Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Speech Communication, Forensics, ASL

Discipline Name
American Sign Language (ASL)

Department Chair Name
Chris Lowry

Division Name
Languages and Literature

Website address for your discipline
https://www2.palomar.edu/pages/speechandasl/asl-program/asl-english-interpreting-program/

Discipline 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 life-long learners
- Promoting excellent resources, service, and scholarship to the state of California, the region, and throughout the United States.

(click here for information on how to create a mission statement)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
Yes

List all degrees and certificates offered within this discipline.
Associate of Science, ASL-English Interpreting

Associate of Arts, Deaf Studies

Please list the names and positions of everyone who helped to complete this document.
Liz Mendoza, Probationary Professor
Melissa Smith, Professor

Full-time faculty (FTEF)   **Part-time faculty (FTEF)**
4   15

Classified & other staff positions that support this discipline
1 ADA

Additional hourly staff that support this discipline and/or department
4 lab technicians

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?
Our learning outcomes communicate the minimum linguistic skills required of a graduate, but the program is broader in scope and depth than the outcomes currently convey. Our students who transfer are at a higher level than most BA programs anticipate. As a result, our students have difficulty finding appropriate placement in BA/BS programs.

Describe your program's plan for assessing program learning outcomes.
Our program learning outcomes are assessed every year in May by 2-4 faculty members that includes at least one Palomar College faculty member and one interpreting faculty member from another institution, if possible. Students are filmed interpreting one ASL to English and one English to ASL interpretation. These interpretations are scored using a rubric.

Summarize the major findings of your program outcomes assessments.
Inter-rater reliability has been quite high for more than a decade, with most scores falling within a +/-2 range. The rating committee has always been pleased that most of our graduates pass, but there are often 1-2 students who don't pass. Of even greater concern, retention between the first interpreting skills class (Interpreting I) and the final skills class (Interpreting IV) is very close to 50%. Furthermore, many of the students who DO pass are in the 70-76% range, which is lower than the scores that the raters would like to see earned by graduates who have few opportunities for advanced interpreter education, and none in San Diego, Riverside, Orange, or Riverside Counties.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess.[Click here for a link to Palomar's GE/ILOs.](#)

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.
10

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
Stayed the same

What factors have influenced your completion trends?
Undetermined

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

[Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can

access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?
70.0%

Why did you choose this standard?
Because it is the college's standard.

What is your Stretch goal for COURSE success rates?
72.0%

How did you decide upon the goal?
We believe that students who graduate with a degree in ASL-English interpreting would ideally earn no less than 76%; however, we understand that four years of language acquisition is insufficient for most students to become fluent in a second language. Because of this fact, we feel that a higher stretch goal would be inappropriate.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?
The interpreting faculty are working on developing rubrics that more accurately assess the SLOs that we deem to be important.

Summarize the major findings of your course outcomes assessments.
Students enrolled in interpreting classes are more likely to successfully complete our lecture based classes (Interpreting 208 and 220) than our skills-based classes (Interpreting I, II, III & IV). In addition, successful completion of ASL 298 requires a comprehensible interpretation of an English to ASL and an ASL to English text that maintains the most important points.

Although most of the students who make it to the second year of interpreting classes are able to successfully complete the program, there is high attrition between the first and second year enrollments.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **_all_** of our programs connect to future careers.

Go to this website https://www.onetonline.org/ and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI

- [LaunchBoard](#)

- [LaunchBoard Resource Library](#)

- [Chancellor's Office Data Mart](#)

- [San Diego Workforce Partnership](#)

- [State of CA EDD](#)

- [Career One Stop](#)

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

How does your program help students build these KSA's?

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
No

Do you want more information about or need assistance integrating work-based learning into your program?
No

How do you engage with the community to keep them apprised of opportunities in your program?

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

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

When was your program's last advisory meeting held? What significant information was learned from that meeting?

What are the San Diego County/Imperial County Job Openings?

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop

3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information.](#)

Goals

Goal 1

Brief Description
Our number one goal is to be able to award a four year degree to students who successfully complete the English-ASL Interpreting program.

Is this a new or existing goal?
Existing

Goal Status
Ongoing

How will you complete this goal?
We have submitted an application for consideration.

Outcome(s) expected (qualitative/quantitative)
Awarding a baccalaureate degree for our ASL - English interpreting students will reward them with a four year degree for four years of work. In addition, students who transfer will have seamless articulation into post baccalaureate level classes related to sign language, Deaf Culture, Deaf Studies, and/or translation and interpreting studies.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Guided pathways demonstrates that students cannot successfully complete this program in three years or less. Guided Pathways does not even provide a way to add a 4th year, sending a clear message that our students should be able to earn a degree/certificate in two years (not the four that it takes students to complete a degree in ASL-English Translation and Interpreting Studies. 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.
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.

Expected Goal Completion Date
7/1/2020

Goal 2

Brief Description
Fifty percent release time for ASL/Interpreting Program Chair, Director, or Coordinator

Is this a new or existing goal?
Existing

Goal Status
Ongoing

How will you complete this goal?
There is an immediate and critical need for an 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 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.

Although transfer rates are high and the interpreting program is successful, it is not well 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). These off campus observations, service learning, and internship opportunities are undergoing revision to ensure that we are complying with state regulations and students can have well-supervised learning experiences.

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.

Outcome(s) expected (qualitative/quantitative)
Likely outcomes include:
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.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
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.
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.

Expected Goal Completion Date
12/20/2019

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?
Yes

Are you requesting additional Staff, CAST or AA?
Yes

In the last ten years, what is the net change in number of FT Faculty in the department? (FT faculty loss vs. gain)
We have hired one FT faculty member in the last ten years.

% of FTEF for on-going reassigned time (department chair, program director, coordinator, etc.)

2016-2017 % FTEF (on-going reassigned time)	**2017-2018 % FTEF (on-going reassigned time)**	**2018-2019 % FTEF (on-going reassigned time)**
20% reassigned time for ASL/Interpreting Lab		

% of FTEF for temporary reassigned time (grant activity, sabbaticals, leaves, other reasons)

2016-2017 % FTEF (temporary reassigned time)	**2017-2018 % FTEF (temporary reassigned time)**	**2018-2019 % FTEF (temporary reassigned time)**

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting
Professor and Coordinator: ASL-English Interpreting

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?
In the Vision Statement of Palomar's Guided Pathways, we state that we will:

● Provide support services to help students navigate their path.
● Ensure a quality learning environment and facilitate meaningful relationships to support student success.

A Faculty Coordinator with 50% time would be able to focus on recruitment, curriculum development, and student support. They would work with Counseling and other departments on campus to ensure that communication regarding student experiences are smooth. A Faculty Coordinator would work with faculty to improve student retention and success, to seek accreditation from the Commission on Collegiate Interpreter Education, and to ensure that students are able to meet learning outcomes as they progress

through the program.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)
Highly qualified interpreters are in high demand in San Diego and surrounding counties, and hourly pay is high. Finding PT Faculty who are adequately equipped to teach interpreting skills classes is challenging not only because of the specialized experience and rapidly advancing professional expectations. In the spring of 2020, one of the two Palomar teachers who are qualified to teach the skills classes will be on sabbatical leave. This would leave the remaining faculty member to teach all of the interpreting classes offered that semester, coordinate and communicate with on and off campus entities regarding service learning and observation opportunities, handle all budget requests (PRPs, Perkins), complete college administration project requests, curriculum requests and approvals, advise potential, current, and former students, and ensure that the equipment and software in the Interpreting instructional space is working properly.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.
The Palomar Advisory Board has expressed unanimous strong support of a faculty coordinator for the ASL - English Translation and Interpreting Studies degree program. In addition, accreditation requirements specified by the Commission on Collegiate Interpreter Education state that 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. In fact, "the maximum recommended faculty/student ratio is 1:12 for interpreting skill development coursework, and the maximum recommended faculty/student ratio is 1:10 for field experiences (e.g., interpreting practicum or internship). See Standard 4.7 http://ccie-accreditation.org/wp-content/uploads/2014/12/CCIE_Accreditation_Standards_2014.pdf

In addition, programs seeking accreditation must include an authentic interpreting fieldwork experience where students are supervised by interpreter mentors who are nationally certified and who hold psychometrically reliable and valid credentials.

MOUs and formal partnerships must be established with community partners such as interpreting agencies, interpreting mentors, and language mentors with appropriate qualifications.

Please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.
There is a critical undersupply of adequately prepared interpreters to meet workforce needs in San Diego and surrounding counties. Our students are leaving the area for ongoing education, often changing majors to avoid duplicating their learning path at Palomar. The California Department of Education has indicated a critical need for interpreters to work in K-12 schools. Students who graduate Palomar's program are not yet ready to meet the state qualification standards for working in K-12 settings, but there are no in state options to seek more advanced instruction in interpreting.

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)
0 staff have been added in the last ten years

REQUEST FOR ADDITIONAL STAFF, CAST, AA

Staff, CAST, AA request 1

Title of Staff position you are requesting
ASL/Interpreting Administrative Assistant/Faculty Interpreter

How will this Staff position help meet district (Guided Pathways, Strategic Enrollment

Management etc.), department and/or discipline goals?
Discipline goals include clear communication between students and faculty of ASL-English Translation and Interpreting Studies as well as the counseling department, the lab, information services, service learning, and cooperative education. In addition, the person in this position would play a critical role in supporting the program coordinator of the ASL-English Translation and Interpreting Studies and the Faculty coordinator of the ASL/Interpreting Lab.

The person in this position would serve as a back up interpreter for any requests for interpreters that can not be filled by DRC or their designees. In the past two months, the interpreting faculty have provided interpreting services at meetings in which they are supposed to participate. This "dual role" conflicts with our professional code of conduct, but cancelling the meetings and rescheduling them five days out is an undue burden for Deaf faculty.

Is there a scarcity of qualified Part-Time Staff (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)
Yes. This person would need to hold national certification from the Registry of Interpreters for the Deaf. They would need to be organized, have excellent writing skills, and be able to communicate professionally with students, faculty/staff, and community members in both English and ASL.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.
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. This is a legislative issue that must be addressed ASAP.