**Meeting Minutes**

March 11, 2018

1:00-3:00 pm

**Members present:**

Bobby Crocker (Deaf) - Deaf Community Services Employment Development Department, Employment Advisor

Robert.Crocker@EDD.ca.gov; rjcrocker7@gmail.com

Peggy Lott, PhD – UCSD, Academic Coordinator for American Sign Language,

Continuing Lecturer, Department of Linguistics

plot@ucsd.edu

Lynnette Miller (Deaf) - SD County Social Worker, Organizer of KodaWest (group for families with Kids of Deaf Adults)

xlsmiller74x@gmail.com

Geri Mu, M.A., NIC Master - Former Palomar instructor, freelance interpreter, National Interpreter Testing Development Committee member, San Diego County RID Mentorship Program Co-Coordinator

gmu@pipeline.com

Juan Reynoso – Palomar interpreting alumnus, current student in online BA program for interpreters, Instructional Signing Aide at Bear Valley Middle School and LR Green.

jreynoso@eusd.org

Todd Tourville, M.A., RID CI/CT - Former Palomar interpreting instructor, freelance interpreter, Sorenson Communication Video Interpreter.

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Dorian Yanke (Deaf) – Cuyamaca College, American Sign Language Department Chair

Dorian.Yanke@gcccd.edu

Ex officio members:

Liz Mendoza mmendoza@palomar.edu

Melissa Smith mbsmith@palomar.edu

Not present:

Amanda Bosworth abosworth@sdcoe.net, NCCTSE Coordinator

Phil Carmona phil@riseinterpreting.com, Owner, RISE Interpreting

Mala S. Poe mala.poe@gmail.com, UCSD Interpreter, SDCRID Past President

Andrea Pond ajcartwright@gmail.com, YPIN Founder

Joel Firks, SDUSD Interpreting Coordinator, dhhhands@sandi.net

Technical problems in the ASL/Interpreting Lab led to a late start. Faculty could not access the Faculty network folder or the Internet using Palomar equipment. We hooked up a personal laptop to a personal hotspot and were able to run the meeting using the data projector.

**Call to order:** Meeting called to order at 1:17 pm by Melissa Smith

**Welcome and introductions – thank you for coming!**

Melissa Smith and Liz Mendoza welcomed Board members to H-223.

1. Minutes of the last meeting were posted, printed, and distributed.
2. Melissa suggested that two priorities might be for the board to address how to:
	1. Increase retention rates (more than 50%) so that more students can successfully earn a degree.
	2. Meet the needs of graduates who are not yet work-ready.
3. While the ex-officio faculty members (Melissa and Liz) tried to trouble shoot the computer (there was no access to the faculty network drive or the Internet), members of the board looked over the previous minutes and participated in small group brainstorm sessions regarding how to improve the quality of program graduates.
4. The Board asked for an explanation of why retention in Palomar’s interpreting program is low.
5. Melissa explained that only one-third to one-half of the students who enroll in Interpreting I successfully complete the program.
	1. Readiness to work gap in interpreting programs across the nation has been documented since 1990 (Patrie) and as recently as 2011 (Godfrey).
	2. Four years is still not adequate to prepare students to work as nationally certified interpreters.
	3. It takes four years for students to earn an interpreting degree at Palomar, but they earn a two-year degree.
	4. Interpreting faculty shared that because of the readiness to work gap, it is difficult to feel successful as an educator. Melissa shared that after twenty years of trying to figure out what it would take to help more students make it as interpreters, she realized that she has added more and more work to students’ load, but they still earn a two year degree and then have to go on to pursue a BA degree at another institution. If they major in interpretation, they repeat year three and four of interpreting coursework.
	5. Students must have a BA degree in any field in order to take the national interpreting performance exam. There are more BA programs being implemented across the nation. According to the Registry of Interpreters for the Deaf, more than half of the programs currently offered are at the BA/BS level (76 AA/AS programs and 43 BA/BS programs).
6. The Board asked if students could spend more time in the community to develop better language skills.
	1. According to research of immigrant youth, it takes 2-3 years to develop social language fluency—proficiency in a second language (L2) that is sufficient for basic interpersonal communication. It takes 5-7 years to develop fluency in a second language that is adequate for more formal discussions, presentations, and other cognitive-academic discourse. Because our program is only four years, students are still learning more advanced discourse structures and sign vocabulary. Spoken language interpreting programs, in contrast, only accept students who are already fluent in at least two working languages. All of these programs, even translation programs, occur at the post baccalaureate level.
	2. In spite of these obstacles, Palomar continues to maintain a strong reputation for training good interpreters. Of those students who do manage to make it through the program, many of our graduates have earned advanced degrees, been selected for internships, and obtained employment in- and out-of-state.
	3. In addition to concerns that time in the community at coffee nights and other social events won’t really promote cognitive-academic linguistic proficiency (Cummins), Melissa and Liz feel the number of hours required outside of class for each semester per student (in addition to homework) is already too much (see table on following page).

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| --- | --- | --- | --- | --- | --- |
|  | ASL 210 | ASL 211 | ASL 215 | ASL 216 and ASL 298 | Totals |
| Semester | 1 | 2 | 3 | 4 |  |
| Interpreting Observations | 28 | 27 | 28 | 40 | 123 |
| Community Interaction/Service Learning | 28 | 27 | 28 | 50 | 133 |
| Lab work | 28 | 27 | 28 | 20 | 103 |
| 1:1 Meetings | 2 | 4 | 6 | 6 | 18 |
|  |  |  |  |  |  |
| Total | 86 | 85 | 90 | 116 | 377 |

Table 1: Required out of class hours beyond homework

1. Progress since the previous meeting include:
2. Enrollment caps: Prior to 2014, interpreting skills classes were capped at 25 for and ASL classes were capped at 30. In 2016-2017, ASL class caps were reduced to 25. Interpreting skills enrollment caps were not reduced.
3. Staffing:
	* 1. A fourth full-time faculty member was hired in the fall of 2016.
		2. Twenty percent release time was approved for one faculty member to serve as the coordinator of the ASL/Interpreting Lab (Spring and Fall only). A four-unit class is 26% of a full time load.
		3. From 2013-2015, all of the ASL/Interpreting Lab technicians were non-native hearing signers. In 2017-2018, three out of four lab techs are Deaf.
	1. An A.S. degree in Deaf Studies was approved in 2017.
	2. Deaf Culture (ASL 110) now fulfills the multicultural requirement
4. Curriculum: Entry to practice standards published by the University of Northern Colorado have not yet been aligned with Palomar’s curriculum.
5. Todd recommended that due to time, a Chair be elected at the next meeting. The board agreed.
6. Melissa will send a link to a Street Leverage presentation in ASL on the Crisis in Interpreter Education and a link to the Entry to Practice standards published by UNC. (The minutes of this meeting and the previous meeting and a link to the CCIE standards of accreditation will also be sent.)

The Board’s next meeting will be Sunday, April 15th, 2018, from 1-3 pm in H-223.

The meeting was adjourned at 3:13 pm.