



Program Review & Planning (PRP)

PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name:	American Sign Language
Department Name:	Speech Communication and American Sign Language
Division Name:	Languages and Literature

Please list all participants in this Program Review:

Name	Position
Liz Mendoza	Assistant Professor
Melissa Smith	Professor

Number of Full Time faculty	4	Number of Part Time Faculty	12
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Please list the Classified positions (and their FTE) that support this discipline:

ADA 1 FTE

What additional hourly staff support this discipline and/or department:

Short-term hourly lab technicians cover approximately 40 hours per week in the spring and fall semesters & 15 hours for 6 weeks in the summer. Even with this minimal coverage, we did not receive sufficient funds to open the lab during the first week of Summer 2017. In addition, we had to close on Fridays beginning in 2015 because of insufficient funding.

Discipline mission statement ([click here for information on how to create a mission statement](#)):

The mission of the discipline of American Sign Language is to increase the understanding, respect, and equality of Deaf and Hard of Hearing people and their diverse communities by:

- Providing high quality ASL instruction;
- Preparing professional interpreters who are competent, ethical, and committed to lifelong learning;

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- Promoting excellent resources, service, and scholarship to the state of California, the region, and the nation.

List all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:

A.S. in Deaf Studies (newly approved as of 2017), A.S. in ASL-English Interpreting, Certificate in ASL-English Interpreting

PART 2: Program Assessment

The first step in completing your self-study is to examine and assess your discipline/program. To accomplish this step, complete the Following Sections:

Section 1: Program Data and Enrollment

Section 2: Course Success Rates

Section 3: Institution and Program Set Course Success Rate Standards

Section 4: Completions

Section 5: Labor Market Information (CTE programs only)

Section 6: Additional Qualitative Information

Section 7: Curriculum, Scheduling, and Student Learning Outcomes

SECTION 1: PROGRAM DATA & ENROLLMENT

Click on the following link to examine enrollment, efficiency, and instructional FTEF trends for your discipline. Log-in using your network username and password.

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx>

A. To access your discipline data, select your discipline from the drop down menu.

B. To access course level data (e.g., COMM 100 or BIOL 100) use the drop down menus to select “discipline” and “catalog number”.

Use the data to answer the following questions.

1. Discipline Enrollment

Discipline Enrollment (over last 5 years)	Increased	X	Steady/No Change		Decreased	
Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?						
<p>Since 2011, enrollment has increased from 822 to 874 (Fall to Fall; our fill rate has improved from a low of 85% to 93%. When Palomar cancelled classes a few years ago due to budget constraints, the ASL Department lost several class sections as we looked carefully at the scheduling of our ASL program and tightened up our offerings to become more efficient while still allowing us to serve students in the day and evening. We also closed the programs in Mt. Carmel and Ramona (though they have been offered at each site again since then). In addition, we stopped offering ASL 4 in the daytime, in the summer, and in the fall semesters. We had to close the ASL/Interpreting Lab on Fridays and postponed the opening time by an hour on weekday mornings while closing an hour earlier two evenings a week. We lost some enrollment during that difficult time; however, our enrollment numbers remain strong.</p> <p>We anticipate that enrollment will continue to increase due to the following factors:</p> <ol style="list-style-type: none"> 1) More local high schools are offering ASL I-IV. Students are coming to Palomar with solid foundational ASL skills, but they are choosing to re-take ASL for college credit. In addition, ASL continues to gain popularity among students seeking a world language option. 						

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- 2) The opening of the South and North Centers, as well as maintenance or expansion in surrounding areas such as Mt. Carmel and Ramona. Students commute from Lake Elsinore, Chula Vista, Hemet, etc., to attend American Sign Language and interpreting classes at Palomar College.
- 3) We have not yet offered any distance education options or dual enrollment options. Both of these possibilities could increase enrollment.
- 4) We have not put any effort into recruitment or marketing. These are two other options likely to increase enrollment.

2. Course-Level Enrollment and Fill Rates

If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your discipline is addressing this. For example, are there courses that should be deactivated?

ASL IV is only offered during the spring semester, one section is offered in the evening and one during the day. It is not offered during the fall semester or in the summer. Because we fill two classes in the spring, the full time faculty are in strong support of offering one section of ASL IV in the fall and one in the spring. In addition, an online or hybrid ASL IV class could increase enrollment by expanding the region we serve. Students from other local colleges (MSJC, Mesa, Grossmont, and RCC) hoping to enroll in interpreting classes in the fall might be likely to take a hybrid or online ASL IV class during the summer at Palomar.

Nearly all of the ASL classes are strongly enrolled, although there are challenges at the very top of our rigorous, nationally recognized interpreting program. To address that higher level program enrollment, we have made and will continue to implement changes to the program curriculum and resources.

No courses should be deactivated at this time, although continued and extensive revision of curricula is warranted.

3. WSCH/FTEF

Although the college efficiency goal is 525 WSCH/FTEF or 35 FTES/FTEF, there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

Discipline Efficiency Trend	Increased	<input checked="" type="checkbox"/>	Steady/No Change	<input type="checkbox"/>	Decreased	<input type="checkbox"/>
Discipline Efficiency:	Above 525 (35 FTES/FTEF)		At 525 (35 FTES/FTEF)		Below 525 (35 FTES/FTEF)	X

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

Our WSCH/FTEF is currently the highest it has been in the last 5 years -- 449 (with the lowest having been 349).

Our ASL classes are well-enrolled. Enrollment in ASL IV is likely to increase because of recent approval of the Deaf Studies degree. Interest in learning American Sign Language continues to climb. We anticipate enrollment continuing to increase.

Interpreting class enrollment caps far exceed those recommended by the Conference of Interpreter Trainers and also by the the national accrediting organization for interpreting programs—the Commission on Collegiate Interpreter Education (CCIE). In 2016, enrollment caps were lowered to 25 for ASL classes due to the visual requirements of the language and closer to position papers published by the American Sign Language Teachers Association (ASLTA). Prior to 2016, Interpreting I-IV were already capped at 25, but language classes were capped at 30. At that time, the department did not pursue lowering the cap for interpreting classes.

There is adequate space and equipment for 15 students in the interpreting classes, but the cap is set at 25. Every year, approximately 30 students try to enroll in Interpreting I, leaving the instructor to turn away five students for an entire year (not knowing whether any of those five might actually be more likely to succeed in the program and make it through the rigorous and

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time-intensive first year. Either the cap for Interpreting I-IV should be capped at 15, a larger space with 25 work stations should be procured, or Interpreting I should be offered at night in the fall and in the daytime during the spring.

4. Instructional FTEF:

Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.

Challenge #1: Need for ASL/Interpreting Program Chair, Director, or Coordinator

Our interpreting program leading to an A.S. or Certificate in ASL/English Interpreting has no coordinator, no internship/practicum coordinator, and no administrative support staff fluent in ASL who can answer questions from those interested in the program, those seeking guidance for graduation and transfer, and graduates seeking support in their endeavors to attain certification, mentorships/internships, or employment. Surveys and research regarding our demographics, curricula, and program success are also referred to faculty. To complicate matters further, data regarding the success of our graduates is incomplete and sometimes completely unavailable. For example, in completing this form, there is no data available from the Centers for Excellence.

Although transfer rates are high and the interpreting program is successful, it is not appropriately supported by campus resources. The interpreting program has an off-campus service learning component (21 hours for three semesters) and a practicum/internship component (90 hours in the 4th and final semester). Advisement of students regarding university transfer and completion of the interpreting degree program is referred to a faculty member. All funding proposals are referred to a faculty member. All surveys or requests regarding program success or interest are referred to a faculty member. To our knowledge, there are no other CTE degree programs that do not have a director or coordinator. The advisory board for the interpreting program sees this as integral to program success.

Since 2006, interpreting faculty have met individually with each interpreting student for an hour several times per semester in an effort to help them develop adequate skills to complete our program, be prepared to pursue advanced degrees, and to be competitive for mentorships. In Interpreting 1, Professor Mendoza meets for an hour with each student twice during the fall semester ($30 \times 2 = 60$). In Interpreting II, she meets with them 4 times each during the spring semester ($22 \times 4 = 88$ hours). In Interpreting 3 (fall) and Interpreting IV (spring), Professor Smith meets with each student six times ($6 \times 20 = 120$ hours). We are not compensated for this time, but we have not found a better way to support more of our students in getting closer to being prepared for work in signing related fields.

Two out of four of our full-time faculty members have taught the maximum allowable overload for the last several years. Neither of them has ever applied for sabbatical leave. Our newest faculty member is teaching a small amount of overload (due to the configuration of the classes), even though she is still probationary faculty. The fourth faculty member is eligible for both sabbatical and load bank leave but does not feel comfortable leaving the department without adequate personnel and supervision in the lab, without enough qualified faculty to teach ASL and interpreting coursework, and without anyone to serve as acting director of the interpreting program besides our new faculty member.

Challenge #2: Need for permanent instructional support staff

Permanent Instructional Support Staff – one full-time or two part-time

Palomar College established our state of the art ASL/Interpreting Lab in 1999. In Fall and Spring 2002, students logged in to use the lab for just over 4,000 hours. In Fall and Spring 2015, they logged a total of 13,600 hours. The numbers continue to rise. In 2016, students spent almost 15,000 hours in the lab (14,923).

We have never had a permanent classified employee in the lab. This deficiency creates a multitude of problems. Turnover is high, and training new employees is passed down from temporary employees who in many cases are still learning themselves about the lab. The newly appointed faculty lab coordinator who was granted 20% release time in 2016 is not present in the summer. Communication with lab technicians for training and monitoring purposes primarily takes place via email. Although we have developed a robust employee handbook, we are still adding to it. In addition, it is so overwhelming for part time short term employees that there is too much to learn simply by reading, so they address their immediate questions to short term employees who have been there longer than they have been employed as lab techs. The responses vary in quality and often contribute to confusion among students and faculty. Working in such a high-demand, highly-technical environment is a huge responsibility for short-term hourly personnel and 20% release time during fall and spring with no coverage in the summer is inadequate. Along with a faculty coordinator, the ASL/Interpreting Lab is in dire need of a permanent Administrative Specialist

or Director and a permanent Administrative Assistant/Computer Technician.

Lab technicians must not only be proficient in ASL and be able to work with students to support their learning, they must also become familiar with the lab's resources so they can recommend appropriate media for students working to develop a particular skill. Furthermore, they must be able to support students using video recording technology, qualitative video software for analysis of signed assignments, and software to support interactive video remote feedback (such as GoReact). Moreover, little tricks are difficult to share when temporary part-time employees are responsible for the day-to-day lab operations. For example, when a student is using certain DVDs on some computers, the computer will not always play with the default video player. In this case, the default program must be closed and the DVD opened using a different video player by right clicking on the DVD, choosing "Open With," and specifying another player. Another example is that Camtasia (the video editing program used by interpreting students to allow picture in picture video capture), crashes from time to time. Everyone is afraid to close the program when it freezes, however, when the program is closed, Camtasia recovers the file as a ".trec" file which can be located with a search.

Sign Language Interpreter/Communication Assistant/ Department Assistant

For decades, Deaf faculty members have found it difficult to communicate freely with hearing colleagues, a hearing Academic Department Assistant, hearing administrators, and in some cases, beginning ASL students or Deaf Culture students who are hearing. The more than ten faculty in our department who are Deaf are not able to communicate freely with beginning sign language students, struggling students or students in crisis and needing extra support or referral, prospective students, or families of prospective and current students. Students taking Deaf Culture and Perspectives on Deafness with our Deaf faculty members rely on interpreters to comprehend the lectures and ask questions in class. Hiring an interpreter who can also support department business would allow faculty to have access to an interpreter for college-related meetings with administration, faculty, and staff, as well as students and their support systems. Due to the increased demand for interpreters, the DRC has asked that all requests 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 ASL Department believes that this is an undue burden and does not meet standards of reasonable accommodation.

Teaching Assistant for Deaf Faculty

For several years, advanced interpreting students have volunteered to T.A. in a professor's advanced ASL classes. Although interpreting students enjoy this opportunity, a paid T.A. position would free up interpreting students to do their service learning in off-campus organizations and network with multiple members of the Deaf community.

Due to the rapid growth of ASL classes being offered in the local community at K-12 public and private schools, in adult education sectors, and the revitalization of the ASL program at SDSU, the competition for the pool of adjunct instructors who are qualified to teach ASL has increased tremendously. Our part-time pool is limited in part because many native signers who live in the area and have advanced degrees already have full-time employment or are highly sought after by other local programs. If we can offer two back-to-back classes (8-10 units), we can attract more Deaf people who live in Riverside or San Diego to make the drive to Palomar. Because sign language and interpreting services are more easily accessible in San Diego and Riverside, the number of Deaf people (a low incidence population) living in the North County is relatively small.

There are a host of qualified candidates who have graduated with graduate and doctoral degrees in teaching interpretation and/or teaching ASL. If we can do a long-term search at the national level for a full-time professor, we will easily be able to attract a good number of qualified candidates.

Part-Time Faculty

As noted above, our part-time pool is limited in part because many native signers who live in the area and have advanced degrees already have full-time employment or are highly sought after by other local programs. If we can offer two back-to-back classes (8-10 units), we may be able to attract more Deaf people who live in Riverside or San Diego to make the drive to Palomar. Offering online and hybrid classes may also alleviate some of the difficulty in finding qualified faculty. Our biggest challenge is in finding qualified faculty for ASL III and IV and ASL/English Interpreting.

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Click on the following link to review the course success rates (% A, B, C, or Credit) for your discipline. Examine the following course success rates.

- A. On-Campus Course Success Rates
- B. Online Course Success Rates
- C. Course Success Rates by gender, age, ethnicity, and special population (use the filter buttons at the top of the worksheet to disaggregate success rates by demographic variables)
- D. Course Success Rates by class location (Escondido, CPPEN, etc.)

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx>

1. Overall Success Rate:

Reflect on your discipline's on-campus, online, and by location (ESC, CPPN, etc.) course success rates over the past five years. Compare your success rates to the overall college success rates. Are the rates where you would expect them to be? Have there been changes over time?

The ASL discipline has a success rate of 79.8% compared to 72.2% at the college level. The success rate has grown more than a percentage point from 78.7% in 2011-12 to the current 79.8%, while the college's has dropped 1 ½ % from 73.7% in 2011-12 to the current 72.2%. The ASL discipline increased dramatically from 75.4% in 2015-16 to the current 79.8% -- almost 5%!

2. Course Success Rates by gender, age, ethnicity, and special population:

Reflect on your discipline's success rates by the given demographic variables (gender, age, ethnicity, special population). Are there large differences between groups? If so, why do you think this is happening and what might you consider in the future to address the needs of these groups?

Note: Institutionally, the College has a goal to close the performance gap of disproportionately impacted students, including African-American, Hispanic/Latino, veterans, foster youth, and students with disabilities. You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>

Gender	Even though the ASL discipline has 3 ½ times more women (1,455 in 2016-17) than men (418 in 2016-17), the success rates are comparable with 79.6% for women and 79.7% for men. The field of interpreting has historically been female-dominated, but more males are showing interest in becoming interpreters. We are proud that at least two men have successfully completed the program in the last three years. We remain committed to recruiting more males and supporting their success.
Age	The majority of the students are in the 20-24 age range with 811 in 2016-17. This number has increased from 646 to 811 in the last 5 years. The second largest group is age 19 and under, which has increased from 609 to 651. Students who are 25-49 have also increased from 216 to 272 in the last 5 years. The last group, age 50 and over, has decreased from 21 to 10. Many high school and CSUSM students take ASL at Palomar College classes to satisfy their foreign language credit.
Ethnicity	The largest group of the 1,612 students is White with 968 in 2016-17. That number has decreased in the last 5 years from 984 in 2011-12. The second group is Hispanic/Latinx, which has increased dramatically in the last 5 years from 353 to 540. Students who claim multi-ethnicity has increased in the last 5 years from 60 to 72, as well as 'Unknown' from 10 to 22. Asian and Filipino students make up the smallest number in the last 5 years with N/A for three of the years for both groups. We remain committed to recruiting diverse students and supporting their success. In the interpreting program, we have seen an influx of native Spanish speakers. In the last three years, we have also seen our first Arabic graduate and our first native American graduate. Because of the high number of Spanish speakers in San Diego and surrounding counties, and because both of our FT interpreting faculty have at least intermediate-level competency in Spanish, we feel compelled to take a leadership role in creating training opportunities for tri-lingual interpreters in our region.
Special Population	A search for veteran students was not possible (error message) for the ASL discipline. Foster youth

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(examples- veteran, foster youth, etc.)	resulted in a slight rise in non-foster youth from 78.7% to 79.6%. A financial aid search resulted in a 79.5% success rate in 2016-17.
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3. Disaggregated Course Success Rates (Select at least two other variables):

Disciplines/programs find it useful to examine course success rates by other types of variables (e.g., time of day, level of course (basic skills, AA, Transfer). Examine course success rates disaggregated by at least two other variables and reflect on your findings.

Sorting by class type (day, distance education and evening classes) resulted in most of our students taking day classes (476, or 79.8%) compared to evening (303, or 77.2%).

SECTION 3: INSTITUTION AND PROGRAM SET COURSE SUCCESS RATE STANDARDS

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Discipline Level Course Success Rate:

- A. The College's institutional standard for course success rate is 70%.**
- B. Review your discipline's course success rates over the past five years.**
- C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.**

Standard for Discipline Course Success Rate:	The discipline course success rate is 70%, which is standard for academia.
Why?	
Students must pass at 70% in order to continue in their course of study in ASL. Retention in higher level (3rd and 4th year) interpreting skills coursework continues to be a problem. Between enrollment in Interpreting I (ASL 210) and Interpreting IV (ASL 216), we lose more than 50% of our students due to either non-passing work or the extremely challenging and time-intensive workload. We believe the success rate would be higher if a 'B' or better in ASL and in English 100 were established as prerequisites to interpreting skills coursework (ASL 210).	

SECTION 4: COMPLETIONS

Click on the following link to review the completions for your discipline.

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx>

- A. To access your discipline data, go to the "Awards" tab at the bottom of the page and click on your discipline.**
- B. To access your program level completions, click on the tab titled "Awards by Academic Plan" at the bottom of the page and then click on your discipline.**

1. Overall Completions:

Reflect on your discipline's overall completions over the past five years. Are the completions where you would expect or want them to be? What is influencing the number of completions?

We anticipate an increase in the number of degrees awarded in our discipline as we have a newly approved degree in Deaf Studies; we are excited to see the outcomes for this degree over the course of the next few years.

Combined totals of certificates and degrees earned between 2016 and 2006 range from 8-24. These numbers might appear low until taking into consideration the number of students who successfully complete Interpreting I, II, and III and are able to enroll in Interpreting IV. In the past decade, the number of students who reach this final semester of coursework has ranged from 4 to twenty students. Some of these students stay another semester or two to complete either program requirements or General Ed coursework for a degree (accounting for the year when there were more awards than students enrolled). Some do not complete the program because do not demonstrate an adequate level of mastery on the exit exam. An alternate degree in Interpreting Studies would allow these students to attain a degree after four years of hard work, whereas at this point, they don't earn a degree or certificate from our program at all if they can't pass the exit exam. In addition, some students complete all requirements in the program, but fail to complete classes outside of the discipline.

Another important factor to consider is that aspiring interpreters must have a baccalaureate degree to take the National Interpreting Certification (NIC) exam; therefore, many are electing to earn a certificate in ASL-English Interpreting rather than an AS degree. A percentage of students entering our program have already earned a BA/BS prior to enrollment in our program. These students do not need a degree and often choose to pursue a certificate instead. It is also noteworthy that the number of college credits completed by students earning certificates from Palomar is between 30-59.9 units.

Palomar ASL and Interpreting Faculty strongly support a BA or BS in Interpreting Studies. Currently, many of our students seek advanced learning opportunities out of San Diego County or out of state. At this time, 2 students are enrolled at a university in Oregon, two are enrolled at CSUN, two of our previous students are enrolled at Gallaudet University, and two are taking an online BA program through William Woods in Missouri. One of last year's graduates is looking for an MA program to continue her training, but she is reluctant to move out of state and face high out-of-state residency fees.

2. Specific Degree/Certificate Completions:

Do you have degrees or certificates with few or no completions? If so, what factors influence completions within specific programs? If you have degrees/certificates with few completions, are they still viable? What can be done to help students complete programs within your discipline?

Most students who make it to Interpreting IV successfully complete their final semester and college requirements for a degree or certificate, but retention prior to that point is an important consideration. We lose more than half of the students who enroll in Interpreting I in the following three semesters. In addition, numbers for the AS degree in ASL-English Interpreting could be increased if we were able to offer a baccalaureate option either independently through Palomar College or in collaboration with another university. A BA or BS is required to sit for national certification as a professional interpreter (National Interpreting Certification) awarded by the Registry of Interpreters for the Deaf. The only BA degree in Interpreting in the state of California is at CSU, Fresno. There are degrees in Deaf Studies with an emphasis in interpreting at CSUN and CSU, Sacramento, but our students find they are not further challenged in these courses because they did not receive upper division credit for the interpreting courses they took at Palomar during their third and fourth year at our college. If Palomar offered a BA/BS program, we would be the only one in Southern California. In addition, our students could transfer directly into a Master's program once they completed upper division General Ed coursework. For many of our students who earn nearly 90 units while at Palomar for four years or more, this would take only a year and would not require them to enroll in classes with students only in their 3rd year of language development in ASL (juniors at universities).

In 2008, the state of California revised the educational code to reflect increased qualification standards for interpreters working in K-12 settings. In recognition of the under-qualified workforce, 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. Prior to 2008, our students were competitive for employment in K-12 schools. With the

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new legislative mandates for employment in K-12 schools, our students must seek support and ongoing professional development elsewhere, but opportunities are scant. This makes it incumbent upon us to support their growth as much as possible, so that all of the time, money, and energy expended by students, faculty, and the college are not wasted.

SECTION 5: LABOR MARKET INFORMATION (CTE PROGRAMS ONLY)

If you have CTE programs in your discipline, refer to the following link to obtain relevant labor market data. This data can be found on the Centers for Excellence website at <http://www.coeccc.net/Supply-and-Demand.aspx>.

Example of Labor Market Information:

SOC	Description	Counties	2014 Occupations	2017 Occupations	Change	% Change	Openings	Annual Openings	10% Hourly Earnings	Med Hourly Earnings	Entry Level Education (Typical)
13-2011	Accountants and Auditors	Imperial	341	361	20	5.8%	57	19	\$17.70	\$26.09	Bachelor's degree
13-2011	Accountants and Auditors	San Diego	12,554	13,735	1,181	9.4%	2,388	796	\$20.88	\$32.92	Bachelor's degree

1. What is the regional three-year projected occupational growth for your program(s)?

There is no data indicated on the Center for Excellence Labor Market trends. There is a critical need for accurate data regarding sign language in our Center for Excellence.

In California, the number of Interpreters and Translators is expected to grow much faster than average growth rate for all occupations. Jobs for Interpreters and Translators are expected to increase by 36.6 percent, or 3,400 jobs between 2014 and 2024 (<http://www.labormarketinfo.edd.ca.gov/OccGuides/Detail.aspx?Soccode=273091&Geography=0601000000#FHOutlook>).

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.

Last 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 enhanced and expanded in order to reduce the "readiness to work gap" that has been documented since 1990.

2. What is being done at the program-level to assist students with job placement and workforce preparedness?

As described earlier, hour-long individual meetings are scheduled with each interpreting student every semester in an effort to help them develop adequate skills to complete our program, be prepared to pursue advanced degrees, and to be competitive for mentorships. In Interpreting 1, Professor Mendoza meets each student twice per semester (30 x 2 = 60), and in Interpreting II, she meets with them 4 times each (22 x 4 = 88 hours). In Interpreting 3 and Interpreting IV, Professor Smith meets with each student six times (6 x 20 = 120 hours). We are not compensated for this time, but we have not found a better way to support more of our students in getting closer to being prepared for work in signing related fields.

We are doing everything we can possibly think of to make up for the fact that four years is inadequate to develop proficiency in a second language at the level that is demanded of working interpreters. Students cry in our offices every semester—working

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so hard for years only to find out they still don't have the skills they need to be eligible for even entry level jobs.

We require Service Learning for all four semesters of the program. Most of our graduates have received Stoies (100+ hours) and Cords (50+ hours) for their service in the Deaf community, although they have not yet been recognized in the commencement program. In the past two years, five of our students have won scholarships and been recognized at the Service Learning Banquet for their outstanding service. Interpreting faculty write letters of recommendations for students applying for highly competitive internships and intensive trainings, for student positions on boards and at conferences, for mentorships, and for applications to universities.

In their final (8th) semester, students are required to complete 90 hours of volunteer interpreting in appropriate situations and/or observation of and/or additional training with certified interpreters to develop their interpreting skills and expose them to real-world decision-making experiences as well as a variety of diverse Deaf and hearing participants in interpreter-mediated interactions. We are frequently contacted by graduates seeking advice or support, informing us of new and exciting endeavors or accomplishments, and thanking us for preparing them for ongoing education, professional development, and employment. We have a Facebook page for alumni where employment, volunteer, and PD opportunities are posted.

3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), including any external mandated regulatory items, discuss how that information has been used to make program changes and/or improvements.

The Commission on Collegiate Interpreter Education (CCIE) temporarily stopped considering community colleges for accreditation, recognizing the crisis in interpreting education. At this time, we would need more financial support to meet standards and apply for accreditation. For example, one faculty member could spearhead this effort but would need release time and/or non-instructional pay during the fall and spring as well as non-instructional pay in the summer. The 2014 standards at http://ccie-accreditation.org/wp-content/uploads/2014/12/CCIE_Accreditation_Standards_2014.pdf indicate that additional faculty and staff oversight and support are recommended, as is a lower class cap for interpreting skills-based classes.

2.1 The institution provides adequate financial support to allow the program to achieve its stated mission and goals. Evidence must include that budgetary allocations received for personnel, space, equipment, materials and supplies are regular, appropriate and sufficient for the program's operations.

2.4 The program has access to clerical, technical, and support personnel that are appropriate and sufficient to achieve the program's mission and goals. Evidence must include documentation of faculty and student access to clerical, technical and support staff.

4. When was your program's last advisory meeting held? What significant information was learned from that meeting? (CTE programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year)

The last Advisory Board meeting was held in April 2015. The advisory board suggested revising curriculum to ensure that learning outcomes are aligned with industry standards for interpreter education, pursuing a structure for ASL classes aligned with World Languages at Palomar, and securing permanent staff positions in the ASL/Interpreting Lab (preferably with Deaf employees to expose students to the cultural values and communication norms of Deaf people).

None of these priorities have yet been accomplished, although progress has been made on revising curricula. For example, proposals have been approved for adding a lab component to each of the interpreting skills classes. In addition, students have an option of taking a 0.5 unit or a 1.0 unit lab option for each level of ASL. We hired a new full time instructor in 2016, making it the first time in the history of the ASL/English Interpreting Program that we have had more than one full-time person to explore curricula, review media, develop SLOs, etc. for the interpreting classes. This has been a phenomenal improvement. Furthermore, at that time, only one of our lab technicians were Deaf. At this time, three out of four are Deaf.

SECTION 6: ADDITIONAL QUALITATIVE INFORMATION

Not all information important to reviewing your program is quantitative or included in the section above.

Describe other data and/or information that you have considered as part of the assessment of your program. (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).

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The Commission on Collegiate Interpreter Education (CCIE) temporarily stopped considering community colleges for accreditation, recognizing the crisis in interpreting education. At this time, they have decided that community college programs that meet certain criteria are eligible to apply, however, we would need more financial support to meet standards and attain accreditation. http://ccie-accreditation.org/wp-content/uploads/2014/12/CCIE_Accreditation_Standards_2014.pdf

The need for students to pursue a baccalaureate degree in the Southern California region is vital because students are not getting upper division credit for taking courses that by definition cannot be taken until their third year of college. Interpreting faculty are putting in well over full time contractual obligations in an effort to help as many students “make it” as possible. This is not without its toll, as the workload is not only stressful, but is likely not to be maintained by a new professor who has not bought into something less than equal work for equal pay. Although the blame is on the faculty who have chosen to do this for the past decade, the result is that the students who do complete our program are finding that they are more competitive for internships and employment than even graduates from BA/BS programs. In addition, to be eligible as a candidate for National Interpreting Certification, applicants must have completed a baccalaureate degree.

In order to better serve our students, we need additional faculty, staff, technology and media to enable our students to succeed. Currently, we run an entire program, and ancillary requirements, on two faculty. We need a program director or chair to oversee the administration of the ASL/English Interpreting program. This would allow the faculty to complete their work within contractual standards of time and effort.

The ASL lab has been instrumental in assisting students to have direct exposure to ASL to enhance their comprehension of ASL and their ability to interact according to Deaf communication norms and to develop their ASL and interpreting skills. However, many improvements are still needed, including the development of a true curriculum so that each individual faculty member does not have to re-create lesson plans, media, and support the language development needs of interpreting students. Translation and Interpretation (T&I) researchers and educators state adamantly that language learning should not be the focus of interpreting programs. Instead, students should come in already proficient in at least two working languages. Yet, due to legislative mandates for accommodation such as the ADA and IDEA, the demand has exceeded supply. This leaves interpreting instructors to spend the bulk of our time teaching ASL, and even teaching English speaking, writing, and text analysis skills, though this is not our area of expertise. Enhancing and expanding online and lab supports as well as faculty and staff to focus on community outreach and internship/practica opportunities as well as curriculum development, lab facilities, recruitment, and assessment/analysis/distribution of program success are crucial.

SECTION 7: CURRICULUM, SCHEDULING, AND STUDENT LEARNING OUTCOMES

1. SLO Assessment Results:

How have SLO assessment results impacted your planning over the last three years? Consider curriculum, teaching methodology, scheduling, department discussion (FT & PT faculty included) resources, etc. Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

In 2016-2017, new SLOs have been written and entered in TracDat for the following courses:

ASL 100, ASL 100L, ASL 101, ASL 101L, ASL 105, ASL 115, ASL 205, ASL 205L, ASL 206, ASL 206L, and ASL 210, ASL 210L.

In 2016-2017, the entire ASL Department met three times to discuss SLOs. We began in January 2016 with an overview by an SLO Coordinator (Wendy Nelson), which helped us understand not only the purpose and requirements of SLOs, but also how they could help us to get an overview of the entire program and to see what students are learning at each level of ASL and what they still need to master along the way. This consensus building process was exhilarating and inspiring to the faculty who attended (more than 90%). As a department, we agreed to revise SLOs for each class. For example, in ASL 100, the SLO facilitator appointed at the end of 2015 reported that only one teacher had reported or collected data on the published SLO. The department agreed that the model set by the World Languages Department for their beginning language classes was a better representation of what we would like to see how well we are preparing ASL 100 students to know and be able to do.

At the present time, SLOs for ASL I-IV have not been assessed department-wide. Our part-time faculty have repeatedly asked for guidance and suggestions on how to collect data to assess SLOs. We request financial support for ASL adjunct faculty to attend two 2-hour meetings per semester for the next four years. The ASL faculty as a whole has found the collective knowledge of the larger group to be invaluable. We would use this time to continue to revise SLOs, to share and revise assessment tools to assess student learning outcomes, and to inspire the faculty to work collaboratively to create effective

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learning environments in our classrooms and in the lab.

One of our top priorities is to continue the good work that we got started; however, our department faculty are already maxing out their PD, so we are asking them to come in on their own to volunteer their time. The Department believes that this effort supports our institutional standards for student learning. We would like to work on establishing consensus around SLOs and assessment goals. We would like to request approval of funds for PT faculty members to participate actively in department meetings focusing on SLOs and curriculum at least twice per semester.

For interpreting-skills classes, the struggle is in the balance between course expectations that support student success and retention when industry standards require a higher level of expertise at graduation than can be reasonably expected in a four-year learning trajectory.

For example, from ASL 215 (Interpreting III): **ASL to English translation** *Successful students will be able translate a source text (appropriate to the level of 3rd semester students) from sign language into written and/or spoken English.*

To utilize course materials that contain the level of ASL text that they will need to master by graduation in order to be competitive in employment and/or ongoing education is frustrating and a constant challenge for students and faculty. It is deflating to students and many are often discouraged, yet to reduce the academic rigor will yield even less desirable results--students who are not competitive upon graduation. In a desperate attempt to support all students to achieve their maximum potential, interpreting faculty hold individual one-hour meeting with each student between 2 and 6 times every semester. There is no stipend or extra pay for this time; it is simply a commitment to the Deaf community and interpreting profession.

2. SLO Assessment Methods:

How effective are your current methods/procedures for assessing course and program student learning outcomes? What is working well and how do you know? What needs improvement and why? Refer to the SLO/PRP report –
<https://outcomes.palomar.edu:8443/tracdat/>

To graduate with a degree in ASL/English Interpreting, students must pass an exit exam by rendering a comprehensible interpretation of an unrehearsed ASL to English narrative and an English to ASL narrative. These exams are recorded and exported as MP4 files. At least two faculty members, one from Palomar and an outside faculty member, rate student performance using rubrics. For several years, Palomar faculty met with faculty from Mesa and collaboratively rated students performance across both institutions. As a result, student data is collected and reviewed annually and SLOs have been discussed with full- and part-time interpreting faculty within and outside of Palomar College.

Action *Interpreting faculty have met annually (2012-2017) and reached consensus that students have demonstrated mastery of this SLO. There is concern, however, that this SLO is not high enough to meet industry standards of simultaneous interpretation from English to ASL and from ASL to English upon graduation and for 1-4 years after graduation. This "readiness-to-work" gap has been a problem both locally and nationally. The faculty seek to create programs that are well scaffolded and designed so that students are employable when they receive a degree in interpretation. (08/14/2017)*

Much support is needed to improve student outcomes, retention, and student success after graduation. Although our college has an excellent reputation nationally--even when compared to BA/BS programs, our students only earn AA/AS degrees, attrition is high, and the rewards that students reap are insufficient (e.g., earning a two-year degree after four years of hard work). The readiness-to-work gap is evident not only locally, but statewide, nationally, and even internationally. As Palomar is a program that is recognized nationally, we are equipped to lead the way in best practices.

3. Program SLOs:

How do your program SLOs represent the scope and depth of learning appropriate to the degree/certificate programs offered? What needs improvement and why? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

See #1: SLO Assessment Results

We would like to work on establishing consensus around SLOs and assessment goals for each course in the program, especially ASL I-IV. There has been a lack of consistency among teachers. Interpreting faculty are concerned that students are entering Interpreting 1 without foundational ASL skills that are important for students to complete interpreting courses successfully. As a result, too many students do not complete the program. This means that they spend four years of hard work, sometimes only to find out that they either can't pass the exit exam or can't complete the necessary practicum component as it is difficult to find volunteer interpreting opportunities for students who haven't achieved adequate competency in ASL.

The SLO for ASL 298 and for the ASL/English Interpreting Program: **Unrehearsed Narrative Interpretation** Successful students will demonstrate the ability to interpret an unrehearsed narrative from sign language into spoken English and from spoken English into sign language.

A panel of four faculty met in May of 2016 to assess this SLO. Twenty-five percent of students hoping to graduate (4 out of 16) in 2016 did not score more than 70% on English to ASL and ASL to English exit exams. One student worked with the professor for the following year and was able to pass the exam in May 2017. One student transferred to an interpreting program at CSUN and was able to successfully complete requirements for the interpreting degree. Two students were unable to complete the degree (did not choose to come back and try again).

In May 2017, another cohort took exit exams that were rated by a panel of three faculty members (two Palomar teachers and an outside teacher). All members of this cohort passed the exit exam. The panel expressed concern that although students passed the exam, they have not yet achieved the level of mastery necessary to find employment as interpreters.

4. Curriculum overview:

Does your program offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate offered? Discuss how your course/program reviews, since the last PRP, have changed and/or impacted your program. How is the potential need for program/course deactivation addressed by the department?

The discipline has added a Deaf Studies degree this past year and has received approval for our Deaf Culture course to meet the college multicultural requirement. In addition, changes have been made to provide an option for students to earn lab credit at each level of ASL. We will continue to discuss curriculum, course scope and sequence, and lab options.

Even though our program is known as one of the best in the nation, it does not offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, and competencies for the ASL/English Interpreting degree. There is a national readiness-to-work gap even in four year university programs due to the insufficient amount of time and instruction as well as situated learning opportunities needed for second language learners aspiring to become interpreters. Students cannot pass the National Interpreter Certification exam for 3-5 years after graduation. They cannot achieve a 4.0 on the Educational Interpreter Performance Assessment for 1-3 years after graduation. After that period of induction, our students who can navigate the gap find employment as interpreters and as ASL teachers. This is a concern because they are not trained as ASL teachers, but they are taking the part time jobs that highly qualified bilingual native or quasi-native signers cannot fill. This results in students completing ASL in high schools and having to retake classes at the college level. As reported in TracDat:

Our students are getting degrees in ASL/English Interpreting, yet they are far from ready to work as interpreters. There is no available curriculum for ASL/English Interpreting. In addition, there is no program director or coordinator. Moreover, there is no permanent support staff skilled in sign language, no permanent support staff in the ASL/Interpreting Lab, and no internship

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or off campus coordinator to develop collaborative relationships with Deaf community members and organizations, potential employers, service learning sites, working interpreters, and consumers of interpreting services.

Our students benefit from an all-signing ASL/Interpreting Lab, where they can practice their newly acquired language skill that align with Deaf cultural communication norms.

We do not need to deactivate courses at this time. An expansion of course offerings is needed.

Currently, the interpreting faculty have identified a team of faculty willing and able to work for Palomar as adjunct faculty to develop a model curriculum. A budget for a six-year proposed project to develop a curriculum that would be used not only to streamline and provide additional Web and video-based learning modules and supports for Palomar College students, but our intent is to develop and disseminate a model curriculum for any four year interpreting program (which is what we currently offer). We would like to extend the project by continuing to develop a well-scaffolded curriculum that picks up after the fourth year and continues to promote expertise in interpreting and cross-linguistic, cross-cultural competence while developing strong ethical decision-making skills, written, signed and spoken interpersonal skills, and negotiation & advocacy from a social justice frame. We intend to capture good teaching techniques along the way, in situated learning contexts, so that the curriculum could also be used to train interpreter educators.

In support of this project, we would need the support of FT and adjunct faculty. Our proposal for the next six years would be 50% release time during the spring and fall as well as 20 hours per week of non instructional pay during the summer for one FT faculty as project director and content specialist, three PT faculty for at least 26 hours per week (content specialist/curriculum coordinator, writer/editor/administrative specialist/ and video production coordinator), other FT and PT faculty in and out of the discipline for various non-instructional projects such as working with the Palomar Instructional Designer and Academic Technology Departments to ensure that courses can be offered online, providing lecture content in a variety of subject areas, or serving as Content Matter Specialists regarding ASL and Deaf Culture.

A permanent full time ASL/Interpreting Lab Administrative Specialist and a permanent full time Administrative Assistant/Interpreter is also vital to supporting student success and could be shared by the ASL/Interpreting Lab and ASL Department. These positions could also work to develop and disseminate marketing for recruitment purposes.

5. Curriculum scheduling:

Describe how you schedule your courses to include a discussion on scaffolding (how all parts build on each other in a progressive, intentional way), and scheduling of courses so students can follow the best sequence. Address how enrollment issues impact scheduling and student completion/achievement.

We do not offer ASL 4 in the fall semester. Unfortunately, students who complete ASL 3 in the spring must wait from mid-May until late January (8 full months) without coursework to support the development and maintenance of their very newly acquired sign language skills. For a new language user who will need to manage academic ASL to access lectures, to participate in class discussions, and to successfully complete ASL to English and English to ASL translation and interpretation tasks, this is pedagogically unsound. This decision was made due to lower enrollments in ASL IV, as many students take only three semesters of ASL to fulfill transfer and GE requirements. We understand issues of low enrollment, however, from a scaffolding and achievement standpoint, this is highly undesirable. One approach has been to have students enroll in lab classes in the interim so that they can keep practicing their language skills, but only two students enrolled in ASL IV this semester because the ASL IV class is not offered. The ASL Department FT faculty are in strong agreement that ASL IV should be offered every semester for a host of reasons.

We found that offering Deaf Culture and Perspectives on Deafness at the same time as Interpreting courses negatively affected students' ability to complete all of those courses in a timely manner. In order to scaffold students' development of more advanced ASL (e.g., cognitive academic language proficiency), the program is designed so that students attend classes in which the primary language of instruction is ASL three days per week. For example, students who take Interpreting I and

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Interpreting as a Profession (ASL 210 and 208) will be accessing lectures delivered in ASL without the aid of an interpreter. In addition, we stopped offering ASL IV in the daytime because we only offer interpreting courses in the evening. This forces day students who might be interested either to make a commitment to changing their entire work and school schedule to take evening classes for the next two and a half years. Ideally, we would like to lower enrollment caps for ASL 210, 210L, 211, 211L, 215, 215L, and 298. This would meet enrollment standards for interpreting-skills classes as published by the Commission on Collegiate Interpreter Education for accreditation. In addition, a cap of 15 would align with the number of student work stations (15) so students would not be waiting in the hall for their turn on the recording equipment while their peers wait for their MP4 files to render. Furthermore, we could offer a day option in addition to the evening option for students who attend college full time.

6. Curriculum communication:

How does regular communication with other departments that require your courses in their programs occur – scheduling, review scheduling conflicts/overlaps for courses within same program, etc.?

N/A

PART 3: Program Evaluation and Planning

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program

Using the results of your completed assessment (See Sections 1-6 above), identify the strengths and areas for improvement within your program. Also consider the areas of opportunities and any external challenges your program faces over the next three years. Summarize the results of your assessment in the Grid below.

Section 2: Establish Goals and Strategies for the Next Three Years

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

SECTION 1: OVERALL EVALUATION OF PROGRAM

1. Discuss your discipline's strengths, weaknesses, opportunities and threats in regards to curriculum, assessment, enrollment, success rates, program completion, etc. For helpful suggestions on how to complete this section, go to <http://www2.palomar.edu/pages/irp/files/2017/02/Helpful-Tips-for-Completing-a-SWOT.pdf>

Strengths:

Transfer rates and completion of advanced degrees are high. Our graduates are getting jobs locally, throughout the state, and across the U.S.—even internationally (one of our graduates is teaching interpreting in Scotland). They are transferring to and succeeding at other universities, testing out of coursework and demonstrating leadership and competence well beyond their peers. Our graduates have transferred to advanced degree programs in California and several other states and Washington DC. They are seeking ongoing advancement in the interpreting profession but finding that they are not challenged in BA/BS programs because they are transferring in as juniors (year three) when they have actually already completed four years and should be at year five. One of our 2016 graduates is currently attending university in London. This network of graduate ambassadors has brought national attention to Palomar College as one of the most outstanding community college programs in the nation.

We have a state of the art ASL/Interpreting Lab that rivals any in the state of California, including those

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	<p>at the three universities that offer interpreting coursework. In this all-signing environment, ASL and interpreting students can practice and develop skills learned in class and develop a deeper understanding of Deaf cultural norms and values.</p> <p>For the past 12 years, our interpreting faculty have been actively involved on the local, regional, national and international levels as teacher-practitioners, researchers, authors, and providing service in organizations or committees that give insight to the profession. In addition, out of four full time faculty in the ASL Department, three are Deaf, three are published authors, three have degrees in Linguistics, two are Doctors of Education, one majored and one minored in Spanish, one minored in American Indian Studies, and two have degrees in Curriculum Design. This enables us to pass on not only the most relevant and cutting-edge information and technology regarding the Deaf community and interpreting profession, but also instill respect for diverse cultures, languages, and communities.</p>
<p>Weaknesses:</p>	<p>Attrition between the first and final semesters of the interpreting program is close to 50%. The courses move too quickly and require too much of students who have simply passed ASL 4 with a 'C' or better and who do not have to pass English 100 with a 'C' or better until the second year (third semester) of interpreting coursework. There is no faculty coordinator (not even a percentage of release time), dedicated to the administration of the interpreting program.</p> <p>Our ASL/Interpreting Lab is one of the best in the country, yet we have never had a permanent employee, and we are not allocated a sufficient budget to keep the lab open five days a week during the fall and spring, much less the summer. There are many problems with the lab that would be greatly alleviated with a full-time or two part-time permanent instructional support staff. In addition, lab activities have not been integrated into the language curriculum for ASL students. All ASL instruction takes place in class and opportunities to practice are conducted outside of class by students on an independent basis. Interactive learning modules and permanent lab staff would optimize student success. The Lab Coordinator has worked year after year to hold fundraisers and seek private donors (including donating part of each check to our account in the Foundation) so that in lean times, funds can be pulled to remain open. In spite of this work, we have been forced to close on Fridays, close earlier on Monday and Wednesday evenings, and open an hour later Mon-Thur mornings.</p> <p>The demand for qualified adjunct faculty to teach ASL classes has put an undue burden on the full-time faculty and forced us to hire teachers with non-native signing skills and limited or no teaching experience or teacher training. Because the population of Deaf people is low-incidence, qualified PT teachers are in high demand. PT teachers can more easily teach multiple classes at SDSU, Mesa, Grossmont, City, Cuyamaca, and UCSD instead of coming all the way to Palomar against traffic to teach only one 4 unit class.</p> <p>There is not a single curriculum or textbook that has been well designed, properly scaffolded, pilot tested and promotes student learning and engagement. In addition, research shows that the lack of adequate education in our field has resulted in a profession that is far behind other practice professions in terms of ethical decision making.</p> <p>We have not yet conducted a department-wide assessment of SLOs, but we are making progress toward achieving consensus on the skills that will lead students to mastery.</p> <p>Employment readiness of program graduates: Since 2007, 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 attain 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.</p>

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Opportunities:	<p>With appropriate funding and support of faculty by means of release time and adequate staffing, the Palomar College faculty is equipped and motivated to develop a curriculum to fill a national void.</p> <p>The Palomar College faculty, ASL/Interpreting Lab, and the rigor and reputation of the ASL/English Interpreting Program are prepared to withstand any university's standards for awarding baccalaureate degrees. We are well-positioned to become a leader in California in offering a BA/BS in ASL/English Interpreting either as a stand alone degree awarded by Palomar or in partnership with a university.</p> <p>Attending national conferences, such as the Conference of Interpreter Trainers, the American Sign Language Teachers Association, Council de Manos, allows the interpreting faculty the opportunity to discuss current issues and techniques with faculty across the country.</p>
Threats:	<p>The major threats to our program are:</p> <ol style="list-style-type: none"> 1) The readiness-to-work gap between graduation and readiness to work or pass entry level performance assessments; 2) A high rate of attrition between Interpreting I and program completion; 3) Overburdened FT faculty because of high demand for qualified adjunct faculty leading to hiring of lesser qualified adjunct faculty, and lack of adjunct faculty understanding of a clear path between each course in a sequence based on faculty consensus.

SECTION 2: Establish Goals and Strategies for the Next Three Years

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
Increase retention rate in ASL-English interpreting skills classes.		X	
Pursue 4-year degree in ASL-English Translation Studies and Intercultural Communication.		X	
Hire a permanent lab technician (FT with benefits) to oversee and provide consistency from year to year.		X	
Seek approval of new A.S. in Deaf Studies	X		
Seek approval of MultiCultural credit for ASL 110 (Deaf Culture)	X		
Last year, 20% release time was approved for an ASL/Interpreting Lab Coordinator (without a permanent staff position, this is still inadequate)	X		
Thanks to funding from last year's PRP, most of the analog videos we own have been digitized, tagged, and indexed. Two-thirds of our commercially produced VHS tapes have been replaced with DVDs.	X		
PRP funds allowed us to purchase and install Web cams and high quality recording headsets on 18 of 19 computers in the lab, interpreting faculty offices, and the ASL Seminar room. We still need a Webcam on the faculty computer in the interpreting classroom to use for demonstration purposes.	X		

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

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Goal #1	
Program or discipline goal	<p>Improve the ASL/English Interpreting program by designing, developing, implementing, assessing, and revising a complete, effective, well-scaffolded curriculum in ASL/English Interpreting Studies. This curriculum will focus on the needs of Palomar College students who have completed four semesters (two years) of ASL study and will cover what can be reasonably expected in two more years of study.</p> <p>Currently, only one curriculum exists for sign language interpreters. It is expensive, inauthentic, and moves students too slowly toward desired outcomes. There is no commonly used textbook or series of video materials that interpreter educators across the nation find comprehensive enough to prepare students for employment. This leaves individual faculty members the arduous task of reviewing readings and videos, and meeting frequently with various PT and FT faculty members to find out what activities and assignments might be most likely to support student learning. This is then followed by a period of trial and error, where the new faculty member tries out activities and makes revisions based on their individual perceptions of what works and doesn't work. A comprehensive, well-scaffolded curriculum that is pilot tested by teachers not involved in the development is critical to any successful curriculum.</p> <p>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.</p> <p>Entry exams and prerequisites as well as exit outcomes and publicity that accurately reflects the education and training that successful students can be expected to master will also be formalized. Students who do not meet course outcomes along the way will know exactly what skills need to be refined in order to continue on a path toward becoming an interpreter.</p>
Strategies for implementation	<p>This will require a project director/faculty coordinator, curriculum developer/content specialists, program coordinator, videographer, distance learning coordinator, and support staff dedicated to and in support of the project. Release time will need to be provided to the lead faculty. Potential adjunct faculty have been identified to fulfill designated roles and serve as content specialists.</p> <p>Funding options currently being explored are CTE More and Better Funds from the Strong Work Force and the Palomar College Foundation. The Foundation is more likely to dedicate matching funds than to solely fund a project of this scope and magnitude.</p> <p>If allowed, one tenured faculty member would need approved release time or leave to devote time and attention to this project.</p> <p>Of note, interpreting classes cannot be taken until a student has successfully completed four semesters of ASL, effectively awarding a two-year degree after four years of study. Because of the readiness to work gap that exists in interpreting programs throughout the U.S., the Palomar</p>

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	<p>College interpreting faculty and advisory board feel it imperative to pursue a 4-year degree in ASL/English Translation and Interpretation Studies, whether in collaboration with a university for a 2 + 2 baccalaureate degree or by attaining support to offer a 4 year degree in T&I Studies at Palomar College.</p> <p>For each course, Web- and video-based learning modules, lesson plans and activities, and assessment tools need to be revised and designed to align with learning objectives and outcomes that lead to successful completion of the program and employment readiness.</p> <p>This endeavor will require reviewing current holdings and available curricula, refilming outdated media to be kept in the curriculum, developing new materials and media to support lesson plans and learning objectives for each course, and ensuring that the hardware and software in the lab functions properly.</p> <p>Currently, we are not offering any hybrid or distance education options. To catch up with current trends, it is imperative to expand our program by offering distance education options and online support for both on- and off-campus students.</p> <p>The interpreting faculty have identified a team of professionals willing and able to work for Palomar as adjunct faculty to develop a model curriculum. A budget for a six-year proposed project to develop a curriculum that would be used not only to streamline and provide additional Web and video-based learning modules and supports for Palomar College students, but our intent is to develop and disseminate a model curriculum for any four year interpreting program (which is what we currently offer). We would like to extend the project by continuing to develop a well-scaffolded curriculum that picks up after the fourth year and continues to promote expertise in interpreting and cross-linguistic, cross-cultural competence while developing strong ethical decision-making skills, written, signed and spoken interpersonal skills, and negotiation & advocacy from a social justice frame. We intend to capture good teaching techniques along the way, in situated learning contexts, so that the curriculum could also be used to train interpreter educators.</p> <p>In support of this project, we would need the support of FT and adjunct faculty. Our proposal for the next six years would be 50% release time during the spring and fall as well as 20 hours per week of non instructional pay during the summer for one FT faculty as project director and content specialist, three PT faculty for at least 26 hours per week (content specialist/curriculum coordinator, writer/editor/administrative specialist/ and video production coordinator), other FT and PT faculty in and out of the discipline for various non-instructional projects such as working with the Palomar Instructional Designer and Academic Technology Departments to ensure that courses can be offered online, providing lecture content in a variety of subject areas, or serving as Content Matter Specialists regarding ASL and Deaf Culture.</p> <p>A permanent full time ASL/Interpreting Lab Administrative Specialist and a permanent full time Administrative Assistant/Interpreter is also vital to supporting student success and could be shared by the ASL/Interpreting Lab and ASL Department. These positions could also work to develop and disseminate marketing for recruitment purposes.</p>
Timeline for implementation	<p>Six years contingent upon funding for faculty and staff support. Alternatively, one year for the first courses, then additional courses each year for the subsequent years (depending on funding and/or release time). However, online and video-based activities would be significantly reduced.</p>

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	Moreover, the curriculum would be suitable for Palomar only as it would not have been piloted, revised, and distribution-ready.
Outcome(s) expected (qualitative/quantitative)	The expectation is that the number of students whom we can retain will improve measurably. Currently, retention between enrollment in Interpreting I and successful completion of Interpreting IV and Fieldwork in Interpreting is between 50-60%. We anticipate higher numbers of students will be able to succeed if they can access a curriculum that is well designed, scaffolded, piloted, assessed, revised, and implemented. This stands to benefit not only students of Palomar College, but students of interpreting at all colleges and universities with interpreting programs. Subsequently, interpreting services should improve in quality, resulting in more effectively serving Deaf and hearing consumers of interpreter-mediated interactions.
Goal #2	
Program or discipline goal	<p>There is an immediate and critical need for an ASL/Interpreting Program Chair, Director, or Coordinator.</p> <p>Our interpreting program leading to an A.S. or Certificate in ASL/English Interpreting has no coordinator, no internship/practicum coordinator, and no administrative support staff fluent in ASL that can answer questions from those interested in the program, those seeking guidance for graduation and transfer, and graduates seeking support in their endeavors to attain certification, mentorships/internships, or employment. Surveys and research regarding our demographics, curricula, and program success are also referred to faculty. To complicate matters further, data regarding the success of our graduates is incomplete and sometimes completely unavailable. For example, in completing this form, there is no data available from the Centers for Excellence</p> <p>Although transfer rates are high and the interpreting program is successful, it is not appropriately supported by campus resources. The interpreting program has an off-campus service learning component (21 hours for three semesters) and a practicum/internship component (90 hours in the 4th and final semester). Advisement of students regarding university transfer and completion of the interpreting degree program is referred to a faculty member. All funding proposals are referred to a faculty member. All surveys or requests regarding program success or interest are referred to a faculty member. To our knowledge, there are no other CTE degree programs that do not have a director or coordinator. The advisory board for the interpreting program sees this as integral to program success.</p> <p>Pursue a BA or BS degree option at Palomar College either independently or in conjunction with another institution (university).</p> <p>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</p>

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	<p>psychometrically reliable and valid credentials.</p> <p>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, with ASL mentors, and with community partners/practicum sites.</p>
Strategies for implementation	Continue to write about the crisis in interpreter education. Seek support from college administration, the IPC, the Faculty Senate, the Governing Board, the Union, and the local community.
Timeline for implementation	<p>ASAP. This has been a need for since the inception of the program in the 1980's. As more and more students seek employment in ASL-related fields and university transfer, and as the demand for qualified interpreters continues to outweigh supply, we must become more efficient as a program.</p> <p>Professor Kevin McLellan single-handedly built this program from the ground up, while also teaching a full load of classes along with overload classes. He was the only full-time faculty member in the ASL Department for a decade. He managed to create a strong and popular program.</p> <p>A second faculty member (hired as a faculty member, not a program director) spent the next two decades working to build and revise the curriculum to keep up with industry standards. Two people working one at a time without any commercially available curriculum that has been properly designed, sequenced, and scaffolded would be an insurmountable task for any discipline, much less one that leads to two degrees and professional employment.</p>
Outcome(s) expected (qualitative/quantitative)	<p>Likely outcomes include:</p> <ul style="list-style-type: none"> A. Higher retention rates B. More degrees and certificates awarded C. Better quality education D. Stronger community partnerships E. A clearer and more fair pathway to a baccalaureate degree F. Higher satisfaction for students and faculty G. Better student evaluations for those teaching traditionally high stress courses such as Interpreting I-IV and Fieldwork H. Clearer communication between ASL faculty, interpreting faculty, administration, and ASL/Interpreting Lab Staff.
Goal #3	
Program or discipline goal	<p>Hire a permanent full time ASL/Interpreting Administrative Specialist and a permanent full time Administrative Assistant/Interpreter to support student success. These positions could be shared by the ASL/Interpreting Lab and ASL Department.</p> <p><u>ASL/Interpreting Lab</u> Palomar College established our state of the art ASL/Interpreting Lab in 1999. In the Fall and Spring of 2002, students logged in to use the lab for just over 4,000 hours. In Fall and Spring of 2015, they logged a total of 13,600 hours. The numbers continue to rise. In 2016, students spent almost 15,000 hours in the lab (14,923).</p> <p>Lab technicians are responsible to: 1) oversee and provide consistency</p>

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from year to year; 2) to provide technical support to students and faculty needing to use Camtasia, ELAN, GoReact, and other video editing, recording, and qualitative analysis software; and, 3) to monitor, review, replace, and repair and/or communicate with IS and faculty regarding media, equipment, and software; 4) to develop materials and activities to support student learning; 5) to provide instructional support to advanced ASL students and interpreting students while engaged in work in the lab; 6) to support students who are filming interpreting assignments during class; and 7) to train new employees. In addition, they are responsible for keeping track of inventory, for running reports, and for compiling data regarding lab use.

The lab technicians now have a very steep learning curve. It takes 2-3 years for them to become familiar with operating procedures, technology for running reports, technology for recording and editing video, technology for conducting analysis of video data, policies and best practices. In addition, they do not know what resources are available as we have more than 400 videos available in the lab. By the time they can make better decisions regarding students needs and lab operations, they move on to full time employment or positions with benefits. Miscommunication occurs because of an inadequate knowledge of college procedures and ASL/interpreting skill development pathways and resources.

Little by little, we have created and purchased media, hardware, and software to support student learning. Some of these supports have since been abandoned, such as the TV course that Professor McLellan offered in the 80's and 90's. In 1997, there were 19 books and videos related to ASL- and Deaf Culture in the Palomar College Library. In 1999, we secured funding for a state of the art ASL/Interpreting Lab. The ASL/Interpreting Lab and our holdings have continued to grow. Now we have more than 500 books and DVDs, not to mention several hundred more videos that have been digitized and indexed to be offered via a server dedicated to the ASL/Interpreting Lab. We have 15 work stations that allows students to film, review, analyze, and revise their work on ASL or interpreting assignments.

Interpreting-Skills Classes

Current technology glitches and limitations in our current lab space (which is also the room in which all interpreting skills classes are taught) waste precious class time for students in Interpreting I-IV. Enrollment caps are at 25, higher than the 15 carrels available, leaving instructors with no other option but to split the class in half. This leaves half of the students waiting in the hall when the instructor chooses to allow them to record their work. Technology glitches or problems occur at several points in the recording process: 1) setting up video with the Webcam; 2) setting up the audio; 3) locating the source language file; 4) selecting the area on the screen to record both the source and the target video files; 5) selecting the proper audio input and deselecting a second audio input; 6) pushing record; 7) checking for audio; 8) rendering the video for export; 9) saving the video in a universal MP4 format.

Because at least one student has trouble with the recording process described above every time we film an interpreting task in class, an activity that should take 15-20 minutes easily takes up to an hour or more of class time. In Interpreting III and IV, six assignments are recorded in addition to exams on two separate days. This means that at least an hour of 8 out of 32 class sessions (half of 25% of class sessions) are lost to technology limitations and problems.

In addition, as described above, recording during class is complex and can be stressful for students. A permanent lab technician could frequently conduct equipment checks, help make sure students are setting up

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	<p>equipment correctly, and communicate regularly with IS regarding technology needs.</p> <p><u>ASL/Interpreting Instructional Support in the ASL/Interpreting Lab</u> According to data from PeopleSoft reports, each interpreting student spends 20-140 hours per semester in the ASL/Interpreting Lab. The recording equipment and software for these students to film, translate, analyze, revise, and re-record revised interpreting assignments makes the ASL/Interpreting Lab the optimal location for them to work. However, there are few options in the lab to provide additional instructional support for students who are struggling to keep up with the fast paced intensive teaching and learning required of students in this particular major. The lab technicians are able to answer brief questions about learning ASL, but interpreting students would benefit greatly from increased tutoring in the ASL/Interpreting Lab to help them with video and audio recording technology, video-analysis software, advanced ASL discourse beyond what was covered in ASL I-IV, and interpreting strategies.</p> <p>Deaf faculty are asked to request interpreters five days in advance. This severely limits their ability to respond to daily interactions with administration, faculty, staff, students, and with the significant others that students bring with them to seek guidance.</p>
<p>Strategies for implementation</p>	<p>We have struggled with unsatisfactory lab staff for twenty years. The problem gets worse as more and more students use the lab and as the interpreting program and technologies become more and more complex.</p> <p>A permanent lab technician would be able to conduct frequent equipment and software compatibility checks and update.</p> <p>Having a lab technician or IS technician in the lab on exam days would greatly alleviate the instructors' attempts to keep students calm and to complete the task successfully.</p> <p>A full time ASL/Interpreting Administrative Specialist and a permanent full time Administrative Assistant/Interpreter would be available to work on various administrative department needs such as development of marketing and recruitment materials, Website development for the lab and the program, the A.S. degree in Deaf Studies, the A.S. degree in ASL/English Interpreting, working with IRP and the Centers for Excellence to develop surveys and find other ways to gain access to accurate data regarding program outcomes, review and update current holdings, develop community partnerships, and oversee lab operations. In addition, these persons would be available to answer the questions of Deaf faculty in ASL. Moreover, and of the utmost importance, this configuration would allow Palomar College to meet the communication access needs of our full time Deaf faculty by having a qualified interpreter available without having to make a request five days in advance.</p>
<p>Timeline for implementation</p>	<p>ASAP. Communication access for Deaf faculty is a protected right under the Americans with Disabilities Act of 1990.</p> <p>Permanent oversight and support have been a need for nearly two decades as the lab was established in 1998 and lab usage has quadrupled in that time.</p> <p>Currently, every single question regarding interest in the interpreting program goes to one faculty member who does not get any release time as program director. These questions come from people who are considering</p>

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	<p>Palomar but haven't taken ASL, who have taken ASL at other institutions, who have graduated but need support in finding internships or other post-graduation support, or from researchers and grad-students seeking data regarding program success and needs. For the past year, our newest probationary faculty has fielded more than her share of these questions and has been diligent in supporting students, the program, and colleagues. There is an eminent need for support from the top (administrative specialist) and the bottom (administrative assistant) as well as communication access (interpreter)</p>
Outcome(s) expected (qualitative/quantitative)	<p>These permanent positions would likely result in both qualitative and quantitative outcomes for ASL and interpreting faculty as well as students taking ASL and/or interpreting classes.</p> <p>Deaf faculty should have access to direct communication with students, faculty, and staff in and outside of the discipline. Not having access results in emotional depletion. A perception of the world as inherently biased is supported in every interaction that these professors have in their workplace. Palomar College is an outstanding institution that embraces diversity, yet we are currently falling short of these claims. Faculty who are well-supported can give more support to students and can adapt more easily to other pressures in the work environment. It is likely that students will become more passionate about their involvement in the Deaf community if their Deaf faculty are passionate to be here.</p> <p>Although a lab component is required for all courses in the major, the interpreting faculty and program advisory board are in strong agreement that integrating a lab component for prerequisite courses and hiring a permanent lab employee are strongly warranted. More in- and out-of-class supports are needed in order to increase retention rates in the ASL-English Interpreting program and to ensure that students who want to pursue a career in an ASL-related field have options for learning academic, more formal language registers in ASL. For example, students who spend time in the lab report excitement at being able to practice and develop ASL skills and meet members of the Deaf community.</p> <p>We anticipate that this support will increase enrollment in lab classes, support overburdened interpreting faculty, clear up confusion between temporary hourly lab staff and ASL faculty, help to alleviate problems leading to such high attrition in the interpreting program, and lead to program development on and off campus.</p>
Goal #4	
Program or discipline goal	<p>Develop video- and Web-based ASL development and interactive lab activities to support student success in ASL I-IV and Interpreting I-IV. Students in World Languages have access to multiple resources currently unavailable to ASL students. Computer-based programs such as Berlitz and Rosetta Stone provide opportunities to hone and improve comprehension, reinforce vocabulary and grammatical structures, and support student learning via self-paced modules. No such modules exist for students in ASL or interpreting classes.</p>
Strategies for implementation	<p>This is a watered-down version of goal one; however, if there is a reluctance or obstacle to creating a fully integrated model curriculum, this goal provides for forward movement while other funding sources are sought.</p> <p>Procure funding for curriculum development, including video production and instructional design. Because of their belief in the project, current and</p>

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	<p>potential adjunct faculty eager to develop lab modules as part of a larger model curriculum have been identified. Fees for contracting these professionals would be much higher than adjunct pay, including a videographer whose professional fees would be much higher for video production and editing. Twenty percent release time for one FT ASL Lab faculty as well as non-instructional hourly pay for 3 adjunct teachers at 26 hours per week for ten months will be needed to support this endeavor.</p>
Timeline for implementation	<p>One year for one hour per week lab modules for ASL I-IV, a second year for modules to support students enrolled in Interpreting I-II, a third year to develop modules for Interpreting III and IV, and a fourth year to develop lab modules to promote ethical decision-making skills via video and computer-based simulations and real-life situated learning activities that will be captured and used to train future interpreter educators at Palomar College and in other Institutes of Higher Learning.</p>
Outcome(s) expected (qualitative/quantitative)	<p>The expectation is that the number of students whom we can retain will improve measurably. Currently, retention between enrollment in Interpreting I and successful completion of Interpreting IV and Fieldwork in Interpreting is between 50-60%. The ASL Department recognizes that we have not yet made well-integrated interactional language-development activities available for self-study in the lab and online to support out-of-class learning and success.</p> <p>Research shows that language acquisition to participate in language-rich, formal, context-reduced, technical-, cognitively-challenging, or technical academic informational settings takes more than four years, so there is an extreme burden on faculty and students of programs with a duration of four years or less. Web- and video-based learning modules will support and strengthen the development of ASL and interpreting skills and allow us to compete in this age of digital information literacy and technology.</p>
Goal #5	
Program or discipline goal	<p>Update SLOs and assessment measures that allow all ASL faculty to have a better understanding of the path of advancement that will promote student success in ASL- and interpreting-related coursework. Follow through with assessments and revise SLOs as needed.</p>
Strategies for implementation	<p>In 2016-2017, the entire ASL Department (PT and FT faculty) met three times to discuss SLOs. We began in January 2016 with an overview by Wendy Nelson, which helped us understand not only the purpose and requirements of SLOs, but also how they could help us to get an overview of the entire program and to see what students are learning at each level of ASL and what they need to master along the way.</p> <p>This consensus building process was exhilarating and inspiring to the faculty that attended (more than 90%). They reported having a better understanding of their part in helping students achieve success in not only their class, but subsequent classes.</p> <p>Revised SLOs have been written and entered in TracDat for ASL 100, ASL 100L, ASL 101, ASL 101L, ASL 105, ASL 115, ASL 205, ASL 205L, ASL 206, ASL 206L, and ASL 210, ASL 210L. We would like to request funding to support two 2-hour meetings each semester for the next 3 years, as the ASL faculty as a whole has found the collective knowledge of the larger group to be invaluable. We would use this time to continue to revise SLOs, to share and revise assessment tools to assess students learning outcomes, to assess and revise SLOs, and to inspire the faculty to strive for excellence in creating effective learning environments in our</p>

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	<p>classrooms and in the lab.</p> <p>Hold more frequent faculty meetings with all faculty members (PT and FT) to move toward consensus and garner support for and understanding of SLOs in supporting student success.</p>
Timeline for implementation	Three years, dependent upon progress toward goal number one as well as funding options for department-wide work on SLOs to achieve consensus.
Outcome(s) expected (qualitative/quantitative)	Although much progress is made when faculty meet as a whole, funding options are scarce. When SLO funds are provided, part-time faculty who have already fulfilled PD requirements are more likely to attend monthly meetings. If meetings could be funded once a month, the department is likely to agree on SLOs, will be able to identify, revise, and or develop rubrics or other assessment tools.

3. How do your goals align with your discipline's mission statement?

Every goal and problem described in this comprehensive program review and planning document is in service of and aligned with our discipline's mission statement. Our mission is to increase respect for and equity of Deaf people and their diverse communities by 1) providing high quality ASL instruction; 2) preparing interpreters who are competent, ethical, and committed to lifelong learning; and 3) promoting excellent resources, service, and scholarship to the region, the state of California, and the nation.

According to the Labor Market Index for San Diego and Imperial Counties, undersupply is indicated. The state of California recognizes a need for sign language interpreters. As Deaf people have access to more opportunities, interpreters are employed in increasingly high numbers.

Although we have built an outstanding program and have graduates throughout the country and even in two other countries leading to an increasingly excellent reputation, we have a long way to go. This lack is not due to diligence or effort on our part, but because American Sign Language and the profession of interpreting originated as lesser than. Research has proven time and again that ASL is a language that is linguistically complex and structured, and that it is as capable of expressing abstract thought as any other language. However, because of the exponential demand for access due to legislation in the 70's, 80's and 90's, sign language interpreting programs sprang up in vocational and community college programs. By virtue of the fact that it takes more than 4-5 years of study in a second language to become proficient at the level needed for even translation of simple discourse, expectations that students can become competent interpreters are false and interpreting degrees at the Associate's level are misleading. If we are to offer a degree in interpreting, we ought to be creating competent and ethical interpreters, as described in our mission statement. To do so, we will need a curriculum, faculty, a program director/coordinator, integrated lab modules, permanent lab staff, interpreter/support staff for Deaf faculty, and distance education options.

4. How do your goals align with the College's Strategic Plan Goals?

Strategic Plan Goal 2: Strengthen efforts to improve outreach, persistence, and student success and
Objective 2.2: Establish clear educational pathways with integrated student support services.

These Strategic plan goals support our goals to improve retention; to establish, support and communicate appropriate expectations; to increase distance education options; to provide support services such as tutoring and permanent lab staff; as well as to provide instructional supports for out of classroom learning such as a well-designed curriculum, Web- and video-based learning modules, and interactive lab activities.

Goal 4: Maintain and support a diverse workforce.

Objective 4.1: Identify and address areas with critical staffing needs in relation to achieving enrollment growth strategies.

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These Strategic Plan Goals support our goal to hire permanent lab staff, making efforts to ensure that Deaf lab technicians are hired whenever possible. In addition, our goal of hiring an interpreter/instructional support staff to make sure our Deaf faculty can communicate clearly and easily in and out of class is supported by this objective.

Critical staffing needs are evident in two primary areas: 1) there is a vital need for a interpreting program coordinator; and 2) there is a critical need for permanent instructional support staff in the ASL/Interpreting Lab and to interpret for as well as assist with administration of ASL/Interpreting Department needs.

The college's Strategic Plan also supports increasing course offerings and enrollment. If we offer a BA degree in interpreting and we get our courses ready for distance and hybrid learning opportunities, we will have students from Mesa College, SDSU, UCSD, Grossmont College, Riverside College, and MSJC who would potentially be seeking a BA/BS degree, and that's just in our region. An integrated program would also allow us to reach out to interpreters who have not yet achieved national certification to provide summer intensives to enhance interpreting skills in order to attain certification and/or in specialty areas such as trilingual interpreting or interpreting with Deaf-blind persons, etc.

Our first goal is to create a formalized curriculum. This would support not only the success of our own students, but students throughout our region, our state, and our nation. Because of the readiness to work gap, we could also develop 0.5 unit classes to offer to students who have already graduated but have not yet become certified. These classes could be hybrid classes that bring in additional revenue to the college.

PART 4: FEEDBACK AND FOLLOW-UP

This section is for providing feedback.

Confirmation of Completion by Department Chair

Department Chair	Christopher Lowry
Date	11/29/2017

*Please email your Dean to inform them that the PRP has been completed and is ready for their review

Reviewed by Dean

Reviewer(s)	Shayla Sivert
Date	11/25/17

1. Strengths and successes of the discipline as evidenced by the data and analysis:

ASL is a dynamic and evolving discipline. The language program is solid, and the interpreting program is nationally known, having attracted visitors from Gallaudet University in Washington, D.C., the premier institution of learning, teaching and research for Deaf and hard-of-hearing students.

2. Areas of Concern, if any:

As noted above, concern exists for the lack of consistent retention in the interpreting program itself. The challenges are well articulated above.

3. Recommendations for improvement:

Ideally, Palomar would play a role in developing its own BA in ASL/English Interpreting or in developing one in conjunction

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with CSUSM or even CSUFresno. Before this can happen, however, the discipline should engage in some significant internal housekeeping, including the development of: clear and consistent communication; curriculum with reasonable expectations and outcomes; and policies re: lab usage, course assignments, etc.

***Please email your VP to inform them that the PRP has been completed and is ready for their review**

Reviewed by: Instructional Planning Council PRP Sub-Committee	
Reviewer(s)	Glyn Bongolan, Margie Fritch, Seth San Juan, Suzanne Sebring
Date	12/12/2017
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
<p>The ASL interpreting program has the potential to corner the market in Southern California with a Bachelor's degree. Additionally, the development of a new program, Deaf Studies, is a fantastic accomplishment. Many students interested in ASL with no ASL experience face a minimum of a 4-year plan with just the ASL Interpreting degree. By allowing the students to obtain an Associate degree before the interpreting classes, the discipline will see more completions.</p>	
2. Areas of Concern, if any:	
<p>With the ASL Interpreting class sequence beginning in the fall, does it make sense for ASL IV to be offered in the fall which would leave an 8 month gap between ASL language courses and the interpreting courses if a student were to continue on to the ASL Interpreting degree? As the discipline is strategizing when to offer ASL IV, looking at how students might be delayed in their interpreting pathway might be another consideration.</p>	
3. Recommendations for improvement:	
<p>Possibilities for improvement might be to work with the local high schools on articulation or curriculum alignment of some sort. Additionally, marketing in the high schools might increase the interest in the interpreting courses.</p>	
4. Recommended Next Steps:	
X	Proceed as Planned on Program Review Schedule
	Repeat Comprehensive Review

Reviewed by: Vice President	
Reviewer(s)	Jack S. Kahn, Ph.D.
Date	1/12/18
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
<ol style="list-style-type: none"> 1. The discipline enrollment section is excellent- great use of data, analysis and strategic thinking- really well done! 2. Challenge section is also thorough and well-discussed- these are some challenges certainly seen across the campus but I think some is unique to the discipline. 3. Success rates are certainly something to be proud of! Would love to know more about the pedagogy and what is promoting this. 4. SWOT analysis is also really well done. 5. Overall completion section is thorough and well done, interesting and it makes sense to include the interpreting successes here as well. 6. I had no idea about the LNI data and increase in need for interpreters etc. this is really well done also- thank you for the thorough discussion 	

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7. You provide a lot of invaluable advising to your students – that’s really commendable
8. SLO measurement section is great and really well done- thank you for including this level of detail etc.
9. It sounds like you are making progress with SLO work and with some work with colleagues to make improvements
10. The curriculum overview section is really well done also- the plans make a lot of sense but of course in our current deficit adding release time etc. is challenging- however anything that crosses over to CTE might be able to get Strong Workforce funds etc.
11. I appreciate your openness to thinking about strategic ways of offering classes to meet student demand
12. The SWOT section is also well done- thorough and well presented
13. There is a lot here with a lot of great planning ideas- see deans suggestions for getting faculty on the same page and prioritizing. Well done.

2. Areas of Concern, if any:

3. Recommendations for improvement:

- a. You need to include actual raw data in the fil rate section
 - b. Please meet with the dean about the course caps- I wasn’t 100% clear here. The college certainly is not in the position to reduce courses to 15 etc. – but it sounds like you need more work stations so that you could raise the cap for the intro from 25 to 30 ? We should discuss.
 - c. Demographic section should be discussing success rates in addition to raw numbers and more analysis on any differences or actions needed
 - d. Last advisory was in 2015? This needs to be addressed ASAP- please speak with the dean and lets see what we can do to make some new connections
 - e. Really nice intro and overview of SLO work—needed to take one step further- for example;
For example, from ASL 215 (Interpreting III): ***ASL to English translation Successful students will be able translate a source text (appropriate to the level of 3rd semester students) from sign language into written and/or spoken English.***
- Great SLO – but for the SLOs what are you finding in terms of results etc? Or for any of them etc?

4. Recommended Next Steps:

X	Proceed as Planned on Program Review Schedule
	Repeat Comprehensive Review

Upon completion of PART 4, the Program Review document should be returned to discipline faculty/staff for review, then submitted to the Office of Instruction and Institutional Research and Planning for public posting. Please refer to the Program Review timeline.