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| **SPCHASLDiscipline: American Sign Language** | **Date: 12/16/2015** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** |  |

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

**Purpose of Program Review and Planning:**

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College’s Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **List everyone who participated in completing this Program Review and Planning Document.**  **Kevin McLellan, Kevin Struxness, Melissa B. Smith** |

**STEP I. Evaluation of Program & SLOAC Data.** In this section, examine and analyze updated program data, the results of SLOACs, and other factors that could influence your program/discipline’s plans for the current year. Consider trends and any changes in the data as they relate to this year’s analysis.

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| 1. **Analysis of Program Data. Review and comment on any significant changes or noted concerns since last year’s PRP.**   **(For enrollment, WSCH, & FTEF data, use Fall term data only).**   * + [Enrollment, Enrollment Load, WSCH, and FTEF](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx)   + [Course Success and Retention Rates](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx)   + [Degrees and Certifications](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx)   Our enrollment continues to climb. However, because an instructor must monitor each individual student due to the visual nature of signed languages (as opposed to choral responses that can be monitored in classes which are delivered in spoken languages), the course cap was lowered to 25 in 2012-13. This negatively affected our WSCH/FTEF. We currently have a strong schedule in place for daytime students and for evening students taking beginning ASL courses, both in San Marcos and in Escondido. There is a need to offer course sections of advanced ASL classes during the day as well as summer.  In both ASL and interpreting, our course success rates are slightly higher than those college-wide, and our retention rates are consistently high (in the 80 and 90% range). However, |

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| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/>   A new SLO facilitator was appointed at the end of this semester. We anticipate that there will be more activity in this area by the end of the fiscal year. Specifically, the SLO facilitator plans to follow up with faculty to request that assessment reports be completed for any courses that have overdue assessment cycle timelines. |

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| 1. **Other Relevant Data and Information.** 2. **Review other data and/or information that you included in last year’s assessment of your program (see Step II.C). (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities). Describe other data and/or information that you have considered as part of the assessment of your program. If there is additional information you are using to assess your program this year, also describe that information here.**   LANGUAGE ACQUISITION DILEMMA  It is common knowledge that language acquisition takes more than four years, so there is an extreme burden on faculty and students of programs that take four years or less to complete.  Whereby most spoken language translation and interpretation programs are at the graduate level, because of the history of the signed language interpreting profession having its roots in language brokering provided by friends and family who volunteered to assist in communication, the failure to recognize the linguistic structures of American Sign Language until the 1960’s, and because of access legislation in the 70’s-90’s that created a demand to fill jobs even with un- and under-qualified interpreters, most programs to educate interpreters who work between signed and spoken languages are two- and four-year programs.  **Accreditation requirements**:  According to the Commission on Collegiate Interpreter Education, the number of faculty should provide a faculty/student ratio that is conducive to the nature of the course and provides students access to faculty. It states, "the maximum recommended faculty/student ratio is 1:12 for interpreting skill development coursework, and the maximum recommended faculty/student ratio is 1:10 for field experiences (e.g., interpreting practicum or internship). See Standard 4.7 <http://ccie-accreditation.org/wp-content/uploads/2014/12/CCIE_Accreditation_Standards_2014.pdf>  In addition, programs seeking accreditation must include an authentic interpreting fieldwork experience where students are supervised by interpreter mentors who are nationally certified and who hold psychometrically reliable and valid credentials.  **Less than adequate faculty/student ratio and field supervision**:  Our interpreting students are impacted negatively by a less than adequate faculty/student ratio. Furthermore, our program needs to develop formal paid partnerships with interpreter mentors who are nationally certified professional interpreters. Failure to address these issues will prevent accreditation of Palomar's ASL-English interpreting program.  **Legislation**:  The state of California revised the educational code to reflect increased qualification standards for interpreters working in K-12 setting. In recognition of the under-qualified work force, the state chose a three year transition plan to allow time for working interpreters to seek training opportunities that would allow them to meet what the state determined to be adequate minimum qualifications. <http://www.cde.ca.gov/sp/se/lr/om061108.asp>  **Educational requirements for national certification of professional interpreters:**  As of 2012, all candidates seeking to take the exam to become nationally certified as professional interpreters must have a BA or BS degree.  <http://66.117.46.171/content/index.cfm/AID/195>  **Employment readiness of program graduates:**  For 7 of the past 8 years, potential graduates' unrehearsed interpretations have been rated by a panel of three instructors that included at least 1 Palomar College interpreting faculty and 1-2 outside community members. All raters hold national certification as professional interpreters. Approximately 75% of our interpreting students go on to advanced degrees and/or obtain employment as interpreters in the local community, in California, or in other states, however, they are not employment ready until at least a year after graduation and only then if they are able to find volunteer or internship opportunities after graduation.  **Inadequacy of supervision/coordination for the American Sign Language/Interpreting Lab:**  To boost language skills, we are pleased to offer Palomar students access to a plethora of resources in our ASL/Interpreting Lab. However, even though we were awarded a grant that allowed us to create the lab in 1998, we have never had a permanent position in the lab. In addition, there is no faculty release time to oversee and coordinate lab-related activities and resources.  The only pay for lab classes, supervision and training of lab techs and faculty, communication with Information Services, Web page and informational materials, maintenance and ordering of lab equipment, books and media, curriculum development, and any other administrative business that goes to a faculty member is 2 of 15 units of one faculty member’s load is comprised of 2.0 lab units. All other work in and for the lab is done by student and/or short term hourly workers that are limited to a two-year term. This puts an incredible burden on the faculty members and short-term hourly workers to constantly train employees (who must also be fluent in sign) to handle the reports, equipment, technology, and language questions that occur during open lab hours.  ANTICIPATED INCREASE IN LAB USAGE  There are currently 8 proposals scheduled for the Curriculum Committee’s review that are likely to impact lab enrollment. First, all interpreting skills classes (1-4) will have a corresponding required 1-unit lab. Students are already exceeding these requirements in the amount of time they spend in the lab and are served by lab staff and interpreting faculty, but these hours are not reflected in current enrollment numbers because there have not been any corresponding lab classes. That means there will be 2 additional 1-unit lab classes in both the fall and spring semesters.  Proposals that allow ASL students to sign up for a 0.5 unit lab class (instead of only having a full 1-unit lab class option) have also been submitted to Curriculum. Most of our ASL instructors require their students to spend 10-15 hours in the lab each semester. A 0.5 unit lab class requires students to complete 24 hours. I anticipate that more students may take advantage of the 0.5 unit option as opposed to the few who can find the time to spend 3 hours per week in the lab.  The American Sign Language/Interpreting Lab doubled in size with the move to the new Humanities building. Because there is more space to accommodate students and because of the increased visibility in the new building, we expect lab usage to continue to climb.  Note: Currently, only 2 units of lab pay in the fall and 2 units in the spring make up 2/15 of one faculty member’s load. For that compensation, a single faculty member is solely responsible for:  -Recruitment, hiring, and supervision of lab technicians which is further complicated by the fact that there are no permanent positions available as of yet for lab technicians resulting in high turnover rates, even though the lab was established in 1998.  -Acquisition and troubleshooting related to technology (computers, video and audio recording equipment, and software) and communicating with IS or outside consultants regarding specialized needs for interpreting students.  -College business, curriculum development and assessment for four 1-unit ASL Lab classes.  -Marketing and publicity including orientation videos, flyers and printed materials, e-flyers, and social media.  -Student advising regarding lab requirements and transfer.  -Providing or arranging training for faculty regarding available equipment and software.    ANTICIPATION OF INCREASED ENROLLMENT IN INTERPRETING CLASSES  Mesa College, the closest college to Palomar with an interpreting program, has recently changed the structure of their program in a way that is likely to increase the number of students enrolling in interpreting classes at Palomar. In an effort to increase enrollment numbers for the highly advanced interpreting classes (traditionally very low due to the difficulty of the specialized skills required to succeed), Mesa College has elected to change to a cohort-based program. This means they will only allow new students to enroll in interpreting classes every two years in the fall. I expect this to have a significant impact on the interpreting program at Palomar because of the language proficiencies required to succeed in interpreting programs. Interpreting is a highly specialized skill. All spoken language translation and interpretation programs are post-baccalaureate. Because of legislative mandates regarding the provision of access, signed language interpreting programs sprang up rapidly around the country. Most are at 2-year institutions. To compensate for the fact that students learning to interpret should already be fluent in at least two working languages, ASL-English interpreting programs like those at Palomar and Mesa often require four semesters of ASL before students can enroll in beginning interpreting classes. Students who are learning a new language must continue studying and practicing that language in order to retain what they have learned. If a student completes ASL 4 in the fall of the semester a cohort has just begun, that student will have to wait until the next cohort cycle begins (1 1/2 years after they have completed ASL 4). For this reason, we anticipate that students who are seriously considering a career in interpreting will likely drive to Palomar to continue their education. This would increase the number of students enrolling in interpreting classes at Palomar.   1. **Given this updated information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**   **Program successes**  INTERNSHIPS AND EMPLOYMENT  A number of interpreting graduates from our program are securing competitive internship opportunities and/or employment both locally and in other states. However, our retention rates have traditionally been low. The program moves very quickly, is time consuming, and is academically rigorous. In addition, it is a skill-based profession that requires fluency in American Sign Language and English. We are doing all we can to help students become work ready, but I estimate that only 50% of those who graduate will actually end up working as interpreters. Some end up getting job in sign language related fields and environments while others choose to pursue other forms of employment. In addition, there has been an increase in the number of graduates who are getting jobs teaching ASL in K-12 settings. Although they are most likely not the best candidates for teaching sign language, the supply again exceeds the demand, especially in rural areas.  TRANSFER TO UPPER DIVISION UNIVERSITY PROGRAMS  We are pleased with the high number of our interpreting graduates that are transferring to 4-year universities. This trend is bound to continue to rise at least in part because a baccalaureate degree must be attained before candidates can sit for the national exam to become professionally certified interpreters. The educational requirement for certification candidates has caused an increase in the demand for institutions of higher learning to serve students who seek employment as ASL-English interpreters, yet most interpreting programs are at two-year institutions.  In spite of the fact that we are fighting an uphill battle, our program is one of the most reputable in the country. We do this by scheduling out of class meetings for faculty members to provide individualized feedback, and also by requiring an intense and rigorous workload that students must complete in the lab and in the community. Although this is not optimal, it is the best we can do with the time and resources that we currently have. |

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| 1. **Labor Market Data. For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year’s PRP. (See Step II.D). This data is be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/)**. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**   According to the Occupational Outlook Handbook released by the Bureau of Labor Statistics (2013), “Employment of interpreters and translators is expected to grow 42 percent from 2010 to 2020, much faster than the average for all occupations…Job opportunities should be best for those who have professional certification.” It also indicates that a Bachelor’s degree is required for entry-level work and that long-term on-the-job training will occur.  This year’s report states that growth in this field will be more than 38% by 2020 (<http://www.labormarketinfo.edd.ca.gov/OccGuides/Detail.aspx?Soccode=273091&Geography=0601000000#FHOutlook>). Other estimates posit that growth in employment rates will exceed 50% nation wide (<http://wqad.com/2015/10/21/demand-for-sign-language-interpreters-expected-to-rise-nearly-50/>).  The Bureau of Labor Statistics states that the advent of technology such as video phones used by Deaf and hard of hearing people has contributed to the projected growth. “Demand for American Sign Language interpreters is expected to grow rapidly, driven by the increasing use of video relay services, which allow people to conduct online video calls and use a sign language interpreter” <http://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm#tab-6>.  Labor Market data indicates that extensive on the job development and training will be necessary as curriculum offerings and availability of classes need to be expanded. Programs need to be improved to reduce the “readiness to work gap” that has been documented since 1990. <https://books.google.com/books?id=3dzk1a7gOnAC&pg=PA252&lpg=PA252&dq=interpreting+readiness+to+work+gap&source=bl&ots=K2YZKBB_5V&sig=9jRe7uCXAOLbhfP7eNbqoP4nvgw&hl=en&sa=X&ved=0ahUKEwjwpfStlPPJAhUM7WMKHf4yCeoQ6AEIIzAB#v=onepage&q=interpreting%20readiness%20to%20work%20gap&f=false> |

**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 2014-15 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

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| **Discuss/Summarize progress on last year’s goals. Include**   1. **the impact on resources allocated and utilized;** 2. **any new developments or concerns that are affecting the program;** 3. **any new goals for the program; and** 4. **other information you would like to share.**   Past year's goals:  1. To hire a full-time Interpreter Trainer faculty  We are in the process of hiring a new faculty member for this area.  2. To hire one full-time ASL/Deaf Studies faculty.  No hire yet.  3. To develop a new ASL/Deaf Studies degree for the first two years of study  We are still in the process of applying for the Deaf Studies AS Degree, exploring options of lab requirements for ASL and interpreting skills classes, and continuing to seek the opportunity to provide a baccalaureate degree in ASL-English interpreting.  4. To hire one full-time and one part-time ASL Lab Technician  No hire yet.  **Last year’s goals**  5. Goal: Encouraging active participation by Deaf mentors and language mentors  We have been funded through Perkins to hire Deaf mentors. Deaf mentors and service learning opportunities in Deaf environments (schools, agencies, businesses, etc.) have proven to be effective ways to begin to understand how to use higher order thinking skills and reflect Deaf cultural values when making decisions that impact the Deaf community.  6. Goal: Developing additional lab hours for the ITP, making necessary curricular changes  The changes have been submitted to the Curriculum Committee for consideration.  7. Applying for Multicultural Requirement status for our ASL 110 "Awareness of Deaf Culture" course.  We are still engaged in preliminary work before approaching the Curriculum Committee.  8. Investigating viability of applying for 4-year ASL/English Interpreting degree program.  We are in the process of having articulation discussions with other institutions and looking into the possibility of the state’s allowing our college to offer a BA in this field. |

**STEP III. Resources Requested for FY 2015-16:** Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. First, identify all resource needs in each budget category. You may have up to five (5) requests per budget category. Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the “Academic Department Resource Requests” PRP form only. Click here for examples of [*Budget Category*](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)*.*

Prioritize within each category and then prioritize across categories in Step IV.

\*Refer to Strategic Plan 2016 Objectives at http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf

**Budget category a. Equipment (acct 600010 and per unit cost is >$500). Enter requests on lines below. Click here for examples of equipment:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **a1.** |  | **600010** |  |  |  |  |
| **a2.** |  | **600010** |  |  |  |  |
| **a3.** |  | **600010** |  |  |  |  |
| **a4.** |  | **600010** |  |  |  |  |
| **a5.** |  | **600010** |  |  |  |  |

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). Enter requests on lines below. Click here for examples of technology:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **b1.** | **Digital interface system, back up, and secure storage** | **600010** | **Goal 2** | **1.1** | **Back up system to ensure that videos are not lost or corrupted. Digital interface that will allow multiple users (student, faculty, and staff) to browse and select videos appropriate to their instructional and learning needs. $850 to include the above and a 3 TB External Hard Drive formatted for both Mac and PC to back up digital media that has been converted from our old analog video library.** | **$150** |
| **b2.** |  | **600010** |  |  |  |  |
| **b3.** |  | **600010** |  |  |  |  |
| **b4.** |  | **600010** |  |  |  |  |
| **b5.** |  | **600010** |  |  |  |  |

**Budget category c. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **c1.** | **Headsets with microphones.** | **400010** | **Goal 2** | **1.1** | **30 over ear noise reduction headsets with microphones for the computer stations and laptops used by students in the ASL/Interpreting Lab to record interpretations from ASL to spoken English. Mac and PC compatible. Headsets with USB plugs do not attach securely and audio is lost frequently. These headsets would attach with a jack. Cost is $100 each plus tax.** | **$3,240** |
| **c2.** |  | **400010** |  |  |  |  |
| **c3.** |  | **400010** |  |  |  |  |
| **c4.** |  | **400010** |  |  |  |  |
| **c5.** |  | **400010** |  |  |  |  |

**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **d1.** | **Captioning our digital videos so that they are accessible to our Deaf and hard of hearing students, faculty and staff** | **500010** | **Goals 5 and 6** |  | **When converting analog to digital video, the captions are not maintained in the new format. As such, all of the videos that we have that were captioned are no longer ADA compliant. Our department is enriched by our ability to maintain a visually accessible environment. Without captions, we cannot effectively serve Deaf and hard of hearing students, faculty and staff.**  **$40 per hour of video footage. We would like to start with 20 hours of video footage ($800).** | **$800** |
| **d2.** |  | **500010** |  |  |  |  |
| **d3.** |  | **500010** |  |  |  |  |
| **d4.** |  | **500010** |  |  |  |  |
| **d5.** |  | **500010** |  |  |  |  |

**Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
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| **e1.** | **Faculty travel** | **500010** | **Goals 1-5** | **3.2, 3.3** | **Faculty travel. The annual conference, of the Conference of Interpreter Trainers (CIT), will be held in Lexington, KY, Oct. 26-30 2016. This is the most relevant professional conference for interpreting faculty. 2 full-time faculty, $1225 each. (Approx: Registration $400, Lodging $300 - shared room, Travel $ 525)** | **$2,850** |
| **e2.** |  | **500010** |  |  |  |  |
| **e3.** |  | **500010** |  |  |  |  |
| **e4.** |  | **500010** |  |  |  |  |
| **e5.** |  | **500010** |  |  |  |  |

**Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **f1.** | **Hourly staff in the ASL / Interpreting Lab** | **230010** | **Goals 2 & 5** | **1.1, 1.5, 4.1** | **Student and short-term hourly employees in the ASL/Interpreting Lab The lab is becoming more impacted due to reasons outlined earlier in this proposal.**  **We rely exclusively on short-term hourly and student employees to staff the lab. We have had to cut the number of hours we are open because we don’t have sufficient funding. We have no lab coordinator, and there is no release time not stipend for any faculty member to coordinate, maintain and/or supervise lab activities, personnel, and resources.**  **We have been operating with only student and STH employees since 1998.**  **STH (need 40 hrs/week\*40weeks/year\*11/hr) -- We need 2 permanent, FT positions to staff our ASL Interpreting Lab. In the interim, we seek funds for STH coverage, which at least allows us to keep the lab open at a minimum level.** | $18658 |
| **f2.** | **Mentor program developer** | **230010** | **Goals 1-5** | **1.2 & 4.1** | **We have secured Perkins funding to pay Deaf and interpreter mentors to work with advanced interpreting students, but we do not have a person to locate, secure, arrange, develop, and maintain sites, schedules, and specify obligations/protocols or MOU’s (contracts). We are requesting a one-year 20-hour per week position to develop a sustainable mentorship program.** | $18658 |
| **f3.** | **Faculty/staff interpreter** | **230010** | **Goals 1-5** | **1.1, 1.2, 3.2, 4.1** | **The Department Chair of the Speech and ASL Department and over ten ASL faculty members are Deaf. All interactions between the chair or Deaf faculty and administrators, and staff members such as the ADA who do not know sign language require the services of an interpreter. In addition, students who are not fluent in ASL who would like to meet with the department chair may need the services of interpreters. We have two full time Deaf faculty members who rely on interpreters for their lecture classes such as Introduction to Deaf Culture.**  **Due to the increased demand for interpreters, the DRC has asked that a request for interpreting services be made five days in advance. This time constraint severely limits the ability of Deaf faculty to communicate efficiently and be involved in crucial aspects of college business.**  **The Americans with Disabilities Act mandates colleges to provide communication access to employees who rely on interpreters. It is time for our Division to provide a staff member whose primary obligation is to interpret between Deaf faculty/staff and college personnel/students who do not know sign language.**  **We need a permanent, FT position to meet departmental, instructional, and inter-departmental communication needs. In the interim, we seek funds for STH coverage.** | $18658 |
| **f4.** | **Hourly staff in the ASL / Interpreting Lab** | **230010** | **Goals 2 & 5** | **1.1, 1.5, 4.1** | **Student and short-term hourly employees in the ASL/Interpreting Lab The lab is becoming more impacted due to reasons outlined earlier in this proposal.**  **We rely exclusively on short-term hourly and student employees to staff the lab. We have had to cut the number of hours we are open because we don’t have sufficient funding. We have no lab coordinator, and there is no release time not stipend for any faculty member to coordinate, maintain and/or supervise lab activities, personnel, and resources.**  **We have been operating with only student and STH employees since 1998.**  **STH (need 40 hrs/week\*40weeks/year\*11/hr) -- We need 2 permanent, FT positions to staff our ASL Interpreting Lab. In the interim, we seek funds for STH coverage, which at least allows us to keep the lab open at a minimum level.** | $18658 |
| **f5.** | **Mentor program developer** | **230010** | **Goals 1-5** | **1.2 & 4.1** | **We have secured Perkins funding to pay Deaf and interpreter mentors to work with advanced interpreting students, but we do not have a person to locate, secure, arrange, develop, and maintain sites, schedules, and specify obligations/protocols or MOU’s (contracts). We are requesting a one-year 20-hour per week position to develop a sustainable mentorship program.** |  |

**STEP IV. Prioritize Resource Requests.** Now that you have completed Step III, prioritize all of your resource requests as one group; not prioritized within each budget category. This means you could have your #1 priority in technology, your #2 priority in short-term hourly, and your #3 priority in equipment, etc. If you actually have five (5) requests in each of the six (6) budget categories, you would end up with 30 prioritized requests**. IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

| **Priority Number for all Resource Requests in Step III** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, benefits, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | **Faculty/staff interpreter** | **230010** | **Goals 1-5** | **1.1, 1.2, 3.2, 4.1** | **The Department Chair of the Speech and ASL Department and over ten ASL faculty members are Deaf. All interactions between the chair or Deaf faculty and administrators, and staff members such as the ADA who do not know sign language require the services of an interpreter. In addition, students who are not fluent in ASL who would like to meet with the department chair may need the services of interpreters. We have two full time Deaf faculty members who rely on interpreters for their lecture classes such as Introduction to Deaf Culture.**  **Due to the increased demand for interpreters, the DRC has asked that a request for interpreting services be made five days in advance. This time constraint severely limits the ability of Deaf faculty to communicate efficiently and be involved in crucial aspects of college business.**  **The Americans with Disabilities Act mandates colleges to provide communication access to employees who rely on interpreters. It is time for our Division to provide a staff member whose primary obligation is to interpret between Deaf faculty/staff and college personnel/students who do not know sign language.** | **$** **82,432.38** |
| **2.** | **Hourly staff in the ASL / Interpreting Lab** | **230010** | **Goals 2 & 5** | **1.1, 1.5, 4.1** | Student and short-term hourly employees in the ASL/Interpreting Lab The lab is becoming more impacted due to reasons outlined earlier in this proposal.  We rely exclusively on short-term hourly and student employees to staff the lab. We have had to cut the number of hours we are open because we don’t have sufficient funding. We have no lab coordinator, and there is no release time nor stipend for any faculty member to coordinate, maintain and/or supervise lab activities, personnel, and resources.  We have been operating with only student and STH employees since 1998.  STH (need 40 hrs/week\*40weeks/year\*11/hr) -- We need 2 permanent, FT positions to staff our ASL Interpreting Lab. In the interim, we seek funds for STH coverage, which at least allows us to keep the lab open at a minimum level. | $18658 |
| **3.** | **Mentor program developer** | **230010** | **Goals 1-5** | **1.2 & 4.1** | **We have secured Perkins funding to pay Deaf and interpreter mentors to work with advanced interpreting students, but we do not have a person to locate, secure, arrange, develop, and maintain sites, schedules, and specify obligations/protocols or MOU’s (contracts). We are requesting a one-year 20-hour per week position to develop a sustainable mentorship program. (20 hr/week \* $15/hr \* 40 weeks/yr)** | **$12,721** |
| **4.** | **Headsets with microphones** | **400010** | **Goal 2** | **1.1** | **30 over ear noise reduction headsets with microphones for the computer stations and laptops used by students in the ASL/Interpreting Lab to record interpretations from ASL to spoken English. Mac and PC compatible. Headsets with USB plugs do not attach securely and audio is lost frequently. These headsets would attach with a jack. Cost is $100 each plus tax.** | **$3225** |
| **5.** | **Digital interface system, back up, and secure storage** | **600010** | **Goal 2** | **1.1** | **Back up system to ensure that videos are not lost or corrupted. Digital interface that will allow multiple users (student, faculty, and staff) to browse and select videos appropriate to their instructional and learning needs. $850 to include the above and a 3 TB External Hard Drive formatted for both Mac and PC to back up digital media that has been converted from our old analog video library.** | **$850** |
| **6.** | **Captioning our digital videos so that they are accessible to our Deaf and hard of hearing students, faculty and staff** | **500010** | **Goal 2** |  | **When converting analog to digital video, the captions are not maintained in the new format. As such, all of the videos that we have that were captioned are no longer ADA compliant. Our department is enriched by our ability to maintain a visually accessible environment. Without captions, we cannot effectively serve Deaf and hard of hearing students, faculty and staff.**  **$40 per hour of video footage. We would like to start with 20 hours of video footage ($800).** | **$800** |
| **7.** | **Faculty travel** | **500010** | **Goals 1-5** | **3.2, 3.3** | **Faculty travel. The annual conference, of the Conference of Interpreter Trainers (CIT), will be held in Lexington, KY, Oct. 26-30 2016. This is the most relevant professional conference for interpreting faculty. 2 full-time faculty, $1225 each. (Approx: Registration $400, Lodging $300 - shared room, Travel $ 525)** | **$2500** |
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**STEP V. Contract Position Requests.** Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.   (Do not include faculty positions.)

| **Priority Number for Contract Position Requests** | **Position Title/Category**  **Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide a detailed rationale for the each position. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | **Faculty/Staff Interpreter and Special Projects Assistant for ASL and Interpreting** | **21220** | **Goals 1-5** | **1.1 & 3.2** | **The Department Chair of the Speech and ASL Department and over ten other FT and PT ASL faculty members are Deaf. All interactions between the chair or Deaf faculty and administrators, and staff members such as the ADA who do not know sign language require the services of an interpreter. In addition, students who are not fluent in ASL who would like to meet with the department chair may need the services of interpreters. We have two full-time Deaf faculty members who rely on interpreters for lecture classes such as Introduction to Deaf Culture.**  **Due to the increased demand for interpreters, the DRC has asked that a request for interpreting services be made five days in advance. This time constraint severely limits the ability of Deaf faculty to communicate efficiently and be involved in crucial aspects of college business.**  **The Americans with Disabilities Act mandates colleges to provide communication access to employees who rely on interpreters. It is time for our Division to provide a staff member whose primary obligation is to interpret between Deaf faculty/staff and college personnel/students who do not know sign language.**  **Secondarily, this staff person would take on departmental projects and duties that require an understanding of ASL, interpreting, Deaf culture, and the Deaf community.**  **(Requesting a new position of 100% for 12 months.)** | **$** **82,432.38** |
| **2.** | **Instructional Support Assistant I in the American Sign Language / Interpreting Lab** | **21220** | **Goals 1-5** | **1.1 & 3.2** | **Instructional Support Assistant I in the American Sign Language / Interpreting Lab.**  **This position is necessary to staff the lab at the most basic level, to keep the lab open 40 hours per week, and to maintain consistency from year to year.**  **Student hourly employees have been managing the lab at all times because we are so short-staffed. To date, we have relied exclusively on STH labor and there is not a single permanent employee staffing the lab.**  **(Requesting a new position of 100% for 12 months.)** | **$71,225** |
| **3.** | **Coordinator for Interpreting Practice, Mentorship, and Service Learning**  **(Requesting a new position of 100% for 12 months.)** | **21220** | **Goals 1-5** | **1.2 & 4.1** | **The Commission on Collegiate Interpreter Education states, "the maximum recommended faculty/student ratio is 1:12 for interpreting skill development coursework, and the maximum recommended faculty/student ratio is 1:10 for field experiences (e.g., interpreting practicum or internship). See Standard 4.7** [**http://ccie-accreditation.org/wp-content/uploads/2014/12/CCIE\_Accreditation\_Standards\_2014.pdf**](http://ccie-accreditation.org/wp-content/uploads/2014/12/CCIE_Accreditation_Standards_2014.pdf)  **In addition, programs seeking accreditation must include an authentic interpreting fieldwork experience where students are supervised by interpreter mentors who are nationally certified and who hold psychometrically reliable and valid credentials.**  **Our interpreting students are impacted negatively by a less than adequate faculty/student ratio. Furthermore, our program needs to develop formal paid partnerships with interpreter mentors who are nationally certified professional interpreters and a way to monitor their progress and performance in the field. Failure to address these issues will prevent accreditation of Palomar's ASL-English interpreting program.**  **Accreditation standards for interpreting also require the curriculum to address competencies related to human relations**  **and professionalism, and experts in the field are bemoaning the lack of active participation by Deaf mentors and language models and mentors. The Commission on Collegiate Interpreter Education (CCIE) requires programs to cover:**  **service-learning, community engagement/civic responsibility to stakeholder communities, professional roles and boundary flexibility when functioning as Deaf community allies, as well as to develop sensitivity to the effects of oppression and discrimination, the influence of power and privilege within multicultural and diverse populations, majority and minority culture dynamics, and dynamics of cross-cultural interactions. Leaders in the field are calling for interpreters to understand the constructs of social justice and become more aware of how decisions on the job impact the lives of the people whom they serve.**  **Deaf mentors and service learning opportunities in Deaf environments (schools, agencies, businesses, etc.) have proven to be effective ways to begin to understand how to use higher order thinking skills and reflect Deaf cultural values when making decisions that impact the Deaf community. A coordinator is necessary to locate appropriate placements, to develop MOU’s or contracts to be signed by work sites and interns, to provide training and/or protocol guidelines, to coordinate and schedule interns at sites with appropriate supervision and mechanisms for feedback, and to provide a means for students to evaluate the effectiveness of their in the field learning and practice opportunities.** | **$82,432.38** |
| **4.** | **ASL/Interpreting Lab Coordinator** | **212200** |  | **1.1 & 3.2** | **Coordinator would be responsible for:**  **-Recruitment, hiring, and supervision of lab technicians who support ASL and interpreting students.**  **-Review current holdings and media related to Deaf culture, ASL and interpreting to determine purchasing priorities and facilitate orders.**  **-Procure and troubleshoot technology (computers, video and audio recording equipment and software)**  **-Communicate with IS or outside consultants regarding specialized needs for ASL and interpreting students.**  **-Coordinate schedules and lab activities for ASL and interpreting students and faculty**  **-Create and update marketing and publicity including orientation videos, flyers and printed materials, e-flyers, and social media.**  **-Advise students regarding lab requirements and resources.**  **-Provide and/or arrange training for faculty, staff and/or students regarding available equipment and software.**  **-Provide supervision and tutoring to ASL Lab staff and ASL/Interpreting students in the lab**  **(Requesting a new position of 100% for 12 months.)** | **$** **82,432.38** |
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**Department Chair/Designee Signature Date**

**Division Dean Signature Date**