



# Sign Language /Interpreter Training Program Program Review

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Program Overview	
PR Area	Academic Affairs
PR Program	Sign Language/Interpreter Training
Review Type	Academic Affairs
Year	2012
Program Overview Narrative	
<p style="text-align: center;"><b>I. Overview</b></p> <p style="text-align: center;"><b>Description of Program</b></p> <p>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 styles and develop both speed and accuracy in consecutive and simultaneous interpreting.</p> <p>The SL/IT program offers both an AA Degree (32 units in major) and Certificate of Achievement (36 units in major). 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 on to earn a Bachelor's degree.</p> <p>Courses in the major include five language courses (SL 15, 16, 17A, 17B, 214), six interpreting courses (SL 18A, 18B, 19, 20, 263, 264), two socio-cultural courses (SL 201, 202), and a skills-based lab class (SL 101abcd). During the semester contiguous language and interpreting coursework provides a sequential foundation for student success. 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. A language lab augments instruction for additional hands-on practice and a sign language club/student government organization, The Hands of Friendship, offers social and extra-curricular interaction for both deaf and hearing students.</p> <p>The SL/IT program serves 700-800 students per year, with the majority interested in learning ASL for personal interest (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 three levels of coursework in interpreting, ethics, and practicum. 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 practicum work.</p> <p>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 (SL 15, 16, 17A) 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 personal reasons. To accommodate working students in the major, interpreting classes are offered in the evening.</p> <p>There are currently two full-time faculty members and nine part-time instructors. Typically, 22+ sections of ASL and interpreting classes are taught per semester. The full-time instructors, on average, teach eight courses total per semester, which yields a FT/PT ratio of 35%/65%. Both full-time faculty members will reach retirement age within 5 years.</p> <p>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 Interpreter 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</p>	

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 certification.

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. 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.

Classroom instruction includes a variety of methods (Strategic Initiative A & B) such as lecture, small group work, Power Point, and newer technologies such as the internet to access a myriad of visual signing materials. 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. The sign lab is currently undergoing upgrading to be fully 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). The Hands of Friendship Club (see above) is another support service to help students become more successful signers.

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. (Strategic Initiatives C & D)

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.

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 (See attached file "Appendices," pages 25-52). 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. See attached file "Stauffer Review" for full report. Additionally the group discussed mission driven planning, curriculum alignment, external benchmarks and other assessments for program effectiveness. These types of assessments and activities, in part, continue to drive our planning process.

**Note: See attached file "Resources" for a list of resources used in preparing the full Program Review.**

## Status of all active Recommendations

### Status of Previous Recommendations

**I. To address recent changes in state legislation, the SL/IT program will propose two new courses which will prepare students for the first phase of national certification, a written exam. A course in ASL linguistics and a course covering theoretical and historical aspects of interpreting will be proposed to the curriculum committee during Fall '09.**

Two courses, ASL Linguistics and Introduction to Interpreting, were written and presented to the full-time faculty and director. Consensus to move forward with the courses and present them to curriculum committee was not achieved at that time as one of the full-time faculty members was not in agreement. Curriculum meetings involving both full-time and part-time instructors began in earnest during the Summer/Fall 2011. The faculty has agreed on the following changes to courses and degree: to change pre-requisite to Practicum (SL 20) to allow more interpreting coursework prior to practicum, to require Deaf Culture (SL 202) for degree and certificate, to make ASL I (SL 15) and ASL II (SL 16) pre-requisites to the program to allow additional coursework in ASL and interpreting, and to restructure course content in interpreting courses (SL 18A, 18B, 19) for more comprehensive learning of interpreting skills. Discussion of other curriculum changes to the SL/IT degree and certificate have continued in Spring 2012. These changes reflect standards in our field and will better prepare students for certification and employment.

**II. Due to the addition of two new classes and the need to increase the number of beginning and intermediate language level courses, the SL/IT program needs an additional full-time faculty position. An additional full-time position would also improve the current ratio of full to part-time instructors. To allow for increased hours in the sign language lab and greater continuity, the SL/IT program also needs a full time lab assistant position.**

This recommendation has not been accomplished and is still active. The need still exists for two full-time instructors and lab assistant. With the necessary updating of our curriculum (see above), the high ratio of part-time instructors teaching 60% or more of coursework, and the only full-time instructors (2) both reaching retirement age within the next 5 years, it is imperative that new faculty and 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. The SL/IT would like to eventually apply for accreditation. The accreditation process interpreter training programs is relatively new (about 5 years). To date only about 8-10 programs nation-wide have received accreditation. If the SL/IT ever hopes to become accredited, more faculty positions must be realized to improve the FT (40%)/PT (60%) teaching ratio.

**III. The SL/IT program needs to establish a regularly scheduled recruitment endeavor. This includes attending job fairs, hosting workshops, and visiting feeder schools. In addition, a recruitment DVD should be planned and produced to go along with the visitations.**

This recommendation has been completed. In conjunction with the National Consortium of Interpreter Education Centers (NCIEC), a recruitment DVD was enhanced to include specific information about the SL/IT program. The DVD has been used at feeder high schools, and recruitment is ongoing. Given that the 2008 Alumni Survey of SL/IT graduates indicates that no one received information about the interpreting field through a high-school counselor and only 2% through a career center (Appendices, page 32), follow up activities should include providing information to area high-school counselors and career centers.

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

This recommendation was completed in 2008-2009. In conjunction with WRIEC, Western Region Interpreter Education Center, a post-graduation survey was disseminated to collect data regarding graduate employment and certification success. Data have been compiled and analyzed, and results were shared with the SL/IT Advisory Committee. ECC Alumni reflections included the following: Fifty-six percent of alumni surveyed wish they have been better informed regarding the gap in skill upon graduation and certification. The average graduate of any two-year interpreter training program usually required 2-5 years of interpreting work once graduated before they have the skills necessary to pass national certification. Suggestions for bridging this "gap" included better preparation for the national certification exam, especially for the first-step/written exam. More Deaf community involvement in the program, formal mentorships, and contact with a variety of interpreters were also mentioned. See Appendix B, pages 25-52 for complete survey results.

In addition, an exit survey was completed in Spring 2012. A total of 23 students completed the survey, of which 22

were enrolled in SL 19 and four in SL 20. As these students are concluding the program, inquiries of their perception of the program and preparedness for employment were included in the survey. Also an online suggestion box was initiated during Spring 2012 and 13 comments received. Open ended questions on both the exit survey and online suggestion box yielded common themes for additional information preferred from the program and suggestions for improvement. Regarding curriculum and pedagogy, several comments referred to more content within courses or additional courses. Vocabulary and fingerspelling were listed by a number of respondents. Other topics of interest include RID Code of Professional Conduct, ASL Grammar, and Linguistics. A desire for greater exposure to DHH population and culture was expressed via suggestions such of increased exposure to deaf particularly earlier in the program, inviting deaf presenters in classes, and offering assistance with meeting deaf/hard of hearing and sharing information of deaf events. Furthermore, additional practicum sites, interpreting in real world settings, and experienced mentors were listed as recommendations for improvement. Offering Practicum for two terms or internship program, providing transfer information, offering more sections and access to the lab prior to 2:30pm were other suggestions for improvement noted. Faculty were complimented numerous times. More signing in classes and using a no voice approach was suggested. Other individual comments include improved unity among staff and students and hiring more teachers. See Appendix "SLAN Spring 2012 Survey Summary" for more detailed summary of both the exit survey and online suggestion box.

**V. Increase the number of day classes for the beginning and intermediate level courses to provide a larger feeder pool for advanced interpreting courses.**

This recommendation was achieved. Since 2007-2008 program review, SL 15 and 16 sections have been offered during day and evening hours. In the past SL 16 was predominantly offered only in the evening. Subsequently some terms have included SL 17A and 17B daytime sections. Increase in enrollment of full time students in the program demonstrates concurrence with student demand with this change in offering— Fall 2007 – 16.8%; Fall 2008 – 22.1%, Fall 2009 – 28.6%, Fall 2010- 37.8%. Fall 2010 full-time percentage exceeds the college average of 31%. (Appendices, pgs 2-3)

**VI. Extend Sign Lab hours to include evening hours past 5:00PM. Upgrade infrastructure and Sign Lab technology.**

This recommendation was achieved and is ongoing. Lab hours were extended for two semesters beginning Fall 2009 to include evening hours until 7:30PM. Attendance was tracked. Student numbers supported continued evening lab hours until 6:00PM. This is contingent, however, on CTE funding, which fluctuates year to year, so extended hours may not continue. Without the addition of a full-time lab assistant (see Recommendation 2 above), earlier day hours or later evening hours are not possible for the ASL lab (SL 101). Extended hours would also require a room dedicated for ASL Lab use. Currently the room is shared with other SL/IT classes. The ASL Lab recently improved infrastructure by installing 10 carrels that house video viewing equipment, funded by bond monies. In addition, computers, integrated software, and computer tech support are needed. The SL/IT 2012-13 CTE proposal has requested funds to address these needs.

**VII. Follow up with advisory committee regarding program review.**

Program Review results were shared with the advisory committee. This committee meets once a year and consists of representatives from the deaf community, interpreter agencies, deaf organizations, interpreter educators, students and faculty. See Appendices, pgs 53-54, for 2011 SL/IT Advisory Committee meeting minutes.

**VIII. Upgrade activities for graduate/working interpreters.**

This recommendation has been accomplished in a number of ways. With funding through CTE, new curriculum/DVDs that are available to graduates and working interpreters have been developed in areas of ASL linguistics and NIC Certification. Lab modules for tri-lingual interpretation and video remote interpreting are in progress. In addition, workshops have been provided covering topics such as preparing for the NIC Knowledge Exam, video relay interpreting, deaf-blind interpreting, video remote interpreting, and the Educational Interpreter Performance Assessment.

**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 Summer (or Fall) 2012. 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 (see Appendices, pgs 55-56) to Dean Rory Natividad outlining concerns and needs for teaching a visual language.

The permanent home of the SL/IT program will be 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.

## Part 1: Review of the past four years

Research Data Analysis
<p><b>Research Data Analysis Narrative</b></p> <p><b>II. Analysis of Institution Research Data</b></p> <p><b>Analysis of Course Grade Distribution, Success rates, Retention Rates</b></p> <p>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 interest. When analyzing the data the following were noted: Once the first language level and lab are completed, the SL/IT program is performing significantly higher than both the division and school averages. Retention rates from 2007 – 2010 are 86.7%, 87.7%, 91.5%, 86.7%. Success rates are 77.3%, 80.1%, 81.7%, 73.7%. (See Appendices, pages 13-17)</p> <p>The SL/IT success and retention rates are even higher when comparing the interpreting courses (SL 18A, 18B, 19, 20, 263 and 264). Success rates from 2007-2010 are 90.9%, 86.6%, 93.1% 82.8%. Retention rates are 93.9%, 92.7%, 98.9%, 92.0%. (See attached file "Interpreting Course Stats")</p> <p>The program has lower rates for retention and success in the beginning level class, SLAN 15 (ASL I). From 2007-2010 the retention rate ranges from 70.7%-80.3% and is lower than the state average for sign language courses of 85.4%-87.5%. The success rates ranging from 54.2%-66.4% are also lower than the state average of sign language classes ranging from 70.6%-73.7%. However, this comparison may be skewed as data for direct comparison by course level is not available. (See Appendices, pgs 21-22)</p> <p>In considering why SL 15 has lower success and retention rates, the following reasons should be taken into account. Standard college course enrollment requirements of 30-35 students exceeds recommended standards for teaching a visual language. The American Sign Language Teachers Association (ASLTA) recommends an ASL class size of 8-20 students, depending on the level and the nature of instruction. For beginning ASL courses a maximum of 20 students is recommended, with lower class sizes for upper-level language instruction. See Appendices, page 58, for the ASLTA position paper on class size with justifications. Appendix C also includes the position paper on class size outlined by the Conference of Interpreter Trainers (pg 59). It is difficult to determine if class size is indeed a factor in comparing ECC retention and success rates with state averages since we do not have data to confirm the average size of ASL and interpreting classes comprising the state averages. However we do have data on completion rates of surrounding area programs such as Antelope Valley College, Mt. San Antonio College, and Los Angeles Pierce College. They have substantially lower numbers of students who complete degrees and certificates, which may suggest lower class sizes overall. (See attached file "IR Analyst Report") To receive accreditation through the College of Collegiate Interpreter Education (CCIE), lower class sizes is a planning recommendation (Recommendation 2A).</p> <p>Second, a common misconception of ASL is that it is predominately gestural and somehow easier to learn than a spoken language. Students seeking foreign language credit may think ASL is a less demanding option and not realize that ASL has a complex phonology, morphology, syntax, and grammar. In fact, learning a visual language can be an even greater challenge for some students since ASL has no written component. Study of ASL must be done predominately through visual input whereas some students may learn languages more effectively through auditory or written means. These factors affect both retention and success rates for beginning ASL learners.</p> <p>Third, and perhaps most important, may be ECC’s student population. In comparing ASL I with Spanish I, both beginning level language courses at ECC, retention and success rates are comparable. The average retention rate for ASL I from 2007-2011 is 78.3% compared to Spanish I at 74.5%. Success rates are comparable as well with ASL I at 56.8% and Spanish I at 59.3%. Students at ECC are doing about the same, whether taking ASL I or</p>



Spanish I. (See attached file "Sign Language & Spanish")

SLAN 101ABCD (ASL lab) shows high retention rates ranging from 77.9%-82.4%; however, success rates (although improving), are still low at 41.2-54.7% (Appendices, pgs 21-22). Students enroll in this optional lab as a co requisite to their ASL courses. The lab is not "open" as are other language labs on campus, meaning students must enroll to attend lab for supplemental instruction. There is no other ASL tutoring available on campus. A survey of students dropping Section 4450 of the sign lab during Spring 2012 elicited some of the following reasons for not successfully completing the lab: 1) Students drop their ASL class and no longer need lab support; 2) Since "NP" does not affect GPA, students enroll in lab for additional help with no intention of completing the required in-lab work to pass; 3) In combination with ASL classes, the seven hour per week time commitment is overwhelming; 4) Schedules conflict with lab hours, especially for night students (lab closes at 6:00PM); 5) Students do better than expected in ASL class and don't need an additional two hours a week to practice, something they can't predict when enrolling; 6) Their other coursework becomes too time intensive and takes precedence. It is important to note that the rate of success increases in ASL lab with upper-level ASL students and interpreting students, as these students are more committed to learning the language. While the lab's success rate has steadily improved over the last four years, further efforts need to be made both to retain and guide students toward completion. Increasing lab hours would accommodate evening students. A permanent lab assistant position is needed to allow for this as well as dedicated classroom space that would not be shared with other SL/IT classes.

The program was in growth mode throughout 2007-2009. Due to budget constraints, both section and seat numbers declined in 2010-11. From 2007-2010 total seat count was on the rise but fell by 35 in 2010-11 when two fewer sections were offered. Course section fill rates have increased from 83.7% four years ago to 99.1% in 2010. Note that percentages do not reflect the high number of students who are waitlisted or show up the first week of classes and turned away when enrollment caps are met. (Appendices, pg 12)

As more sections of SLAN 15 were added, the total number of grades rose from 225 in 2007 to 276 in 2009. With fewer sections of SLAN 15 offered in 2010, this number drops to 238. There is, however, an increase in the number of grades in subsequent language classes that shows more students continuing on to higher level courses. The highest increase is in grades in SLAN 101ABCD from 51 in 2007 to 86 in 2010. The increase grade distribution in language courses is important as these are feeder classes for subsequent interpreting courses in the major. Total grades for interpreting courses show lower numbers averaging 15-20 students per class. Fall 2008 shows 10 in SLAN 18A, the beginning level interpreting class. The smaller group is an anomaly and can be followed throughout matriculation to graduation from Fall 2009 and 2010. As different sizes of cohorts move through the program, SL/IT section offerings, fill rates, and FTES will reflect the differences. In the past, as larger cohort groups move through, additional sections have been added so as to not impact a student's time to completion. This has become more difficult to manage under current budget constraints.

Following recommendations from our previous Program Review, more sections of feeder classes such as ASL I have been added. Classes were offered at area high schools as follows: FA07 – 2 sections; SP08 – 1 section; FA08- 2 sections, and FA09 – 1 section. Due to budget, poor success and retention in comparison to on site sections, and few transfers into sequential courses, classes are not currently being offered at high schools. Since Spring 2011 (3 terms), 12 ASL courses are offered per term. However, in comparison to the past, a consistent cohort of students are moving through to sequential levels, which was not the case at the time of the last program review in 2007-2008.

The five-year trend for degrees awarded by major show the following SL/IT degree distribution: 19 (2006-07), 21 (2007-08), 13 (2008-09), 9 (2009-12), 13 (2010-11). In addition the following number of certificates were awarded: 20 (2006-07), 19 (2007-08), 14 (2008-09), 15 (2009-10), 16 (2010-11). The Sign Language Analyst Report provided by Economic Modeling Specialists, Inc. shows that in 2010 the SL/IT program had 24 total completions. This is a higher number of completions than respective programs in surrounding areas: Antelope Valley—19, Mt. San Antonio College—9, Los Angeles Pierce College—8. ECC's higher numbers could be explained in part by higher enrollment caps in interpreting classes. (See "IR Analyst Report" attached)

Class size is an issue the SL/IT program needs to address. While ECC is not the only program that has high caps for ASL and interpreting classes (30 and 20-25 respectively), these numbers do not reflect the standards of our field. The Conference of Interpreters (CIT) Standards recommends interpreting class sizes of 8-12 (Appendices, pg 60). In December 2011 a panel discussion of programs that have received accreditation through the Commission on Collegiate Interpreting Education (CCIE) reported average interpreting class sizes of approximately 12 or fewer. In addition, in the National Consortium of Interpreter Education Centers Needs Assessment Final Report (2008) interpreter programs throughout the US were surveyed and 83% of respondents said that the average class size for interpreting courses was 12 or fewer, 51% said 10 or fewer. (See "Resources" attached for websites to access these



reports)

### Analysis of Enrollment Statistics

The students in this program are predominately female, indicative of the vast majority of sign language interpreters across the nation who are female. The age range varies greatly with most students between ages 19 and 40. There has been a small decline in students ages 30 and up with an increase of students ages 18-30. The largest increase of students is in the ages of 19-20, from approximately 6.5% to 15.3%. This may be the result of adding more beginning-level language classes that attract traditional students.

Students are ethnically diverse, with a high percentage of African-American students (33.6%, 34.7%, 30.4%, 17.1%) and Latino students (30.8%, 34.2%, 29.4%, 37.1%) from Fall 2007 to Fall 2010. 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.

Students are mostly part-time; however, there has been a steady increase of full-time students from 16.8% in 2007 to 37.8% in 2010. The higher number of part-time students reflects in part the larger number of interpreting students who are older returning students working full-time and attending evening classes. The recession may also be an influencing factor. Even in the face of the recession, however, there has been a steady increase of full-time students as indicated above. (Appendices, pgs 2-3)

### Curriculum

#### Curriculum Narrative

#### III. Curriculum—Course, Content, and Articulation

The SL/IT program offers 17 courses, with an A.A. Degree and Certificate of Achievement. The A.A. Degree major requirements of 32 units include: SLAN 15, 16, 17A, 17B, 18A, 18B, 19, 20, 201 or 202, 214, 263, 264 and one of the following courses: Child Development 150, Communication Studies 1, Theatre 8). The Certificate of Achievement is 36 units and includes the same coursework as the degree, with the addition of English 1A. Optional course offerings include SLAN 101/Sign Lab and SLAN 22/ Educational Interpreting. Two courses, SLAN 50/Special Topics and SLAN 95/Cooperative Career Education have not been offered in the last four or more years, due to institutional practices and budget. However, both courses are relevant and address two important goals: meeting the needs of our working students and teaching specialized topics, such as video relay interpreting, in a rapidly changing field.

Special note: While the number of units in the SL/IT major may seem high compared to other ECC degrees, the SL/IT major requirements are actually low compared to other community college interpreter training programs in California. The following is a list of community college programs and number of required units in major for a degree in interpreting: American River college (50 units), Antelope Valley (38), Mt. SAC (40-43), Ohone (51-55), Palomar (33.5), Pierce (49), Riverside (28.5), San Diego Mesa (33), ECC (32). In addition, most of the degrees at other community colleges require that ASL I & II, sometimes ASL I, II, III, and IV be taken as pre-requisites to entering their degree program! The reason for the high number of units is the amount of time/knowledge/skills required to attain language proficiency AND interpreting skills. If one thinks back to his/her days of taking a foreign language in college, imagine how difficult it would be not to just converse in that language, but to interpret in a doctor's office or a classroom in that newly acquired language. It takes more time and coursework to accomplish this than one might imagine.

All courses have been reviewed in the last five years for compliance with Title 5 regulations. No Courses are out of compliance with the Curriculum Committee. Review for 2009-2010 included SL 18A, SL 18B, SL19, SL263, SL 264, SL 20, SL 202, SL 201, SL214, SL101abcd. All courses have been reviewed and comply with the 6 year review requirement.

Articulation: The first four language classes (SLAN 15, 16, 17A, and 17B) and Deaf Culture articulate with CSU General Education Requirement (Area C2- Humanities). Sign Language 16, 17A and Deaf Culture (SL 202) articulate with IGETC Humanities requirements, and the first language course (SL 15) meets the UC Language entrance requirement.

Three curriculum recommendations were made in the previous program review. Two changes have been made. A pre-requisite was added to SLAN 214 (Fingerspelling). Students must first take SLAN 15 (Beginning ASL) before entering the fingerspelling class. This allows improved methodologies of teaching fingerspelling embedded within a

naturally occurring sign language. In addition, the pre-requisite of SLAN 20 (Practicum) to require more than one semester of interpreting coursework prior to entering Practicum was change and will be implemented in Fall 2013. The new pre-requisite will be SLAN 18A.

Another recommendation was to add additional coursework in ASL linguistics and principles of interpreting to provide a theoretical foundation for entering interpreting classes and to better prepare students for national certification. Both courses were written and ready to present to curriculum; however, consensus among full-time faculty was not achieved, so courses did not move forward.

Curriculum review by both full and part-time faculty began in earnest during Summer and Fall 2011. Aligning our curriculum with industry standards so that students are better prepared for employment and certification is a primary goal. The group reached consensus on a number of necessary course and degree changes. Some of these changes include the following: 1) Requiring SLAN 202/Deaf Culture as part of the degree, 2) Changing pre-requisite for SLAN 20/Practicum to SLAN 18A (effective Fall 2013), 3) Changing the content of interpreting coursework SLAN 18A, 263, 18B, 19, 264 so that students receive instruction in both ASL to English and English to ASL during all three semesters of interpreting coursework, 4) Making ASL I and ASL II pre-requisites to the program to allow additional coursework in ASL and interpreting, and 5) changing ASL courses to 4-unit lecture classes to provide consistency with other interpreter programs, with ASL courses within the UC and CSU systems, and with world language courses in general.

Examining our degree to meet our students' transfer needs is another area that warrants addressing. This is especially important given that as of July 2012, a BA degree is required to sit for national interpreting certification. It is imperative that our students be able to transfer as seamlessly as possible. The closest transfer program is California State University Northridge (CSUN), offering a BA in Deaf Studies with an emphasis in interpretation. Currently, students can transfer the third and fourth language courses (SLAN 17A, 17B) into the major. The first two language courses (SLAN 15, 16) and SLAN 202/Deaf Culture can be transferred as general education credit. Discussion facilitating a higher degree of articulation between CSUN's BA and the SL/IT is essential. Future curriculum discussions should include the possibility of a degree option in Deaf Studies. This could possibly reduce the number of students who take interpreting coursework in the SL/IT at ECC, but would adhere to Senate Bill 1440.

In addition, transfer options with other universities should be considered, as many of our full-time working students cannot transfer or commute to CSUN. While CSUDH and CSULB are closest, they do not offer coursework in interpretation. However, since the mandatory BA for national certification does not have to be in interpreting, transfer options in other disciplines such as social work or linguistics should be explored.

## **Assessments of Student Learning (SLO)**

### **Assessment of Student Learning Narrative**

The student learning assessments during the preceding four years were completed and yielded some changes to curriculum and methodology. The three Program SLOs are specific enough to comprise the most pertinent aspects required by our field.

One compelling assessment result at the program level was to include more job seeking strategies such as online portfolio developments.

The course level SLO assessments resulted in locating gaps in our pedagogy that were augmented with the development of supplemental materials. In addition, assessment results also lead to course pre requisite changes to SL 214/Fingerspelling and Numerical. Another assessment result revealed the need for the students to develop more self assessment strategies.

Assessments:

Fall 2011 courses assessed:

SL 20, Resume and portfolio

Fall 2011 Program assessment:

Program level: SLO #2, Critical thinking and appropriate ethical responses required by the Professional Code of Conduct for the field of interpreting.

Spring 2012 course assessments due:

SL 15, 16, 17A, 17B (SLO#2) and SL 101 (SLO #1)

Fall 2012 courses to be assessed: SL17B, SL201 and SL202, SL 19, SL 18A & 263, & 18B, SL 264.

Program level: SLO #1, Basic entrance skill for interpreting/transliterating in educational, medical, post-secondary and community settings.

Spring 2013 courses to be assessed: SL 15, 16, 17A, 17B slo #4, SL 19, SL 22.

Fall 2013 courses to be assessed: SL 15, 16, 17A, 17B slo #3, SL 214 slo #1.

Program level: Program level: SLO #3, Portfolio, resume, documented practicum hours, demo DVDs, and professional branding.

Spring 2014 courses to be assessed: SL 101 slo#2.

Fall 2014 courses to be assessed: SL 19 slo #2, SL214 slo #2.

Spring 2015 courses to be assessed: SL20 slo #1.

The three Program SLOs are specific enough to comprise the most pertinent aspects required by our field stated in broad overarching perspectives that will continue into the future with only minor editorial changes necessary. A fourth program SLO statement will be included after it is vetted with the faculty.

### **Program SLOs**

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.

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.

SL/ITP Program SLO #3: Upon completion of the program students will possess a portfolio that includes a resume, 43 hours of authenticated practicum hours, 2 demo DVDs for employment, business cards, and personal letterhead.

### **Course SLO to Program Mapping to Core Competencies**

SL 15, 16, 17A, 17B -SLO#1: Given a signed text, students will demonstrate understanding by providing accurate

signed or written responses. **Program SLO #1-Core Competency I, II,III.**

SL 15, 16, 17A, 17B -SLO#2: Given a topic, students will prepare a 2-5 minute signed ASL presentation using appropriate phonology, facial grammar, sign vocabulary, and fingerspelling. **Program SLO #1-Core Competency I, II, III.**

SL 15, 16, 17A, 17B-SLO#3: Students will attend a deaf event, interact with a minimum of two deaf individuals, and evaluate success interacting linguistically and culturally. **Program SLO # 1 and 2-Core Competency I, II, III, V.**

SL 15, 16, 17A, 17B-SLO#4: Upon Completion of these courses, students should be able to demonstrate comprehension and communicative competence in ASL (American Sign Language) related to oneself, family, academic, and real-world surroundings. **Program SLO #1-Core Competency I, II, III.**

SL214-SLO#1: Comprehension of Fingerspelling Words and Numbers-Students will use and comprehend fingerspelling and numbers embedded in conversations and activities for beginning through advanced levels. **Program SLO #1-Core Competency I, II, III.**

SL214-SLO#2: Demonstration and comprehension of fingerspelling and numbers-Students will be given 3 short tests throughout the semester to evaluate improvement of comprehension skills. Each test will have 20 words. The three tests will be recorded to see if there is improvement and then given a compiled average. **Program level #1-Core Competency I, II, III.**

SL201, 202-SLO#1: Upon completion of these courses students will have a comprehensive resource guide. **Program level #1 and 2-Core Competency V, VI.**

SL 101-SLO#1: Completion of individualized self-paced modules-Students will complete 16 skills and theory modules related to ASL and deafness. **Program level #1-Core Competency I, II, III, VI.**

SL101, SL15-SLO#2: Deaf Culture Awareness-Given a selection of topics on Deaf Culture, students will read an article or book on two selected topics and write two two-page reaction papers responding to reading. Students are encouraged to think more about how what they have learned can benefit them in the future. **Program level #2-Core Competency I, II, III.**

SL18A, SL18B,263, 264-SLO#1: Interpreter Training Skills Development-Upon completion of these courses students will be able to process information and discourse from English to ASL and from ASL to English. **Program level # 1-Core Competency I, II, III, IV.**

SL19-SLO#1: Sign to English Interpreting Skills-Given signed texts, students will transfer message from sign language into culturally and linguistically appropriate spoken English for sign language users of varying backgrounds and ages. **Program level #1-Core Competency I, II, III.**

SL19-SLO#2: Self Assessment of Sign to Voice Interpreting Skills-Students will provide a self-analysis of an ASL to English interpretation, using criteria provided by the instructor, an interpreting process model, and industry vocabulary. **Program level #1-Core Competency I, II, III, IV.**

SL19, SL22- SLO#3: Ethical Decision Making-Students will apply their knowledge of appropriate ethical conduct and standard practices in the interpreting profession. **Program level #2-Core Competency I, II, IV, V.**

SL264-SLO#1: Sign to Voice Assessment: Demonstrate comprehension of a source language text:- Students will transcribe their voiced interpretation of a signed story. They will then take it home and transcribe what they said into

written English. Producing 5 out of 7 chunks or predetermined information: Who, what, when, where, how, and final outcome of the message. **Program level #1-Core Competency I, II, III, IV.**

SL20-SLO#1: Resume and cover letter-Students will have a complete cover letter and resume for job seeking. A rough draft and final copy of a cover letter and resume will be submitted for evaluation of readability and content. **Program level #1 and 2-Core Competency I, II, III, IV, V.**

SL20 -SLO#2: Interpreting Practicum-Upon completion of the course students will possess a portfolio that includes items such as 2 demo DVDs of student's interpreting and transliterating skills, 43 hours of authenticated practicum hours, letterhead, business cards, a cover letter and resume. **Program level 3-Core Competency I, II, III, IV, VI.**

### **SLO Reflections from the Assessments**

**Review of the course and program assessments from the last 4 years and their most compelling results:**

**Recommended changes either made or in progress.**

1. Program SLO (#1) consisting of a mock evaluation was reviewed and amended to include content that has less linguistically dense information. It was amended to include topics for message transfer that consists and are related to daily life practices and everyday living scenarios such as "organizing yourself" instead of "abstract art".
2. Program SLO (#3) consisting of a resume and a demonstration DVD of interpreting proficiency for possible employment by vendors was restructured to include an online resume employment profile with LinkedIn and Monster job site recruitment, and demonstration DVDs are now uploaded to YouTube online video service providers.
3. Course SLO reflections and change include two DVDs developed for enhancing skills that focus on fingerspelling improvement, and national testing and certificate requirements. In addition, one DVD in the planning stages will focus on deaf culture.
4. Assessment results also lead to course pre requisite changes to SL 214/Fingerspelling and Numerical Concepts.
5. Supplemental ASL Lab modules have added content for comprehension skills improvement and introduction of trilingual interpreting practice.
6. Course SLO #2 for SL101abcd was changed to an assessment that will encourage students to think more about how what they have learned can benefit them in the future.
7. Course SLO assessment lead to a change in how students evaluate their own communication during interactions with deaf people. The change requires instructors to clarify their expectations to the student. Prior to attending deaf events, in-class discussion should include students' past communication difficulties and possible solutions. Students should especially be directed to consider both strengths and weaknesses during their interactions.
8. Course SLO change from assessments for SL19 included more preparation and warm up time before the test, more instruction in prediction skills, and use of materials that gives more opportunities to test cultural mediation.
9. To facilitate a more balanced assessment, students should be directed to include their strengths in the

assessment.

10. Sample scenarios of interpreting errors should be given to students prior to writing assessments to improve their ability to discuss criteria related to prosody and register.

11. Students given information on using the writing lab as a resource.

#### **How well does the assessment process work in the program?**

The process of developing and writing SLOs by the faculty has resulted in numerous slo statements that need to be restructured, redefined, and rewritten. SLO statements should be written as over arching broad based assessment statements so that multiple instructors with varying teaching methodologies can report on the results of their selected SLO measurement/tool. These results can be entered into curricunet via faculty familiar with the complexities of the computer program if necessary.

The broad-based participation we seek is only lacking in the fact that the various instructors are trying to understand SLO statements written by other individuals. A broad based participation could be better received by part time faculty if they more fully understood the process, and the subject matter they teach were more clearly represented in the SLO statements. While our instructors are motivated to understand the SLO process and willing to participate they are somewhat reluctant- as this fact is prevalent throughout El Camino's part time faculty. More time and staff meetings with regard to understanding the process of SLOs and more understanding of the various testing methods utilized by the faculty would yield a better participation level.

The most rewarding and useful results are that the faculty are engaging in discussions, "share shops", meetings, and exchange of power points, YouTube, and visual media for their course work. In addition, the faculty methodology seems to be more alike than unlike as we previously believed, this in part is due to the smart classrooms and available technology for providing a visual language in a visual medium. It seems having access to smart classroom technology and assessment methods that utilize high tech devices and approaches is of great benefit to the faculty.

With respect to the ACCJC rubric we rate our program at **Proficiency (100%) and Sustainable Continuous Quality Improvement (50%)**. We meet 3 out of the 6 criteria at the Sustainable Continuous Quality Improvement requirements. Our faculty is fully aware of the need for SLO assessments. I believe they understand the full picture of student learning outcomes and how they affect the courses they teach and the outcome it has on the teachers and students in our program.

The development of SLO statements seems to have included the input or the participation of both full and part time teachers. Adjunct have participated in meetings, discussions, on line chat meetings, and activities. They have generously shared their testing strategies and methodology. They are interested and willing to identify and develop new strategies for teaching, testing, and developing lessons that suit their teaching expertise in any given section. They are able to identify their strengths and weakness as educators and are quick to engage in professional



development offered both on campus and off campus for our subject matter.

With this in mind, more discussion regarding the assessment methods and the restructuring of SLO statements will continue- this objective is an ever evolving dynamic process. Our instructors are devoted, dedicated professionals, who seek to continuously improve themselves and their instructional approaches in the classroom and for their personal/professional repertoire.

### Related Recommendations

1. Continued assessment of course and program level SLOs, working towards completing an entire assessment cycle for the classes in the program. In addition, involvement of more part-time faculty to collect more meaningful data to use for improvement of teaching methodologies.
2. Rewrite SLO for 15, 16, 17A, 17B for a more global assessment strategy allowing for diverse assessment methods.

### ACCJC Rubric

Sustainable Continuous  
Quality Improvement

**Describe how well the assessment process works within your program and justify the rating you gave the assessment work in your program.**

With respect to the ACCJC rubric we rate our program at **Proficiency (100%) and Sustainable Continuous Quality Improvement (50%)**. We meet 3 out of the 6 criteria at the Sustainable Continuous Quality Improvement requirements. Our faculty is fully aware of the need for SLO assessments. I believe they understand the full picture of student learning outcomes and how they affect the courses they teach and the outcome it has on the teachers and students in our program.

### Facilities and Equipment

#### Facilities and Equipment Narrative

#### V. Facilities and Equipment

#### Available Facilities and Equipment

Classroom space is limited and fully occupied throughout the day and evening—Monday through Thursday. We have converted one large classroom for the past few years which houses the Sign Lab. 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. Since many of our sections are scheduled in the evening we “borrow” classroom space from other programs each semester; therefore, scheduling of SL/IT classes is problematic as other campus programs’ needs take precedence. The program is undergoing yet another re-location at the end of Spring 2012 or Fall 2012.

The majority of classrooms used are now equipped with smart technology that is conducive to teaching a visual language. This was accomplished through CTE funding. The Sign Lab has ten study carrels equipped with DVD players and TV monitors. In addition, the lab has two computers, two laptop computers, video relay equipment, three digital cameras, two flip-cams, 1 large printer, 1 copy machine, one large screen TV, three video cabinets, one bookcase, 3 storage cabinets, 3 file cabinets, over 500 DVD's, 250 books, magazines, and journals, and teacher's desk. Also, there is a private area for filming student projects and testing. It is important to note that there are no dedicated classrooms or office space within the auspices of the Special Resource Center large enough or able to

safely house this necessary equipment. Likewise, the current planning of the new Student Services Building will not have ample space to house the SL/IT program unless a 3<sup>rd</sup> floor addition is added.

### **Adequacy and Currency of Facilities and Equipment**

Current equipment and facilities are maintained, however, they are insufficient to meet instructional needs for teaching a visual language.

The SL/IT needs dedicated classrooms equipped with necessary audio/visual equipment to teach a visual language and space adequate for semi-circle seating. Also needed is a dedicated classroom for the Sign Lab, large enough to house the student stations, equipment and storage units. Lab hours could expand if more classroom space becomes available and a lab assistant position is added.

The program needs classroom space in one location. Currently, classes are spread across campus, among several buildings, making it difficult for students and teachers alike to move from class to class. In the event of an emergency (especially during evening hours), having deaf instructors in one area with access to video relay equipment and access to others who know sign language becomes a safety recommendation that needs strong consideration. In addition, the SL/IT program should be located near the Deaf and Hard of Hearing Program to encourage interaction between students and native ASL users. This will greatly support current program methodologies.

The SL/IT space is being included in the new Student Services Building plans, within the current bond funding; however, without the addition of a 3rd floor, that projected space may not be adequate to house a sizeable lab and large classrooms for some of the 700-800 students. Recently, the health science departments within the HS&A Division all have been allocated upgraded permanent space in the Math, Business & Allied Health Building. We hope that building plans will afford the SL/IT program the same status and consideration. The SL/IT Advisory Board wrote a letter to our dean last year addressing this pressing need (Appendices, pgs 55-56).

## **Technology and Software**

### **Technology and Software Narrative**

#### **Part VI Technology and Software**

##### **Current and Future Needs**

Teachers use their computers to email students and present classroom lectures. The predominant ASL curriculum relies heavily on power point. Showing visual materials through DVD, VLOGs, YouTube, etc. is also an important part of both language and interpreting classes. Students are required to access the internet to view visual materials and turn in video projects on DVDs, flash drives or via the internet (e.g. YouTube, Vimeo). For those who do not have this technology at home, there is only one space, the ASL Lab, for students to use. Hours for filming are limited to 2:30 – 6:00, Monday through Thursday, which can be problematic for evening students. A full-time lab assistant and dedicated lab space would allow for additional lab hours.

The current state of the lab, with clunky DVD's and TV monitors, lacks the technical sophistication to teach by today's standards. The Sign Lab needs to be updated with 10+ student stations equipped with computers, internet access, headphones, digital video cameras, and software that allows for real-time audio/video recording, and real-time video communication. A great deal of class time can be saved by video testing ten students simultaneously rather than one-by-one. In addition, teaching methodology can be expanded and enhanced. Students could listen to an audio recording and video record themselves signing, then share it with the teacher or other students. Students could watch a video and voice the message onto a second video. Split/screen viewing to compare student/model interpretations would be possible. An instructor monitor would allow the teacher to have real live interactivity with students and could communicate with students and manage class activity. Students could feel comfortable in using the language, practicing, reviewing, and moving forward with guidance. The teacher could view any student camera from his/her PC. The teacher could send teacher's video or a student's video to a particular student or to the whole group. "Video chat" would be possible between student/student or teacher/student. Students could improve their interpreting skills using video interpreting technology, a rapidly expanding area of employment. Support from ITS or other support staff would be necessary to solve technology problems as they arise. Changes to infrastructure of lab would be necessary to allow for sufficient connectivity.

Internal and external funding sources should be explored to update the lab facilities and equipment to provide a

computer lab environment that meets current industry standards for teaching ASL and interpreting. ITS Support or other computer staff support and audio-visual support for current and future needs is needed. As technology/computers become outdated or disintegrate, we will need availability and installation of new computers, smart technology, cameras, and video cameras.

Funds have been requested through CTE 2012-13 to outfit the sign lab with technology described above. See attachment "Apple Quote" for an estimate of costs; however, after initial discussion with our IT, some items on this price quote list will not be necessary. The actual cost will be lower than the initial Apple quote of \$32,000, closer to \$25,959.

## Staffing

### Staffing Narrative

#### VII. Staffing

##### Current Staffing

Currently, there are two full-time instructors (Sandy Bartiromo and Susan Marron) and nine part-time instructors, plus one full-time instructor from another department who teaches typically one section per term. On average 20+ sections of coursework are taught per semester with a full-time to part-time teacher ratio of 35%/65% by section count and 36%/64% by FTEF in Spring 2012. Part-time faculty have no office space to meet with students.

The full-time faculty willingly mentor the part-time instructors with curriculum topics and institutional practices. Full-time faculty maintain certification as interpreters and attendance at two critical conferences: Conference of Interpreter Trainers (CIT) and Registry of Interpreters for the Deaf (RID). CTE funding has also provided part-time instructors opportunities to participate in professional development activities such as the American Sign Language Teachers Association Conference.

##### Programs' Current and Future Needs

There has been a long time need to hire an additional full-time SL/IT instructor to meet the needs of the number of sections offered. In 2009-10 the SL/IT served 825 students (annual unduplicated). The number of seats for that year were 1,405. (Appendices, pg 12)

The need for a full time faculty hire was identified in the 2007-2008 Program Review. Within the next five to seven years, both full-time instructors will reach retirement age and four of the part-time faculty are retirement age or approaching it.

Two full-time positions were recommended in the last program review; however, this was not accomplished. The HS&A Division has not recommended an SL/IT instructor position as a priority hire in the last four years. FT/PT ratio of 36%/64% is well below college standards and negatively impacts the continuity of the program.

Given the difficulty of finding part-time instructors who can teach American Sign Language and interpreting, the aging faculty, updating the curriculum, and the long-time request for additional full-time positions, hiring of at least one SL/IT instructor is of critical importance for current needs. With the proposed changes to the curriculum and addition of new courses, the near future needs will make it even more necessary to hire a second full-time instructor. With additional full-time positions, the time and energy spent on recruitment, hiring, and mentoring of new part-time faculty will be less of a drain on time and energy. Better consistency from course to course and year to year is possible. Also scheduling of courses can become less contingent on faculty resources and more aligned with effective student learning and completion.

In preparation for the program review, the SL/IT requested technical assistance from Linda K. Stauffer, PhD, CSC, OTC. Dr. Stauffer is the Program Coordinator for the Interpreter Education Program at the University of Arkansas at Little Rock (UALR). She is co-editor of *Toward Effective Practices: A National Dialogue on AA-BA Partnerships*, co-author of *Identifying Standards for the Training of Interpreters for Deaf People*, has written interpreter education curricula and published articles in refereed journals such as the *Journal of Interpretation* and *Journal of the American Deafness and Rehabilitation*. UALR recently became accredited by the Commission on Collegiate Interpreter Education (CCIE), so Dr. Stauffer was able to share insights into that process as well. In her January 28, 2012 report (Attached file "Stauffer Review"), Dr. Stauffer makes a strong recommendation for hiring, stating that "it is imperative that more full-time faculty dedicated to teaching advising, program planning, and assessment are available for the

program.”

The Sign Language Lab is also in need of a lab assistant position to maintain the current lab hours, expand hours in the future, and manage new computer technologies. Funding for lab staff is not budgeted by the department or division and is currently contingent on soft money from year to year.

Current needs include hiring a full-time instructor to meet the current needs of the SL/IT Program and reduce the 36%/64% FT/PT teaching ratio that does not comply with college standards. In addition, a full-time lab assistant is needed to maintain current lab hours, allow for expanded lab hours to meet the needs of students, and be primarily responsible for the technology and resources needed as the lab is converted into a fully-digitalized environment.

Long-range needs include hiring a second full-time instructor to meet future needs of the SL/IT Program, including curriculum changes, addition of new courses, and possible addition of a Deaf Studies degree.

### **Career and Technology Education (CTE)**

#### **How strong is the current occupational demand for the program?**

##### **Program's Occupational Demand**

According to the Bureau of Labor Statistics occupational outlook, “Interpreters and translators can expect much faster than average employment growth” (<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](http://www.discoverinterpreting.org)).

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

According to the National Institute on Disability and Rehabilitation Research, approximately 2.2 million deaf Americans use American Sign Language (ASL) as their primary language. Yet, less than 10,000 certified interpreters are available to meet their communication access needs (2010 Registry of Interpreters for the Deaf). In 1994, the National Association of the Deaf (NAD) and the Registry of Interpreters for the Deaf jointly proclaimed a “National Interpreter Crisis.” What the field of interpretation could not predict was the third “wave” of demand created by federal regulation establishing Video Relay Services (VRS) in 2000; deaf people now have video telecommunication service that allow them to communicate over video telephones and similar technologies with hearing people in real-time, via an interpreter. It revolutionized how deaf people accessed communication and created a historic paradigm shift in the profession. For the first time, interpreter demand was driven by private enterprise and financed by federal regulation. Escalating demand for interpreters has given rise to burnout and repetitive motion injury, further diminishing the supply. In addition, the first wave of interpreters to be formally trained in the 1970's are of retirement age. Many of the most qualified interpreters (and educators) will be leaving the field. Yet to be fully felt is the impact of state legislation mandating certification or licensure, RID's policy requiring baccalaureate degrees for certification candidates in 2012. The shortage of interpreters will continue.

Many potential employers exist in Los Angeles County for interpreters. Below is a 2010 chart from the California State Department of Employment which lists potential employers of interpreters across LA County.

<b>Industry Title</b>	<b>Number of Employers in Los Angeles County</b>	<b>Percent of Total Employment for Occupation in State of California</b>
<a href="#">Elementary and Secondary Schools</a>	3,831	22.9%
<a href="#">Other Professional &amp; Technical Services</a>	4,273	20.4%
<a href="#">Junior Colleges</a>	30	4.6%
<a href="#">General Medical and Surgical Hospitals</a>	340	4.3%
<a href="#">Colleges and Universities</a>	366	1.3%
<a href="#">Electric Goods Merchant W</a>	2,562	1.0%

Note: This list of employers does not imply all of these employers hire full-time interpreters; additionally this data may reflect both ASL interpreters as well as multiple foreign language translators.

#### **What is the district's current need for the program?**

##### **District's Current Need for the Program**

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

The program has a long history with the district and was originally developed to train and supply sign language interpreters to fulfill El Camino's own interpreting needs for its deaf and hard of hearing student population. El Camino's Deaf and Hard of Hearing Program (DHH) is well-respected in the community and has provided accommodations to deaf students for almost 40 years. Currently (2011-2012), DHH serves over 115 deaf or hard of hearing students. By the third week of the Spring 2012 semester, fifteen mainstream classes were without interpreting services due to the shortage of interpreters available.

Major changes in legislation have significantly increased the demand for both ASL and interpreting classes. Laws such as the Americans with Disabilities Act of 1990 opened the doors for millions of deaf Americans to choose their own education, career, religion, and due process; creating a vast job market for sign language interpreters. In 1988, California recognized ASL as a language that could satisfy foreign language credit at the high school and college levels. ASL classes were suddenly in great demand, not just for interpreting majors, but for transferring students of all disciplines. The program's current enrollment is 700-800 students per year (annual unduplicated). This includes both language and interpreting students, the vast majority being language students.

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

#### **What is the state's current need for the program?**

##### **State's Current Need for the Program**

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

### **Demographics of California**

<b>Deaf/Hard of Hearing/Deaf Blind</b>	
	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 (37.6%) in the nation. (U.S. Census Bureau 2010). 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 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 and Latino students.

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 teach their babies earlier communication through 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.

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 is currently required for applicants to sit for certification. As of July 2012, a BA degree is required. K-12 is one of the largest employers of full-time sign language interpreters. The district and state share the same need—to provide access to interpreter education and to foster the formation of solid partnerships between AA and BA Interpreter Education Programs.

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

##### **Comparison to Similar Programs**

#### **How does the program address needs not met by similar programs in the area?**

The SL/IT is one of two interpreter programs serving Los Angeles County, and the only program offering evening coursework. Among the California Community Colleges only 8 programs are offered statewide (ECC, Goldenwest, Pierce, Mt. Sac, Ohlone, Palomar, Riverside and San Diego Mesa) and two CSU's (Northridge and Fresno). At ECC, strong community ties to local interpreter organizations and deaf agencies provide practicum opportunities for our students. Students are strongly encouraged to join local and national deaf and interpreting organizations to achieve their personal and professional goals. In 2008 SL/IT Alumni Survey, 78% agreed that having access and exposure to the deaf community was one of the most helpful elements of the program. Also, the vast majority indicated they chose our program based on geographical area. (See attached Appendices, pages 25-52.)

Similar programs in the area such as LA South West Community College, Compton Educational Center, Cerritos Community College, East LA college and a few others offer only language level courses without a full program for interpreter training. ECC has offered the SL/IT program since 1975 with an AA degree beginning in 1980. It is one of only 97 community colleges across the nation with an AA/AS in interpreter training ([www.rid.org](http://www.rid.org)).

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

##### **Preparation for Employment**

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

When asked to reflect on the SL/IT program, over half (54%) of the alumni indicated a wish to have known about the "gap in skill upon graduation and certification." The following student suggestions for bridging this "gap" included a course or additional instruction that better prepares students for national certification, especially the first phase, the written exam. Another suggestion was adding more textbooks from the recommended book list for the national written exam. Students also suggested more formal mentorships and meeting different interpreters to share their experiences. Other elements that students thought would be helpful included more Deaf community interaction, ASL linguistics, theory in interpreting, and stronger ASL skills upon entering the program. For a full review of the alumni survey see Appendices, pages 25-52.

In response to the student survey, a lab module was developed so that students can prepare for the national certification written exam. Courses in ASL linguistics and theories of interpreting were written following a



recommendation from the last Program Review; however, only one of the two full-time faculty supported the addition of these courses. Curriculum discussions continue with both full-time and part-time faculty, so it is possible that additional courses could be added in the future. The faculty has reached consensus on requiring ASL I and ASL II as pre-requisites for entering the program. This will help students be better prepared prior to entering the program. Additional courses for the degree are still under discussion. CTE and other grant funding has expanded mentoring experiences for practicum students (e.g. in tri-lingual); however, this has been contingent on funding from year to year.

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

We have not conducted an employer survey to ascertain employer satisfaction with the preparation of our graduates.

#### **What are the completion success and employment rates for the students?**

##### **Completion and Success**

Completion and success rates are typically higher for students in the SL/IT major (not including ASL I students) than the college average and state averages for Sign Language. Success rates for the SL/IT from Fall 2007 – Fall 2010 are 77.3, 80.1, 81.7, and 73.7 compared to college rates of 62.8, 63.7, 66.5, 67.1. State averages for success in sign language are 70.6%, 72.3%, 73.1%, 73.7%. (Appendices, pgs 13-17). Retention rates for the SL/IT were 86.7%, 87.7%, 91.5%, and 86.7% compared to the colleges 77.3%, 80.8%, 81.9%, 81.5%.

The SL/IT success and retention rates are even higher when comparing the interpreting courses (SL 18A, 18B, 19, 20, 263 and 264). Success rates from 2007-2010 are 90.9%, 86.6%, 93.1% 82.8%. Retention rates are 93.9, 92.7, 98.9, 92.0. (See attached file "Interpreting Course Stats")

Refer to Program Review section on Research Data Analysis for more information on completion and success.

##### **Employment Rates**

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

These numbers seem encouraging; however, when asked who is "currently" working as interpreters, the number drops from 54% working immediately after graduation to 27% currently working. Yet 66% of the respondents' initial goal was to work as an interpreter. Unfortunately, the survey did not provide answers as to why the drop in employment. Since the majority of those interpreting (71%) worked in educational settings immediately after graduation, it is possible that the state changes in requirements for K-12 interpreters to be certified may have been a factor. Only 18% at the time of the survey identified as being certified interpreters. Follow up surveys should ascertain specific reasons for this drop in employment. Information should also be asked to find how many years it took to obtain certification and how many attempts were made. This is important information since 78% of those in the survey who did not hold certification plan to pursue this goal. Additional surveys should be sent to employers to ascertain the level of satisfaction with graduate preparation. For the full student survey report see Appendices, pages 25-52.

#### **What impact does the advisory board have on the program?**

##### **Advisory Board**

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. This year the committee selected

an Advisory Committee Chairperson, Jeff Lenham, who was active in drafting a letter to our dean and president regarding the program's current and future facility needs. See Appendix C for letter. Also, see Appendix C, SL/IT Advisory Committee meeting minutes, for detailed information on our 2011 meeting.

The Advisory Committee has assisted the SL/IT in a variety of other ways as well. 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 address trilingual needs in the community. The committee also provides updates of activities through regional and national consortium work teams.

Even though the SL/IT has used the Advisory Committee as a resource, one recommendation in Dr. Linda Stauffer's onsite Program Review in January 2012 (See attached file "Stauffer Review") encourages an increase in stakeholder involvement to recommend and review updates to the program.

## Part 2: Future Direction

Direction and Vision	
Direction and Vision Narrative	
<p style="text-align: center;"><b>VIII: Planning</b></p> <p style="text-align: center;"><b>Internal &amp; External Changes or Trends Impacting the Program</b></p> <p>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 Summer 2012 (or Spring 2013 if delayed) 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 coursework 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.</p> <p>Externally, California's current budget crisis will continue to cause increased enrollment coupled with a decrease in course offerings. ASL courses will continue to be impacted. Budget may prevent offering upper level courses in duplicate sections, slowing student persistence and completion. This is especially difficult for students in skills-based courses whose signing abilities decline while they "sit out" a semester. The updating of the Sign Language Lab equipment and technology will be contingent on the availability of funding (ECC or external).</p> <p>Trends in the field of interpreting will also impact our program. Continued efforts must be made to assure a smooth AA-BA transition to accommodate graduates needing a BA to sit for national certification (requirement as of summer 2012). Complying with California Senate Bill 1440 will also be an impetus for change. Course additions, deletions, and a degree addition in Deaf Studies might all be possibilities. Other trends in the field such as video interpreting, working with consumers who have cochlear implants, working with children who have multiple-disabilities, entrance screenings, exit exams and other trends could all have a potential impact.</p> <p style="text-align: center;"><b>Direction and Goals of Program</b></p> <p>Our hope is that the program, amidst difficult economic times and a rapidly changing field, will continue to evolve and respond to the needs of our students and community. Over the next five years, we hope to hire more full-time faculty, secure an assistant position for the sign language lab, continue to update our curriculum, find a permanent facility to meet program needs, maximize AA-BA transfer options with area universities, improve student retention and success in lower level language classes, and provide a computer lab that meets current industry standards for teaching ASL and interpreting. Continued and improved assessment of the program through SLO work and independent surveys of students and employers will help guide our program toward meeting these goals. Furthermore we will continue to expand on partnerships in the deaf community and within the field for enhanced training opportunities for students.</p> <p>The SL/IT program will remain fully aligned with the college's mission and strategic initiatives. See Program Overview for a general description, and Assessments of Student Learning (SLO) for a description of SLO alignment with strategic initiatives. The SL/IT will also continue to work on alignment with the Commission on Collegiate Interpreter Education (CCIE) National Standards. See Appendices, pages 61-65 for the current mapping of the SL/IT</p>	

courses with the CCIE standards.

Based on recommendations from Dr. Linda Stauffer's onsite program review on January 28, 2012 (Attached file "Stauffer Review"), the SL/IT will explore developing external bench marks to guide students through the curriculum completion and entry level employment. Further, the SL/IT will increase stakeholder involvement to recommend and review updates to the program.

Recommendations	
<b>Justification for Prioritization</b>	
One new faculty position is crucial for implementing curriculum changes, for reducing FT/PT teaching ratio to comply with college standards, and for meeting the demands of an aging faculty. 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 manage new technology and equipment needed as the lab is converted into a computer environment. Curriculum changes have not been adequately addressed from last Program Review, so current needs for updating are pressing. Need for change is supported not just by faculty concerns, but also by our Alumni Survey and by Dr. Linda Stauffer's 2012 Review. 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 also long overdue. Replacing deteriorating smart stations and other equipment will allow continued use of power point and internet, both crucial for teaching a visual language. While transfer options for our students is a current need, the AA-BA transition may take a few years as CSUN, the only university with an option in interpreting, will undergo major curriculum changes in the next two years. Improving retention rates in beginning ASL classes and success rates in lab class (SL101) 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 necessary part of program planning.	
<b>Recommendation #1: Recommendation 7A: Hire a full-time instructor to meet the current needs of the SL/IT Program and reduce the 36:64 FT/PT teaching ratio that is out of line with college standards.</b> <b>Fiscal Impact: \$90,000</b>	
Program Review Reference	
Current Status	New
Status Report	
<b>Impact and Required Resources</b>	
<b>There are existing resources that will be used to carry out this recommendation.</b>	
Existing Resources	
Personnel	
<b>This recommendation requires additional personnel.</b>	
Job Classification	
Required for how long:	On-going
Position Desc	Full time Instructor
Estimate Cost per Year	\$90,000.00
<b>Recommendation #2: Recommendation 7B: Hire a permanent lab assistant to maintain current lab hours, allow for expanded lab hours to meet the needs of students, and be primarily responsible for the technology and resources needed as the lab is converted into a fully-digitalized environment.</b> <b>Fiscal Impact: \$40,000.</b>	
Program Review Reference	
Current Status	New
Status Report	

<b>Impact and Required Resources</b>	
<b>There are existing resources that will be used to carry out this recommendation.</b>	
Existing Resources	
Personnel	
<b>This recommendation requires additional personnel.</b>	
Job Classification	
Required for how long:	On-going
Position Desc	Sign Language Lab Assistant
Estimate Cost per Year	\$40,000.00
<p><b>Recommendation #3: Recommendation 3A: Make curriculum and degree changes recommended by full and part-time faculty. The faculty has agreed to a number of necessary course and degree changes. Some of these changes include the following: 1) Requiring SLAN 202/Deaf Culture as part of the degree, 2) Changing the content of interpreting coursework SLAN 18A, 263, 18B, 19, 264 so that students receive instruction in both ASL to English and English to ASL during all three semesters of interpreting coursework, 3) Making ASL I and ASL II pre-requisites to the program to allow additional coursework in ASL and interpreting, and 4) changing ASL courses to 4-unit lecture classes to provide consistency with other interpreter programs, with ASL courses within the UC and CSU systems, and with world language courses in general.</b></p> <p><b>Fiscal Impact: Depending on the changes agreed upon, load changes may impact cost of instructional load. This would be taken into consideration at the time of the curriculum review.</b></p>	
Program Review Reference	
Current Status	New
Status Report	
<b>Impact and Required Resources</b>	
No Impacts or Required Resources for this Recommendation	
<p><b>Recommendation #4: Recommendation 5A: Give priority to finding the SL/IT a permanent, dedicated, and adequate space. We adamantly support the addition of a 3rd floor to the new Student Services Building, currently in the facilities master plan, so that the SL/IT and Deaf and Hard of Hearing Services can be joined to provide an enriched language environment for students who can interact with native ASL signers. Fiscal Impact: Initial space allocations include programmatic and operational needs of the program. However adjacency of services is requested.</b></p>	
Program Review Reference	
Current Status	New
Status Report	
<b>Impact and Required Resources</b>	
<b>There are existing resources that will be used to carry out this recommendation.</b>	
Existing Resources	
Facilities/Bond	
<b>This recommendation requires additional space or changes to facilities.</b>	

<b>Requested Amount</b>	\$0.00
<b>Description of Need</b>	
Current planning of Student Services Building will not have ample space to house the SL/IT program unless a 3rd floor is added.	
The program needs classroom space in one location. Currently, classes are spread across campus, among several buildings, making it difficult for students and teachers alike to move from class to class. In the event of an emergency (especially during evening hours), having deaf instructors in one area with access to video relay equipment and access to others who know sign language becomes a safety recommendation that needs strong consideration. In addition, the SL/IT program should be located near the Deaf and Hard of Hearing Program to encourage interaction between students and native ASL users. This will greatly support current program methodologies.	
What do you want to do or accomplish with this space or modification	
The permanent home of the SL/IT program will be 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 majority of classrooms used are now equipped with smart technology that is conducive to teaching a visual language. This was accomplished mostly through CTE funding. The Sign Lab has ten study carrels equipped with DVD players and TV monitors. In addition, the lab has two computers, two laptop computers, video relay equipment, three digital cameras, two flip-cams, 1 large printer, 1 copy machine, one large screen TV, three video cabinets, one bookcase, 3 storage cabinets, 3 file cabinets, over 500 DVD's, 250 books, magazines, and journals, and teacher's desk. Also, there is a private area for filming student projects and testing. It is important to note that there are no dedicated classrooms or office space within the auspices of the Special Resource Center large enough or able to safely house this necessary equipment.	
Classroom space is limited and fully occupied throughout the day and evening—Monday through Thursday. We have converted one large classroom for the past few years which houses the Sign Lab. 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. Since many of our sections are scheduled in the evening we "borrow" classroom space from other programs each semester; therefore, scheduling of SL/IT classes is problematic as other campus programs' needs take precedence. The program is undergoing yet another re-location at the end of Spring 2012 or Fall 2012.	
<b>Where is the physical location of the space?</b>	
Current planning of Student Services Building will not have ample space to house the SL/IT program unless a 3rd floor is added.	
<b>Services required if the space/modification is provided.</b>	Electricity Water Special Heat/Air Condition Needs Waste Disposal (Sewer)
<b>Recommendation #5: Recommendation 6A: Explore grants and other funding sources to update the lab facilities and equipment to provide a computer lab that meets current industry standards for teaching ASL and interpreting. Fiscal Impact: \$25,959.</b>	
<b>Program Review Reference</b>	
<b>Current Status</b>	New
<b>Status Report</b>	
<b>Impact and Required Resources</b>	
<b>This recommendation impacts other programs, units, and/or areas.</b>	

<b>Area</b>	Administrative Services
<b>Unit</b>	Information Technology Services
<b>Impact Explanation</b>	
Ongoing tech support for computers and audio-visual equipment.	
<b>This recommendation requires additional equipment, software, or technology.</b>	
<b>Requested Amount</b>	\$25,959.00
<b>Description of equipment, software, or technology</b>	
10 computers (MAC), server, teacher station. See attached file, "Apple Quote"	
<b>What will you accomplish with this technology</b>	
<p>The current state of the lab, with clunky DVD's and TV monitors, lacks the technical sophistication to teach by today's standards. The Sign Lab needs to be updated with 10+ student stations equipped with computers, internet access, headphones, digital video cameras, and software that allows for real-time audio/video recording, and real-time video communication. Students could listen to an audio recording and video record themselves signing, then share it with the teacher or other students. Students could watch a video and voice the message onto a second video. Split/screen viewing to compare student/model interpretations would be possible. An instructor monitor would allow the teacher to have real live interactivity with students and could communicate with students and manage class activity. Students could feel comfortable in using the language, practicing, reviewing, and moving forward with guidance. The teacher could view any student camera from his/her PC. The teacher could send teacher's video or a student's video to a particular student or to the whole group. "Video chat" would be possible between student/student or teacher/student. Students could improve their interpreting skills using video interpreting technology, a rapidly expanding area of employment. Support from ITS or other support staff would be necessary to solve technology problems as they arise. Changes to infrastructure of lab would be necessary to allow for sufficient connectivity.</p>	
<b>Where will it be located</b>	
NS 15 or new location for the SL/IT Sign Lab	
<b>Is this replacing an existing piece of equipment or is it new?</b>	
Replacing existing old technology--VCRs, TV monitors. Will be new MAC computers/monitors with teacher station. See attached file "Apple Quote"	
<b>What maintenance or service requirements are there?</b>	
Ongoing tech support needed. Also initial training (consultant) to teach faculty to use the teacher's station.	
<b>Services required if the technology is provided.</b>	Electricity Internet Access College Network Access Software Support Hardware Support
<b>Recommendation #6: Recommendation 6B: Obtain ITS support or other computer staff support and audio-visual support for current and future computer technology.</b>	
<b>Program Review Reference</b>	
<b>Current Status</b>	New
<b>Status Report</b>	
<b>Impact and Required Resources</b>	
<b>This recommendation impacts other programs, units, and/or areas.</b>	
<b>Area</b>	Administrative Services
<b>Unit</b>	Information



	Technology Services
<b>Impact Explanation</b>	
Ongoing technical support needed for computers and audio-visual equipment and software.	
<b>Recommendation #7: Recommendation 6C: Replace computers, smart technology, cameras, and video equipment as the current equipment disintegrates or becomes outdated.</b>	
<b>Program Review Reference</b>	
<b>Current Status</b>	New
<b>Status Report</b>	
<b>Impact and Required Resources</b>	
<b>There are existing resources that will be used to carry out this recommendation.</b>	
<b>Existing Resources</b>	
Equipment, software, technology from HS&A	
<b>The recommendations requires funding from other sources.</b>	
<b>Funding Source</b>	
<b>Duration</b>	On-going
<b>Requested Amount</b>	\$10,000.00
<b>Impact Explanation</b>	
Internal and External funding sources such as grants should be explored.	
<b>This recommendation requires additional equipment, software, or technology.</b>	
<b>Requested Amount</b>	\$10,000.00
<b>Description of equipment, software, or technology</b>	
Replacement costs for existing equipment (computers, cameras, DVD players, TV's, etc.) as they deteriorate. Aging software will need to be replaced.	
<b>What will you accomplish with this technology</b>	
Smart classrooms and lab equipment will be used to teach ASL and interpreting courses.	
<b>Where will it be located</b>	
ASL Lab (NS 14) or new location. And variety of other classrooms used by the SL/IT.	
<b>Is this replacing an existing piece of equipment or is it new?</b>	
Replacements or repairs	
<b>What maintenance or service requirements are there?</b>	
Tech support for computers and audio-video equipment.	
<b>Services required if the technology is provided.</b>	Electricity Internet Access College Network Access Software Support Hardware Support
<b>Recommendation #8: Availability and installation of new computers, smart technology, cameras, and video equipment as the current equipment disintegrates or becomes outdated.</b>	
<b>Program Review Reference</b>	
<b>Current Status</b>	New
<b>Status Report</b>	

<b>Impact and Required Resources</b>	
No Impacts or Required Resources for this Recommendation	
<b>Recommendation #9: Recommendation 3B: Assess and enhance transfer options with area universities such as CSUN, CSULB and/or CSUDH. Fiscal Impact: No fiscal impact unless additional coursework or degree were to be added.</b>	
Program Review Reference	
Current Status	New
Status Report	
<b>Impact and Required Resources</b>	
No Impacts or Required Resources for this Recommendation	
<b>Recommendation #10: Recommendation 2A: Improve success and retention in beginning classes. Improve faculty-to-student ratio for skills classes within the major to approach Conference of Interpreters (CIT) Standards (8-12 for interpreting classes) and ALSTA recommendations (20 for beginning level ASL classes). Lower class size is not unprecedented at El Camino. See Appendices, pages 23-24, for a list of ECC classes with capacity rates of 20 or lower. This information was provided by Institutional Research.</b>	
Program Review Reference	
Current Status	New
Status Report	
<b>Impact and Required Resources</b>	
No Impacts or Required Resources for this Recommendation	
<b>Recommendation #11: Recommendation 2D: Improve success and retention in beginning language classes. Work with counselors to improve student understanding of the comparable complex nature of ASL coursework to other foreign language classes. Fiscal impact: None</b>	
Program Review Reference	
Current Status	New
Status Report	
<b>Impact and Required Resources</b>	
No Impacts or Required Resources for this Recommendation	
<b>Recommendation #12: Recommendation 2B: Improve success and retention in ASL lab. Instructors should make every effort to keep students actively participating in lab; however, students who are not planning to complete should be encouraged to drop. While this will cause a decline in retention rates, success rates will improve. Fiscal impact: None</b>	
Program Review Reference	
Current Status	New
Status Report	
<b>Impact and Required Resources</b>	
No Impacts or Required Resources for this Recommendation	
<b>Recommendation #13: Recommendation 2C: Consider alternative structuring of the lab to better fit student needs. One solution might be to make the lab open to all</b>	

students, giving them the option to take it for credit. This may not be possible as it would reduce FTES/funding. Another consideration would be to give students the option of taking lab for either 1 unit or .5 units. Currently, only 1 unit is offered. Again, the impact on budget would have to be considered.	
Program Review Reference	
Current Status	New
Status Report	
<b>Impact and Required Resources</b>	
No Impacts or Required Resources for this Recommendation	
<b>Recommendation #14: 4A: Continued assessment and revision of course and program level SLOs, working towards completing an entire assessment cycle for the classes in the program. Work on more global assessment strategy that allows for diverse assessment methods, especially for SLOs in language classes. In addition, involvement of more part-time faculty to collect more meaningful data to use for improvement of teaching methodologies.</b>	
Program Review Reference	
Current Status	New
Status Report	
<b>Impact and Required Resources</b>	
No Impacts or Required Resources for this Recommendation	
<b>Recommendation #15: 4A: Continue to assess and revise course and program level SLOs, working towards completing an entire assessment cycle for the classes in the program. Work on more global assessment strategy that allows for diverse assessment methods, especially for language classes. In addition, involve more part-time faculty to collect more meaningful data to improve teaching methodologies.</b> <b>Fiscal Impact: None</b>	
Program Review Reference	
Current Status	New
Status Report	
<b>Impact and Required Resources</b>	
No Impacts or Required Resources for this Recommendation	
<b>Recommendation #16: a</b>	
Program Review Reference	
Current Status	New
Status Report	
<b>Impact and Required Resources</b>	
No Impacts or Required Resources for this Recommendation	
<b>Attached Files</b>	
<a href="#">Interpreting Course Stats</a>	
<a href="#">IR Analyst Report</a>	
<a href="#">Sign Lang and Spanish</a>	
<a href="#">Apple Quote</a>	
<a href="#">Stauffer Review</a>	

<a href="#">Appendices</a>
<a href="#">SLO 4 year cycle</a>
<a href="#">SLAN Spring 2012 Survey Summary</a>
<a href="#">Resources</a>