



Description of Program and program’s mission statement.

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

Overall Summary

- The summary figures below are generated for Los Angeles County and cities that are projected to have job openings in sign language, interpreters, and related occupations.

Key Figures 2012-2023:

144	+29.2%	+13.0%	\$26.63/hr
Jobs estimate (2017)	% Change (2012-2017)	% Change (2018-2023)	Median Hourly Earnings
<i>30% below National average</i>	<i>Nation: +21.1%</i>	<i>Nation: +16.0%</i>	<i>Nation: \$22.17/hr</i>

(Figure 1)

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

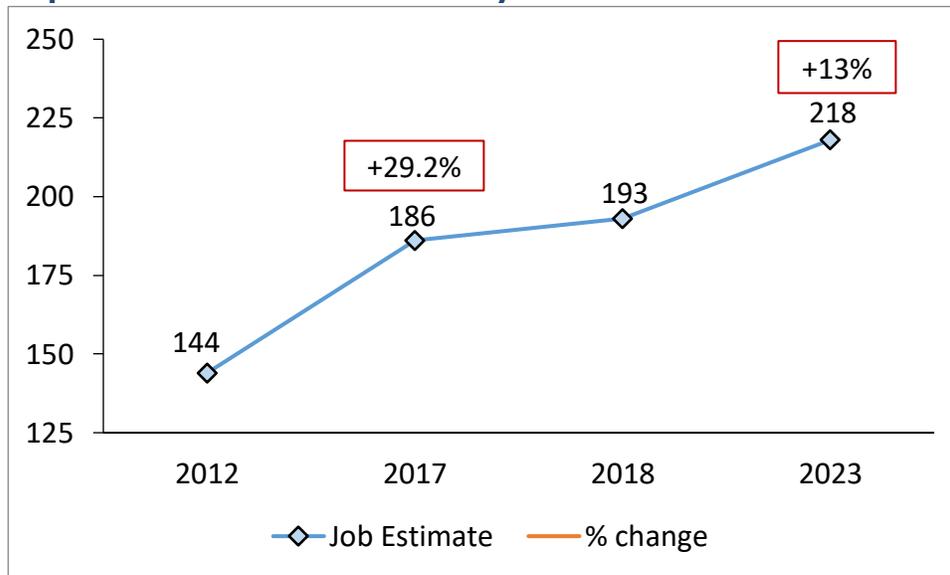
The occupational demand for the next 5 years for the Sign Language/Interpreter Training Program (SL/ITP) is very strong. The national demand is also very strong due to several factors. One such factor is the demand for VRS and VRI, (video relay and tele-communication services). In addition, the growing demand for the K-12 educational interpreting, post-secondary interpreting for local and national colleges and universities, and ADA mandate at local and national levels.

Figure 1 graph shows there is an increase of job demand in interpretation fields. There is an increase of +29.2% for the need of interpreters from 2012-2017 in Los Angeles. The national projection shows an increase of +21.1% from 2012-2017.

The percentage of foreseen change in 2018-2023 is an increase of +13.0% in Los Angeles and +16.0% nationwide. The occupational demand shows to be strong.

The graph also suggest a median hourly earnings of \$26.63/hr. however this is for non-certified interpreters. A much higher rate for certified interpreters suggests an hourly pay rate between \$42.00 and \$76.00. ECC’s interpreter training students are prepared for entry level interpreting opportunities. Certification is granted by a national organization, Registry of Interpreters for the Deaf, which requires a BA degree for certification. California does not require a national certification however it is strongly recommended by most employers.

Occupational Growth Summary 2012-2023:



(Figure 2)

Occupational growth summary of job estimate and the percentage of change are depicted in Figure 2.

Although a slower rate of increase is suggested from 2018 to 2023 the national projection and academic forecast within our industry states a continual shortage of interpreters.

And according to the National Consortium of Interpreter Education Centers, “Credentialed interpreters are constantly in demand in educational settings from pre-school through graduate school” as well as in “medical, legal, mental health, theatrical, governmental, and religious settings” (www.discoverinterpreting.org).

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

According to the National Institute on Disability and Rehabilitation Research, approximately 2.2 million deaf 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 into 2020-2025.

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

Many potential employers exist in Los Angeles County for interpreters.

Industries Employing Interpreters and Translators in 2016-2020:

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

Industries in California
Numbers of Employers in State of California

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

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

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

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

In addition, California is greater than 50% “minority” and home to the largest concentration of Latinos (38.2%) in the nation (U.S. Census Bureau 2012). Not only is there a general demand for interpreters as addressed above, California also must address a severe shortage of qualified tri- lingual interpreters to serve Spanish-speaking deaf individuals, and those who use Mexican Sign Language. There is not only a need for more Spanish speaking interpreters, but other interpreters of color as well such as African Americans. Yet, the vast majority of sign language interpreters today are white female. Imagine being a Latino deaf male having a colonoscopy and not having the option of a male interpreter fluent in Spanish! Or being an African American deaf child who has never seen a black interpreter! The El Camino SL/IT has a high population of both African American (18.9% Spring 2017) and Latino (61.6% Spring 2017) students, significantly higher than the district’s population.

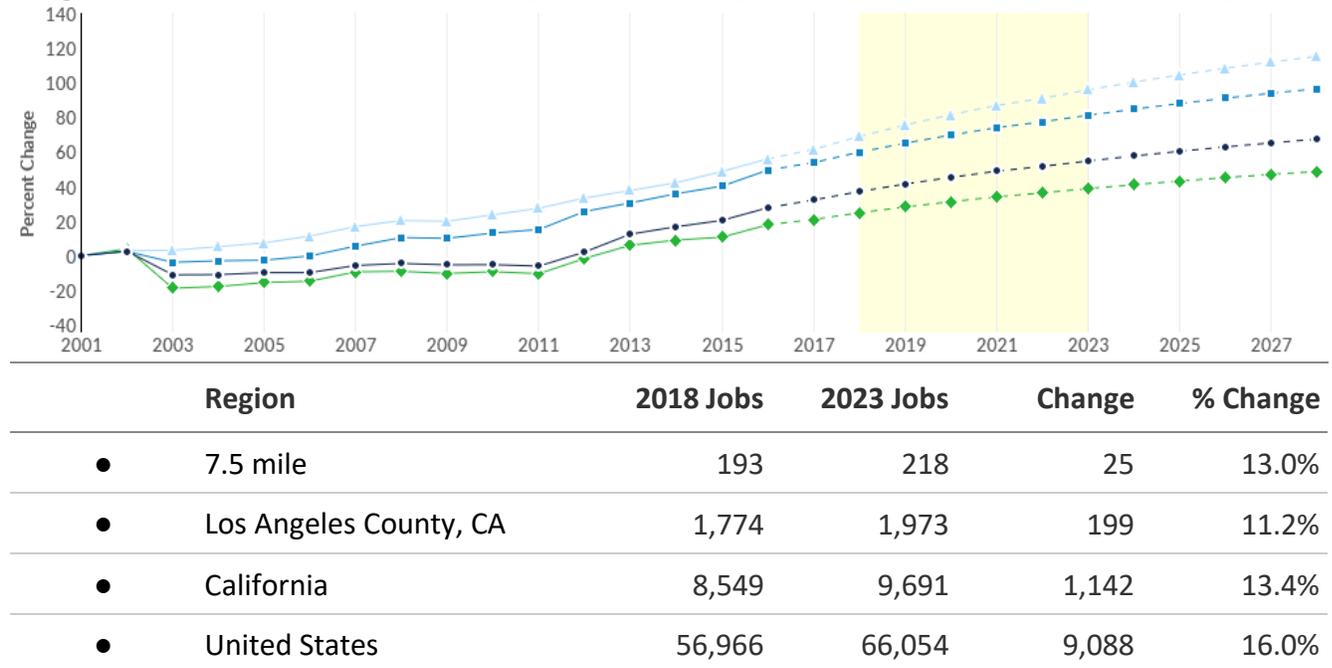
In addition to serving the state’s needs of multi-cultural deaf individuals, California must also respond to the relatively new demand from students wanting ASL courses for general education credit. In 1988, California recognized ASL as a language that could satisfy foreign language credit at both the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

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

Finally, the state serves a large number of deaf, hard of hearing, and deaf-blind students who need certified interpreters in public school settings. In 2008 the California State Board of Education mandated that all K-12 interpreters must be nationally certified. The Registry of

Interpreters for the Deaf (RID), the largest certifying body for interpreters, mandated that an AA degree was required for applicants to sit for certification. As of July 2012, a BA degree was required. K-12 is one of the largest employers of full-time sign language interpreters and requires the Educational Interpreters Performance Assessment (EIPA). 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.

Regional Trends - Previous 5-years Occupation Demand (2012-2023)



(Figure 3)

Southern California Counties Regional Job Breakdown

County	2023 Jobs
Los Angeles, CA 90045 (in Los Angeles county)	20
Torrance, CA 90503 (in Los Angeles county)	17
Long Beach, CA 90810 (in Los Angeles county)	16
Torrance, CA 90505 (in Los Angeles county)	14
El Segundo, CA 90245 (in Los Angeles county)	12



(Figure 4)

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

We currently have five levels of ASL courses (I-V) as prerequisites before students enroll into the interpretation courses. A majority of our instructors (FTE and PT) are Deaf and native ASL users. The instructors have cultural competencies to prepare students in real-world jobs of sign language interpretations. The program was established in 1975, and is one of the longest running programs in sign language/interpretation program. Furthermore, we also have ASL Club (Hands of Friendship) in which students have opportunities to mingle with students within various ASL levels and members of the Deaf community. We also are the only ITP program in the Los Angeles area, and we provide day and evening courses. We also have deaf students in the college, which attracts those who have desire to learn the language. The students are afforded an opportunity for cultural growth with those deaf students. Lastingly, we have a strong community connection, whether it be locally or nationwide.

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

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

3. What are the completion, success rates for students in the program?

A total of 4 years retention rates for all SL/ITP classes from Spring 2014-Spring 2017 are 86.3%, 84.7%, 83.0%, 86.2% respectively. Meanwhile for Fall semesters, 2013-2016 success rates are as follows, 72.4%, 68.4%, 71.7%, 65.6% respectively. (Appendix A and Appendix B)

The Preliminary Success Standard for our program was 69.4%, while the 5 year success average was 70.9% and the 5 year success minimum was 67.9%. (Figure 5)

Preliminary Success Standard	69.4%	2013-2017
5 Year Success Average	70.9%	
5 Year Success Minimum	67.9%	

(Figure 5)

We notice a trend of higher retention and success rate among students from upper ASL classes if compared to these at beginner’s levels.

Recommendations:

- More opportunities for Share Shop where faculty gather to meet and share their new instruction methods and ideas to keep a collaboration between full-time and part-time faculty strong.
- Provide a mentorship between full-time faculty and part-time faculty to provide more support and encouragement with their instructions.
- Work with ASLTA-SoCal to provide opportunities for us to meet and share.

Occupational Programs

8 Programs (2016)		100 Completions (2016)	22 Openings (2016)
CIP Code	Program	Completions (2016)	
16.0905	Spanish Language and Literature	45	
16.0901	French Language and Literature	22	
16.1603	Sign Language Interpretation and Translation	21	
16.0302	Japanese Language and Literature	9	
16.0900	Romance Languages, Literatures, and Linguistics, General	2	

(Figure 6)

El Camino College Program Summary 2012-2017:

Degree Award	2012-13	2013-14	2014-15	2015-16	2016-17
Associate of Science (A.S.) degree	0	1	1	1	0
Associate of Arts (A.A.) degree	7	9	16	10	13
Certificate requiring 30 to < 60 semester units	8	11	25	8	17
Certificate requiring 18 to < 30 semester units	0	1	0	0	0
Total	15	22	42	19	30

(Figure 7)

A total of 128 students have successfully completed the program since 2012-2017. Fifty five (55) students were awarded an A.A. degree while 69 received a Certificate of Achievement.

4. List any licensure/certification exams required for entry into the workforce in the field of study and report the most recent pass rates among program graduates.

Although California is one of the few states nationwide that **does not** require interpreters to obtain certificate, there are many agencies and educational settings that will not hire interpreters without appropriate certificate. Our college prepares students to take basic licensure exams as required by other states and under federal services. Furthermore, our college also trains students to develop basic understanding of EIPA (K-12 education setting interpretation). Students also experience “hand-on” interpreting activities through Practicum under mentorship of certified interpreters to prepare themselves for the Registry of Interpreting for the Deaf (www.rid.org) exam. Essentially, the state of California also requires NIC certificate for court interpreting, too. Our program trains students to prepare themselves for all types of exams for certifications and licenses.

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

Employers are more satisfied with our students who are in the Guided Pathway or transfer program who have completed Interpreter Training Programs from El Camino on to either CSUN or CSULB. Currently, CSUN and CSULB are the only two 4 year programs in the greater Los Angeles, CA. area, that offer Bachelorette Degrees in Sign Language Interpreting. We are working to make changes and improve our articulations with both Universities.

A student survey is pending for Spring 2019.

6. Is the Advisory committee satisfied with the level of preparation of program graduates?

We were going through a transition from old Ms. Patel’s administration to current new leadership under Mr. Greco. We are currently working toward our Advisory Committee meeting happening on April 5th, 2019. We shall be able to gather more information from the meeting for updates.

