos randomly. Some can watch the same video from their station at the same time and not have to wait. While the lab has two existing flip cameras, more mini flip cameras are needed as they are being used and an instructor will have to wait.

2-4 Year Need

Support from ITS or other support staff would be necessary to allow this online connectivity and student station/teacher station remote use. Currently we don't have funding and have been unable to secure the necessary personnel to accomplish this objective.

Hiring a full time lab assistant with computer savvy and multimedia knowledge is a priority for our program. We currently have 3 teacher assistants but all lack the technical knowledge to further develop and enhance this technology and software needs.

Funds have been used from CTE 2012-2013 grant money to outfit the lab technology but audio visual, multimedia and computer hardware is outdated and disintegrating. Our past CTE purchase of Apple MAC computers, carrels and software cost approximately \$25,000 in 2012-2013.

VIII. Staffing

Current Staffing

Our current staffing consists of 3 full time faculty, (Sandra Bartiromo, Brian Morrison, and Tim Gough) of which 1 is a new hire and will begin August 2016. Our most recent hire has recently completed 3 years and earned tenure. Our most senior faculty has over 35 years of teaching service at ECC and serves as the program coordinator.

There are currently nine part-time instructors. Typically, 22+ sections of ASL and Interpreting classes are taught per semester. The full-time instructors, on average, teach 12 courses total per semester. One full-time faculty member will reach retirement age within 5 years.

Our program review 2007-2008 identified the need for a full time hire which was achieved in 2013. This year 2016 one full time faculty retired and was immediately replaced, new hire to begin in August 2016.

We recently hired 2 part time faculty to cover an instructor's maternity leave and an instructor moving to another state. Our faculty are predominantly deaf or hard of hearing with three hearing instructors. We are delighted to have deaf and hard of hearing instructors teach for our SL/IT program.

The full time faculty willingly mentor the part-time instructors, take a lead in all department activities such as SLO development, curriculum review, share shops, and advisory committee meetings. We would like to see more involvement with the part time faculty in regard to SLOs and staff meetings. Full time faculty maintain certification as interpreters and attendance at two critical conferences (RID and CIT conferences) using CTE funding. CTE funding also provided part time instructors opportunities to participate in professional development such as American Sign Language Teachers Association.

Staffing Needs 1-2 Year Need

The most critical and consistent need is for a full time lab assistant. As mentioned earlier the lab assistant needs to be able to coordinate and maintain lab activities. Current lab hours need to expand for coverage during day time slots as well as a possible Friday opening. Funding for lab staff is not budgeted by the department or division and is currently contingent on soft money year to year.

Staffing Needs 2-4 Year Need

One of our full time faculty is within retirement age. Replacement of the interpreter trainer, a faculty with very specific industry skills, will be necessary.

IX. Future Direction and Vision

Internal and External Changes or Trends Impacting the program:

Internally, we see three major changes that will impact our program. First, curriculum changes in course and degree content and requirements will affect both entry and exit competencies skills for SL/IT students, and will better prepare them for entry-level interpreter employment and certification. Second, moving to a new building in 2018 will require logistical adjustments for students and instructors, as we try to fit into yet another temporary space. Continued planning for a permanent, more conducive space will be a two-five year goal. Third, faculty changes through retirement, hiring, or lack of hiring will affect our ability to schedule course work conducive to student completion. In addition, a sign language lab assistant hire (or lack of one) will impact our ability to adequately provide students lab support.

Video relay and video remote interpreting is a fast growing part of our interpreting industry. In addition, trilingual (ASL, English, Spanish) interpreters are a great need for Southern California. We are also seeing a growing CDI (Certified Deaf Interpreters) interpreter population providing services. We would like to include curriculum options for students interested in entering this aspect of our industry. The next four years our staff will discuss including mini certificates or course options to address the specialized course content for developing these highly specific skills. The skill to scaffold these tasks into our curriculum would require new courses to be developed.

We are also exploring the option of a mini certificate in Deaf Studies for students who do not want to pursue the career of interpreting. In an Institution Research student survey taken in 2014 students stated that 15.65% of students are taking sign language to fulfill a general education requirement, while 50.43% are taking it for personal enrichment, 60% of our students want to work in deaf related services, 34.78% want to teach the Deaf/HH population, 49.57% want to improve their communication skill with Deaf/HH persons, 24.35% want to work in another field.

We would also like to introduce the idea of online hybrid courses to our staff and faculty. In the past our teachers were reluctant to offer online courses due to past and traditional face to face teaching methodologies. We may have new full time instructor and new director input that would agree to online lecture courses. The curriculum advisor suggests some lecture courses could be developed for online hybrid which would shorten the time to completion and graduation.

Another priority is for a dedicated long term housing for our program. We continually need to adjust logistics for the future. We are looking at still another move and the loss of a few classrooms and instructor offices.

Trends in the field of interpreting will also impact our program. We are working diligently with the local BA settings, CSUN, CSU Fullerton, and CSU Long Beach for a smooth transition into their BA programs.

The SL/IT program will remain fully aligned with the college's mission and strategic initiatives. We boast of being an industry leader with the grants and industry activities that are offered at ECC.

Our future plans are to update and expand our ASL Lab to industry standards as well as have a full time lab coordinator as previously mentioned. The current lab resources are becoming obsolete and many of our DVDs are disintegrating. The ASL Lab is in need of streaming, and interactive web resources as well as SMART Board technology. ITS support and staff are a priority as we continue to grow and move into the future with our industry.

X. Prioritized Recommendations

	Recommendations	Cost Estimate	S.I.
1.	Hire a permanent lab coordinator to maintain access to the ASL lab to meet the needs of students, technology maintenance, upgrade hardware and software, expand and schedule open hours.	\$12,000.00	A & F
2.	Find a dedicated, permanent, and adequate space for classrooms, ASL Lab, and faculty offices for the SL/IT program	Space pending HS&A move.	F
3.	Consider alternative structuring and infrastructure of the ASL Lab to better fit student's needs. Curriculum changes or unit changes or open lab structure. Increase online resources and multimedia upgrades and inclusions.	\$12,000	A
4.	Developing SLO assessment tools for multiple sections of the same course, single source stimuli for better assessment of curriculum gaps, increase participation of part time faculty, and more global assessments, host in-service opportunities from ASL language experts. Purchase SMART Board technology	\$8,000	D & E
5.	Improve success and retention in beginning language classes.	N/A	A & B
6.	Obtain ITS or other computer audio visual support to enhance and upgrade our current smart stations, develop teacher and student stations utilizing current equipment, and stream online web sites for additional tutoring and evaluations of student work. Third party vendors such as GoREACT, Veditz, YouTube, etc.	\$5,000.00	F

A permanent lab assistant position is crucial to maintain current lab hours and allow for expanded lab hours to meet the needs of students and to manage new technology and equipment needed as the lab is converted into a computer environment. Curriculum changes have been adequately addressed from last Program Review 2012, and will continue to be addressed and revised as the field and needs change. Finding the SL/IT a permanent and adequate space has been a need for a very long time and is adamantly supported by our advisory committee. Converting the sign lab to a computer lab with tech support and interconnectivity will greatly enhance teaching methodology for ASL and interpreting courses and is long overdue. Replacing deteriorating smart stations and other equipment will allow continued use of power point and internet, both crucial or teaching a visual language. While transfer options for our students is a current need, the AA to BA transition/articulation may take a few years as other 4 year colleges and universities make changes/additions to their curriculum. Improving retention rates in beginning ASL classes and success rates in lab class (SLAN 101) is also important, but may be (in part) contingent on reduced class size or lab assistant hire. Continued work in SLOs is a given and a necessary part of program planning.

CTE Supplemental Questions

1. How strong is the occupational demand for the program?

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

The Occupation Overview, Emsi Q2 2016 Data Set, www.economicmodeling.com reflects the following:

<u>Code</u>	<u>Description</u>
27-3091	Interpreters and Translators

Sign Language and interpretation occupations significantly increased over the past five years fueled by Tele-communication needs such as Video Relay and Video Remote services and calls that require the need for 24/7 hours of interpreting services online. The future looks promising for this field as jobs continue to grow for the state by **+15.4%**

Interpreters and Translators in Los Angeles County, CA, (SOC 27-3091)

Job description: Interpret spoken or sign language, or translate written text from one language into another language.

Sample of Reported Job Titles:

- Deaf Interpreter (CDI) Certified Deaf Interpreter
- Court Interpreter
- Translator
- Technical Translator
- Spanish to ASL (American Sign Language) Interpreter
- Medical Interpreter
- Interpreter for the Deaf
- Educational Interpreter
- Freelance Interpreter
- Diplomatic Interpreter
- Translator/Interpreter
- Communication Expert
- Related O*NET Occupation
- Interpreters and Translators (27-3091.00)

Summary for Job Demand (5 years) 2014-2020.

<u>3,373</u>	<u>+15.4%</u>	<u>\$27.80/hr.</u>
<i>Jobs (2016)</i>	<i>%Change (2014-2020)</i>	<i>Median Hourly Earnings</i>
37% ABOVE national average	National: +22.7%	National: \$21.44/hr.

The occupational average for 2016 is 37% above the national average. A +15.4% change in 2014-2020 is predicted, that's a +22.7% within the nation.

Local and regional demand: 2014-2020 (5 years)

	2014 Jobs	2020 Jobs	Change	% of Change
Region				
Region	3,208	3,703	495	+15.4%
7.5 mile zip radius	341	392	51	+15.0%
California	12,289	14,445	2,156	+17.7%
United States	72,916	89,442	16,526	+22.7%
Los Angeles County	3,208	3,703	495	+15.4%
Total	91,962	111,685		

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/Western Oregon Community College.

According to the National Institute on Disability and Rehabilitation Research, approximately 2.2 million deaf American 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 into 2020.

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.

Industries Employing Interpreters and Translators in 2016:

Industry	Occupation jobs	% of occupation	% of total jobs in industry
All other Professional, Scientific	1,063	31.5%	15.9%
Elementary/Secondary Schools	393	11.6%	0.2%
Marketing Research	329	9.7%	8.1%
Services for the elderly and disabled	308	9.1%	0.1%
General Medical and Surgical Hospitals	139	4.1%	0.1%

Industries in California

Numbers of Employers in State of California

Industry Title	Number of Employers	Percent of Total Employment in California
Elementary/Secondary schools	17,806	22.9%
Other professional/technical services	24,586	20.4%
Junior Colleges	187	4.6%
Gen. Medical/Surgical Hospitals	1,592	4.3%
Colleges and Universities	2,225	1.3%

2. How does the program address needs that are not met by similar programs in the region?

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 the Los Angeles County. The SL/It is also the only program that offers evening 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 and the needs of the deaf population in Southern California. 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 2013-2014 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 created a shortage of available interpreters, requiring the use of more expensive area agency freelance 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 to mention only a few.

ZIP CODE Regional Breakdown: 2020 Jobs	2020 Jobs
Los Angeles, CA 90012 (in Los Angeles County)	380
Malibu, CA 90265 (in Los Angeles County)	292
Woodland Hills, CA 91367 (in Los Angeles County)	70
Los Angeles, CA 90067 (in Los Angeles County)	59
Long Beach, CA 90810 (in Los Angeles County)	51

Major changes in legislation have significantly increased the demand for both ASL and interpreting classes. Laws such as the American 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 high school and college levels. ASL classes were suddenly in great demand, not just for interpreting majors, but for transferring students of all disciplines.

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 (2014-2015 college catalog). Alignment with El Camino's Core Competencies also can be seen in the our 2016 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.

In the summer of 2016 the SL/ITP was awarded another CTE grant with funding of approximately \$19,000. These funds will be used to purchase high tech equipment (Smart Board), new software, develop partnerships within the community and with local feeder high schools, and staff development.

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.

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

AA Degrees 2010-2015:

2010-11	2011-12	2012-13	2013-14	2014-15		
13	13	7	9	18		

Certificate of Achievement 2010-2015:

2010-11	2011-12	2012-13	2013-14	2014-15		
16	14	8	12	25		

One concern of the curriculum changes is the extended time until completion. The changes include additional courses, units, and pre requisites that extends the time until completion for both the certificates and degree. The faculty will follow this change by collecting data to either prove or disprove this speculation.

The following chart shows completion rates for 2011-2014 for El Camino and it shows a comparison of two-year interpreting programs in the state of California.

Completion Rates 2011-2014

California Community Colleges Chancellor's Office

Program Awards Summary

Report Sign Language TOP

0850

		2011-12	2012-13	2013-14
El Camino Total		27	15	21
	2012-13	2013-14		
American River College	26	31		
Antelope Valley	35	11		
Canyons	8	24		
Compton	1	1		
Fresno City	1	7		
Golden West College	20	17		
LA Pierce	6	3		
Mt. San Antonio	8	7		
Ohlone	14	5		
Oxnard	0	0		
Palomar College	11	0		
Riverside Community	24	17		
Saddleback College	10	15		
San Diego Mesa	9	14		
Santa Rosa	1	0		

4. If there is a licensure exam for the students to work in their field of study, please list the exam and pass rates.

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.

5. Advisory Committee recommendations and involvement.

The Advisory Committee's next meeting will be in Fall 2016. Change of administration has been the reason for a postponement.

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.

HEALTH SCIENCES AND ATHLETICS

Institutional (ILO), Program (PLO), and Course (SLO) Alignment

Program: Sign Language / Interpreter Training	Number of Courses: 16	Date Updated: 09.15.2014	Submitted by: R. Serr, ext. 3811
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ILOs	1. Critical Thinking <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	2. Communication <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	3. Community and Personal Development <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i>	4. Information Literacy <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>
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SLO-PLO-ILO ALIGNMENT NOTES:

Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.

DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.

PLOs	PLO to ILO Alignment (Mark with an X)			
	1	2	3	4
PLO #1 Entrance Skills Upon completion of the program students will demonstrate basic entrance skills for interpreting/transliterating in educational, medical, post-secondary and community settings with individuals who are deaf and hard of hearing.		X		
PLO #2 Ethics Upon completion of this program students will demonstrate critical thinking and appropriate ethical responses required by the Professional Code of Conduct for this field.	X			
PLO #3 Employment Students will develop the appropriate media to enhance employment opportunities in entry level sign language interpreting jobs.				X

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4

SLAN 101 Individualized American Sign Language Laboratory: SLO #1 Cultural Components Students will describe and analyze basic cultural components of the Deaf world.		X					
SLAN 101 Individualized American Sign Language Laboratory: SLO #2 Vocabulary Students will demonstrate basic vocabulary and sign recognition at the beginning through intermediate level.	X			X	X		X
SLAN 101 Individualized American Sign Language Laboratory: SLO #3 Internet Students will utilize the internet to locate information about Deaf organizations/agencies and Deaf events at the local and national levels.			X				
SLAN 111 American Sign Language I: SLO #1 Comprehension Students will demonstrate ability to comprehend ASL vocabulary related to oneself and family.	X						
SLAN 111 American Sign Language I: SLO #2 Expression Students will demonstrate ability to express basic ASL vocabulary related to oneself and family.	X			X	X		
SLAN 111 American Sign Language I: SLO #3 Cultural Components Students will describe and analyze basic cultural components of the Deaf world.		X					
SLAN 112 American Sign Language II: SLO #1 Recreation Vocabulary Comprehension Students will demonstrate ability to comprehend intermediate ASL vocabulary related to recreation and description of people.	X						
SLAN 112 American Sign Language II: SLO #2 Recreation Vocabulary Expression Students will demonstrate ability to express intermediate ASL vocabulary related to recreation and description of people.	X			X	X		
SLAN 112 American Sign Language II: SLO #3 Major Events Students will identify major events that have shaped the history of Deaf people.		X					
SLAN 113 American Sign Language III: SLO #1 Academic and Employment Comprehension Students will demonstrate ability to comprehend advanced ASL vocabulary related to academic and employment settings.	X						
SLAN 113 American Sign Language III: SLO #2 Academic and Employment Expression Students will demonstrate ability to express advanced ASL vocabulary related to academic and employment settings.	X			X	X		
SLAN 113 American Sign Language III: SLO #3 Trends Students will list and explain current trends in Deaf culture.		X					
SLAN 114 American Sign Language IV: SLO #1 Conversational Comprehension Students will demonstrate ability to comprehend conversational ASL among two or more ASL users.	X						
SLAN 114 American Sign Language IV: SLO #2 Conversational Expression Students will demonstrate ability to express conversational ASL among two or more ASL users.	X			X	X		
SLAN 114 American Sign Language IV: SLO #3 Major Differences Students will compare major differences between Deaf and hearing cultures.		X					

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
SLAN 115 American Sign Language V: SLO #1 Signed Discussions Students will demonstrate ASL comprehension language skills to participate fully in a wide variety of spontaneous signed discussions and debates.	X				X		
SLAN 115 American Sign Language V: SLO #2 Expressive Skills Students will demonstrate ASL language expressive skills to fully participate in a wide variety of spontaneous signed discussions and debates.	X						
SLAN 115 American Sign Language V: SLO #3 Linguistic Features Students will be able to identify and explain major linguistic features of ASL.	X						
SLAN 120 Fingerspelling and Numerical Concepts: SLO #1 Receptive Skills Student will demonstrate improvement of receptive Fingerspelling skills.	X				X		
SLAN 120 Fingerspelling and Numerical Concepts: SLO #2 Conversations Students will utilize and recognize Fingerspelling and numbers embedded in conversations and activities for beginning through advanced levels.	X						
SLAN 120 Fingerspelling and Numerical Concepts: SLO #3 Real Life Situations Students will select and summarize appropriate finger spelled words and numbers that relate to real life situations, their residences and their heritage.	X						
SLAN 130 Deaf Culture: SLO #1 Cultural Models Students will compare and contrast the pathological and cultural models of D/deaf people.		X		X			
SLAN 130 Deaf Culture: SLO #2 SLO #2 Myths Students will identify myths and misconceptions on deafness and D/deaf people.		X					
SLAN 130 Deaf Culture: SLO #3 Technological Advances Student will differentiate positive and negative technological and medical advances, and the impact on deaf peoples' lives.		X					
SLAN 131 Perspective on Deafness: SLO #1 Agencies Students will compile a resource list of agencies, organizations, and web sites that provide services for persons who are deaf or hard of hearing.			X	X			X
SLAN 131 Perspective on Deafness: SLO #2 Cross Cultural Components Students will list and differentiate major cross cultural components of deaf and hearing societies.		X					
SLAN 131 Perspective on Deafness: SLO #3 Language Development in Babies Students will identify language development in babies that can hear and babies that are born deaf.		X					

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
SLAN 200 Principles of Sign Language Interpreting: SLO #1 Employment Settings and Working Conditions Students will describe common employment settings and working conditions for sign language interpreters.			X	X			X
SLAN 200 Principles of Sign Language Interpreting: SLO #2 Code of Ethics Students will apply appropriate tenets of the Code of Ethics to solve basic ethical dilemmas.		X					
SLAN 200 Principles of Sign Language Interpreting: SLO #3 Identify Laws and Other Factors Students will identify laws and other factors that led to the growth of interpreting as a profession.			X				
SLAN 210 American Sign Language to English Interpreting I: SLO #1 Interpreter Training Skills Development Students will utilize information and discourse from English to ASL and from ASL to English at the beginning level.	X				X		
SLAN 210 American Sign Language to English Interpreting I: SLO #2 Semantically Appropriate ASL/English Students will utilize semantically appropriate ASL and/or English vocabulary in the interpreting process at the beginning level.	X						
SLAN 210 American Sign Language to English Interpreting I: SLO #3 Form and Meaning Student will analyze and evaluate beginning discourse with regard to form and meaning of the source languages and produce appropriate message in the target languages.	X						
SLAN 211 English to American Sign Language Interpreting I: SLO #1 Interpreter Training Skills Development Students will utilize information and discourse from English to ASL and from ASL to English.	X				X		
SLAN 211 English to American Sign Language Interpreting I: SLO #2 Semantically Appropriate ASL/English Students will utilize semantically appropriate ASL and/or English vocabulary in the interpreting process at the entry level.	X						
SLAN 211 English to American Sign Language Interpreting I: SLO #3 Form and Meaning Students will analyze and evaluate basic discourse with regard to form and meaning of the source languages and produce appropriate message in the target languages.	X						
SLAN 220 American Sign Language to English Interpreting II: SLO #1 Interpreter Training Skills Development Students will utilize information and discourse from English to ASL and from ASL to English at the intermediate level.	X				X		
SLAN 220 American Sign Language to English Interpreting II: SLO #2 Semantically Appropriate ASL/English Students will utilize semantically appropriate ASL and/or English vocabulary in the interpreting process at the intermediate level.	X						
SLAN 220 American Sign Language to English Interpreting II: SLO #3 Form and Meaning Student will analyze and evaluate intermediate discourse with regard to form and meaning of the source languages and produce appropriate message in the target languages.	X						

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
SLAN 221 English to American Sign Language Interpreting II: SLO #1 Interpreter Training Skills Development Students will utilize information and discourse from English to ASL and from ASL to English.	X				X		
SLAN 221 English to American Sign Language Interpreting II: SLO #2 Semantically Appropriate ASL/English Students will utilize semantically appropriate ASL and/or English vocabulary in the interpreting process at the entry level.	X						
SLAN 221 English to American Sign Language Interpreting II: SLO #3 Form and Meaning Students will analyze and evaluate basic discourse with regard to form and meaning of the source languages and produce appropriate message in the target languages.	X						
SLAN 230 Sign Language Interpreting III: SLO #1 Interpreter Training Skills Development Students will utilize information and discourse from English to ASL and from ASL to English at the advanced level.	X				X		
SLAN 230 Sign Language Interpreting III: SLO #2 Semantically Appropriate ASL/English Students will utilize semantically appropriate ASL and/or English vocabulary in the interpreting process at the advanced level.	X						
SLAN 230 Sign Language Interpreting III: SLO #3 Form and Meaning Student will analyze and evaluate advanced discourse with regard to form and meaning of the source languages and produce appropriate message in the target languages.	X						
SLAN 240 Interpreting Practicum: SLO #1 Job Seeking Students will utilize job seeking tools for entry level employment.			X				X
SLAN 240 Interpreting Practicum: SLO #2 Business Students will design a freelance interpreting business.			X				
SLAN 240 Interpreting Practicum: SLO #3 Online Branding Students will utilize methods to promote themselves through online branding in the field of interpreting.			X				