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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
2020-2021

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
Speech Communication / Forensics / ASL

Discipline Name
American Sign Language (ASL)

Department Chair Name
Kevin McLellan

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 TOP coded as vocational (CTE/CE)?
Yes

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

Please list the names and positions of everyone who helped to complete this document.
Mary "Liz" Mendoza, Associate Professor
Melissa Smith, Professor
Kevin McLellan, Professor
John O'Loughlin, Assistant Professor

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: Permanent Employees Staff Count

Full-time Faculty (total number of FT faculty in your discipline)
4

Full-time Faculty (FTEF)
4.8

Part-time faculty (FTEF)
2.47

Classified and other permanent staff positions that support this discipline
1 ADA

Additional hourly staff that support this discipline and/or department
4 lab technicians
No weekly hours during the pandemic.

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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?
ASL-English Translation and Interpreting Studies Program:

The learning outcomes in the ASL-English Translation and Interpretation Studies program 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.

Deaf Studies Program:

Due to recent pandemic, all of our energy had gone into transitioning to online instruction, we have not had the opportunity to develop the learning outcomes for Deaf Studies program. There is a possibility that we may be required to evaluate and to develop the learning outcomes as appropriate for distance education.

How do they align with employer and transfer expectations?
ASL-English Translation and Interpreting Studies Program:

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. With that said, students are still not ready to work as interpreters and need 3-5 years of skill development to pass the National Interpreter Certification exam.

Deaf Studies Program:

Our ASL courses can be transferred to satisfy LOTE and Humanities requirements.

Describe your program's plan for assessing program learning outcomes.
ASL-English Translation and Interpreting Studies Program:

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.

Deaf Studies Program:

Our Deaf Studies Program was just established in Fall '18 and as of yet have not developed our PLOs.

Summarize the major findings of your program outcomes assessments.
ASL-English Translation and Interpreting Studies Program:

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.

Deaf Studies Program:

We have seventeen students who graduated with our associate degree in Deaf Studies.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?
ASL-English Translation and Interpreting Studies Program:

There is still concern that a majority of students are not work-ready when they graduate, which is the reason we are still wanting our program to be a BA program.

Deaf Studies Program:
N/A

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.

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.
ASL-English Translation and Interpreting Studies Program:

By nature of interpreting between a visual language and spoken language between two cultures, our program includes many of the GE/ILOs:
ILO 1, Communication: A - Written communication
ILO 3, Creative, Critical, and Analytical Thinking: A - Critical thinking
ILO 4, Community, Multicultural/Global Consciousness and Responsibility: A - Intercultural knowledge
GE Foundational Knowledge of Discipline - This is a General Education Outcome. Applies to certificate and degree programs.
GE Integrative Learning - This is a General Education Outcome. Applies to certificate and degree programs. Also useful in assessing learning communities, service learning, engagement through the arts, etc.
ILO 1, Communication: B - Oral Communication
ILO 1, Communication: C - Visual Communication

Deaf Studies Program:

By nature of learning American Sign Language and Deaf culture, our program includes all four GE/ILOs:
ILO 1, Communication: A - Visual
- American Sign Language is a visual language
ILO 2, Computation: A & B: Quantitative Literacy & Inquiry and Analysis
- Our students analyze English text and translate to ASL using appropriate grammatical structure
ILO 3, Creative, Critical, and Analytical Thinking: A - Critical Thinking
- Students work in groups doing translation exercises.
ILO 4, Community, Multicultural/Global Consciousness and Responsibility: A - Intercultural Knowledge
- Our students are provided with tools to analyze the cultural conflicts and how to avoid them in the first place.

Our goal is for students to have successful cross-cultural experience in Deaf community.

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.
ASL-English Translation and Interpreting Studies Program:

Students have developed cultural understanding and respect for the Deaf culture and community. They are required to earn Service Learning hours, in which they volunteer interpret in the community where they will eventually work. Students develop professional and personal relationships that foster their growth as ASL-English (and sometimes Spanish) interpreters.

Deaf Studies Program:

Our students expand their communication skills by acquiring the visual, gestural language. Now, they can communicate in ways that they never could before. Our students learn how to sign mathematical computation in American Sign Language. Our students are expected to analyze the English text and translate to ASL using appropriate grammatical structure. Our students are encouraged to attend and to learn about the historical oppressions of Deaf community by larger society and to develop sensitivity to issues of dehumanization auditory supremacy. Our students learn about Deaf literature, plays, folklore, arts pertaining to American Deaf Culture and Deaf Experience.

PROGRAM COMPLETIONS

Are the courses in your discipline required for the completion of other degrees/certificates?
Yes

Please list them
ASL 110: Awareness of Deaf Culture
ASL 115: Perspective on Deafness

These courses are required for Associate of Art degrees in Deaf Studies and associate science degree in ASL-English Translation and Interpreting Studies.

Do you have programs with 7 or fewer completions in the last 5 years?
Yes

What steps are you taking to address these completions?
Deaf Studies:

The first year of the Deaf Studies degree, we had six completions. The second year, we jumped to seventeen completions. We expect this trend to continue.

What is your program standard for program completion?
10

Why did you choose this standard?
ASL-English Translation and Interpreting Studies Program:

There is no standard for program completion. The number of graduates depends on the students who enter the program and successfully complete it. This number varies every year.

Deaf Studies:

Our completions continue to increasing. Still too new to be determined.

What is your Stretch goal for program completion?
12

How did you decide upon your stretch goal?
Based on our findings, we hope to graduate at least six students from each program.

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.
8 for ASL-English Translation and Interpreting Studies Program:

This number does not seem correct, as we had 17 out of 18 students successfully complete the program during the 2019-2020 academic year.

17 for Deaf Studies

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

What factors have influenced your completion trends?
ASL-English Translation and Interpreting Studies: The number fluctuates every year.
Deaf Studies: The number has increased from 6 to 17 for the last two years.

ENROLLMENT AND EFFICIENCY TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the PRP Data Dashboard.

What was your enrollment trend over the last 5 years?
Stayed the same

What was your efficiency trend over the last 5 years?
Stayed the same

Were these trends expected? Please explain.
ASL-English Translation and Interpreting Studies Program:

Again, the number fluctuates but the average has stayed the same.

Deaf Studies:

Our enrollment trend has decreased from 929 to 702 for the last three academic years. Our WSCH has slightly decreased over the last three years from 460.09 to 432.92. However, for the last three years, our fill-rate has increased from 86.58% to 92.98%.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?
ASL-English Translation and Interpreting Studies Program: Having at least one outside person involved in the final assessment ensures objective assessments. Deaf Studies: We have not develop the learning outcomes for the Deaf Studies program. It is to be determined soon.

How have these factors presented challenges for your program(s)?
ASL-English Translation and Interpreting Studies Program: Having an outside person creates scheduling challenges. Also not having funds to pay them presents a problem. Deaf Studies: We have not developed the learning outcomes for the Deaf Studies program. It is to be determined soon.

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?
To be in line with Palomar College's success rate standards.

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?
Stayed the same

Was this expected? Please explain.

What is your stretch goal for course success rates?
72.0%

How did you decide upon the goal?
ASL-English Translation and Interpreting Studies:

We believe that students who graduate with a degree in ASL-English Translation and Interpretation Studies 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.

Deaf Studies:

Our stretch goal is to have average of 75% due to the new, unpredictable online instructional environment.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?
Stayed the same

Was this expected? Please explain.
Deaf Studies:

Yes, it is expected to not fluctuate much.

Are there differences in success or retention rates in the following groups? (choose all that apply)

Are there differences in success/retention between on-campus and online courses?
N/A

Please share any best practice methods you use for online courses.
ASL-English Translation and Interpreting Studies Program:

Establishing clear ground rules in the syllabus and enforcing them throughout the semester. For example, when teaching a visual language, all students must have their camera on and paying attention to everyone signing.

Deaf Studies:

We do not have data to compare the differences in success/retention between on-campus and online courses. The data will be available next year.

COURSE LEARNING OUTCOMES

How is course assessment coordinated across sections and over time?
ASL-English Translation and Interpreting Studies Program:

Instructors use embedded assessments that are used for SLOs.

Deaf Studies:

Instructors are required to follow the curriculum as set forth in the CORs.

How have you improved course-level assessment methods since the last PRP?
ASL-English Translation and Interpreting Studies Program:

Instructors are constantly revising assessments and rubrics to better fit the SLOs.

Deaf Studies:

We met together as faculty to discuss SLOs and students achievements. We continually make the improvements as necessary.

Summarize the major findings of your course outcomes assessments.
ASL-English Translation and Interpretation Studies:

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.

Deaf Studies:

We have recently added SLOs to our Deaf Studies courses. Not all data has been collected at this time. So far it appears that we are our students are achieving above the 70% expectations and more into the high 80 percentile range.

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?
ASL-English Translation and Interpreting Studies Program:

Better scaffolding and collaboration between 1st and 2nd year faculty.

Deaf Studies:

We now have new faculty who is teaching the higher level ASL courses for the first time. We would need to wait and see the success with those SLOs.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?
ASL-English Translation and Interpreting Studies Program:

Foundational skills have been introduced slower and more thoroughly in the first year.

Deaf Studies:

Our Deaf Studies program has been successful, but we still need to look for the result from the higher level classes when we acquire the results.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?
ASL-English Translation and Interpreting Studies Program:

Graduation from the ASL-English Translation and Interpreting Studies Program does not guarantee employment. Typically students will transfer to a 4-year institution to complete a Bachelor's degree, which is required to stand for the National Interpreter Certification. Many Bachelor degrees programs re-teach what students have already learned in our program. Another push for our program to be a BA program.

Deaf Studies:

Our instructors are expected to meet the learning outcomes for each course. While we are developing the learning outcomes for our program, the course's learning outcomes remain the same. We will make changes as necessary.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?
ASL-English Translation and Interpreting Studies Program:

We have a suggested course of study because our program does not map to a 2-year plan. Students must have already taken ASL 100,101, 205, 206, 110, 115, English 100, and recommended 105, before entering the ASL-English Translation and Interpreting Studies Program. This is 2 years of required preparation before entering the ASL-English Translation and Interpreting Studies Program.

Deaf Studies:

Our program provides scaffolding and mapping in the college catalog. We have also developed the pathway for students who enter the Spring and the Fall semester as the path is different for each. This information has also been shared with counseling department. We also have program flyers for the students to learn about the succession of our courses.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

ASL-English Translation and Interpreting Studies Program:

Our classes are marketed towards individuals who work during the day. We offer night classes only during the regular academic year.

Deaf Studies:

We offer morning, afternoon, evening courses to meet the needs of students' schedule. We offer ASL 100 4-week classes during winter and summer intermissions. During summer session, we offer ASL 100, 101, and 205 6-week sessions.

How do you work with other departments that require your course(s) for program completion?

ASL-English Translation and Interpreting Studies Program:

There are no other departments with whom we work.

Deaf Studies:

There are no other departments that require our courses.

Does your discipline offer cross-listed courses?

No

Are there curriculum concerns that need to be resolved in your department? What are they?

ASL-English Translation and Interpreting Studies Program:

We have no other curriculum concerns, except that our program should be a Bachelor's program.

Deaf Studies:

We do not have any curriculum concerns. However, we continue to work on our program's learning outcomes.

Are there courses that should be added or removed from your program - please explain?

ASL-English Translation and Interpreting Studies Program:

We feel there should be lab classes offered in ASL classes to develop a stronger language foundation for interpreting students. Four classes of a language is not sufficient to develop fluency and interpreting students start the program with insufficient fluency.

Deaf Studies:

No course needed to be added or removed.

How is the potential need for program/course deactivation addressed by the department?

ASL-English Translation and Interpreting Studies Program:

There was a meeting with the Dean and the Curriculum Committee, however, there would need to be an increase in allocated FTEF. At this time it would not be feasible, however, when the financial health of the college is improved, we would like to revisit this topic.

Deaf Studies:
N/A

Is your department pursuing non credit or not-for credit options at this time?

No

Are there areas you would like to expand?
ASL-English Translation and Interpreting Studies Program:

Adding ASL lab classes.

Deaf Studies:
N/A

Click here for information about Noncredit and Community Education

Is your department offering online classes?
Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?
ASL-English Translation and Interpreting Studies Program:

Synchronous teaching of a visual language online is challenging. We will revisit this issue next year.

Deaf Studies:

Due to pandemic outbreak, we are able to offer all of our courses through distance learning. We will determine the future need(s) for online courses after we return to face-to-face instruction.

Describe other data and/or information that you have considered as part of the evaluation of your program
ASL-English Translation and Interpreting Studies Program:

We do not use other data at this time.

Deaf Studies:

We do not use other data at this time.

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
- Career Coach-San Diego Workforce Partnership
- EDD Labor Market Info
- 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?
ASL-English Translation and Interpreting Studies Program:

Students who successfully complete the ASL-English Translation and Interpreting Studies program receive training in interpreting, however, a few choose other paths working with Deaf individuals, such as educators, counselors, social services, etc.

Deaf Studies:

Our students who successfully complete the Deaf Studies program may pursue the employment opportunities such as educator, interpreters, counselors, anthropologists, curators, opticians, psychologists, etc.

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

ASL-English Translation and Interpreting Studies Program:

KNOWLEDGE ●Knowledge of appropriate environmental controls for privacy and confidentiality ●Knowledge of basic concepts of video relay service (VRS) and video remote interpreting (VRI) technologies ●Knowledge of best practices and research concerning the most appropriate interpreting approach for given situations (i.e., consecutive or simultaneous, ASL, transliteration, finger spelling, print English to ASL interpretation, etc.) ●Knowledge of business insurance (errors and omissions, professional liability, etc.)●Knowledge of characteristics of cultural and systemic oppression ●Knowledge of community resources available to interpreters (such as Deaf centers, ASL dictionaries, the Deaf community, other interpreters, etc.) ●Knowledge of computer platforms used in remote interpreting (i.e., types, connectivity, compatibility, etc.)●Knowledge of cultural differences in providing or receiving feedback ●Knowledge of Deaf culture and other cultures ●Knowledge of interpreting related document retention/destruction requirements●Knowledge of environmental impacts on sign language communication (such as the impact of natural and artificial lighting, back lighting, sight lines, distances, etc.) ●Knowledge of environmental impacts on spoken language communication (such as acoustics, distances, participant placement, etc.)●Knowledge of ethical practice standards (including but not limited to the RID Code of Professional Conduct)●Knowledge of government reporting requirements for small businesses (such as taxes, 1099s, etc.) ●Knowledge of industry/area standards and best practices ●Knowledge of interpreting protocols for roles of the interpreter in various settings ●Knowledge of risks of repetitive motion injuries in interpreting and preventative strategies ●Knowledge of non-verbal cues in interpreting (such as facial grammar, expression, etc.)●Knowledge of personal limitations/biases impacting an interpreter's ability to respond appropriately to the requirements of an encounter ●Knowledge of physical requirements of various types ofencounters●Knowledge of potential impact of social media on maintaining ethical standards (i.e., intentional and unintentional compromises of ethical standards on social media)●Knowledge of requirements for maintaining confidentiality of assignments and records (both in print and electronic format)Knowledge of resources about supervising and/or mentoring other interpreters ●Knowledge of rights of Deaf and hard of hearing persons under the ADA and other laws affecting interpreting services ●Knowledge of situations that require multiple interpreters or multiple interpreter teams ●Knowledge of best small business practices ●Knowledge of best practices for teaming ●Knowledge of state and local laws (including licensure) that apply to interpreting ●Knowledge of strategies for dealing with vicarious trauma and burnout●Knowledge of the aspects of cross-cultural communication●Knowledge of the benefits of feedback to the encounter ●Knowledge of the benefits of having a Deaf interpreter (CDI) involvedin an interpreting process ●Knowledge of the benefits of having additional interpreters (other than CDIs) involved in an interpreting process ●Knowledge of the benefits of having spoken language interpreters4(other than CDIs) involved in an interpreting process ●Knowledge of the content and type of discourse related to the setting in which the encounter will occur (i.e., the vocabulary and knowledge of subject matter required) ●Knowledge of cultural implications on communications ●Knowledge of current events●Knowledge of the differences in roles of Deaf interpreters (CDI) and hearing interpreters●Knowledge of the differences in roles of spoken language interpretersand sign language interpreter●Knowledge of the distinct registers (formal, informal, intimate, consultative, frozen etc.)●Knowledge of pertinent information required (i.e. language, physical limitations, etc.) about the interpreting needs of the consumers participating in the encounter●Knowledge of the logistics of working with a CDI and other Deaf interpreters (including placement, interaction strategy, negotiating how to work together, teaming, etc.) required to work effectively together●Knowledge of the logistics of working in a team of interpreters (including placement, interaction strategy,negotiating how to work together, teaming, etc.) required to work effectively together●Knowledge of the logistics of working with interpreters of spoken languages other than English (including placement, interaction strategy, negotiating how to work together, teaming, etc.) required to work effectively together●Knowledge of theories and processes related to the interpreting process●Knowledge of visual aids and other resources and their use in supporting the interpretation ●Knowledge of what information should be gathered to determine the requirements of the situation (nature of the assignment, the location, the participants, their skill level, etc.) ●Knowledge of workplace standards

SKILLS ●Skill in incorporating visual aids in the interpreting process ●Skill in negotiating contract fees, terms and conditions●Skill in process management (including pacing, turn taking, etc.)●Skill in spoken English ●Skill in reading fingerspelling

ABILITIES●Ability to advocate for the interpreting process ●Ability to adjust interpretation to fit the register ●Ability to adjust the team approach during the encounter as needed ●Ability to advocate for consumers who are Deaf or hard-of-hearing to ensure rights provided under the law ●Ability to apply ethical standards to given situations●Ability to assess group and interpersonal dynamics (Deaf and hearing participants and the impact of other parties who may be present)●Ability to assess information about the Deaf consumers including age, language, and physical, mental or emotional conditions impacting the encounter ●Ability to assess information about the other consumers including age, language, and physical, mental or emotional conditions impacting the encounter ●Ability to assess potential conflicts of interest●Ability to assess the cultural aspects of foreign-born participants in the encounter ●Ability to assess the cultural/multi-cultural characteristics of participants in the encounter ●Ability to assess the degree to which participants

are self-empowered ●Ability to assess the density/complexity of information anticipated in the encounter●Ability to assess the duration of the encounter●Ability to assess the experience level of the participants in working with interpreters ●Ability to assess the needs of DeafBlind consumers (such as close vision, tactile, pro-tactile interpreting modalities) ●Ability to assess the register required ●Ability to assess whether a CDI is required ●Ability to assess personal linguistic competence ●Ability to assess personal physical, mental or emotional limitations ●Ability to conduct research about an encounter without violating client confidentiality ●Ability to correct errors when needed as unobtrusively as possible ●Ability to determine if there were misunderstandings or harm as a result of the interpreting encounter (and correct if possible) ●Ability to determine participants' history in the setting (i.e., is this an initial or ongoing event)●Ability to determine the ideal placement of interpreters and other participants in relation to Deaf and hearing participants●Ability to determine the logistics and feasibility of physically being present for the encounter●Ability to determine the purpose and intended outcomes of the encounter●Ability to determine when cultural mediation is required ●Ability to discern clues as to the consumer's satisfaction with an encounter ●Ability to establish rapport with participants ●Ability to explain the protocol of the interpreting process to the participants ●Ability to gather job notes, text books, slides and other pertinent information to the assignment ●Ability to gauge participants ability to self-advocate●Ability to identify intentional changes in the register●Ability to identify the range of sign language (i.e., the ASL, transliteration, finger spelling, print English to ASL Interpretation, etc.) required●Ability to determine when it is appropriate to advocate on behalf of a consumer. ●Ability to initiate the conversation about providing or receiving feedback ●Ability to interpret fluently at various registers (formal, informal, intimate, consultative, frozen)●Ability to maintain professional boundaries while respecting cultural differences ●Ability to maintain transparency in the interpreting process while making corrections ●Ability to produce an interpretation that captures prosodic information (e.g., in English:rhythm, volume, pitch, pausing, etc.; and in ASL:rhythm, velocity, size, pausing, etc.).●Ability to mediate communication between participants of different backgrounds Ability to monitor the effectiveness of the interpretation (i.e., via back channeling, explicitly checking in with participants, etc.) ●Ability to operate equipment commonly used in interpreting (such as microphones, tablets,computers, etc.) ●Ability to perform consecutive interpreting from ASL and other sign language modalities to spoken English and from spoken English to ASL and other sign language modalities ●Ability to perform cultural mediation●Ability to perform sight translation from written English to ASL and other sign language modalities ●Ability to perform simultaneous interpreting from ASL and other sign language modalities to spoken English and from spoken English to ASL and other sign language modalities ●Ability to provide objective feedback ●Ability to read and comprehend written English proficiently ●Ability to receptively understand the range of ASL to English continuum ●Ability to recognize when conditions are not safe, healthy or conducive to interpreting ●Ability to recognize when the interpreter or the team is not appropriate for the assignment and additional/different interpreters (such as trilingual interpreters, CDIs, specialized or more experienced interpreters, etc.) are needed to prevent harm to the consumers●Ability to reflect on an encounter to determine the effectiveness of the interpretation and the cause of unsuccessful aspects of the interpretation ●Ability to research the background of the subject ●Ability to research the level of vocabulary and concepts likely to come up in a discussion ●Ability to resolve conflicts between team members ●Ability to select the appropriate approach for a given instance or situation ●Ability to self-assess competence to work in the range required ●Ability to separate personal beliefs and values (religious, political, cultural, etc.) from the assigned work situation●Ability to take prudent actions to safeguard confidential records (for example ensuring the security of private information) ●Ability to the spectrum of the language used by consumers●Ability to understand and match intent ●Ability to use non-verbal cues (such as appropriate facial grammar and expression)●Ability to use VRI systems ●Ability to use VRS systems

How does your program help students build these KSA's?
ASL-English Translation and Interpreting Studies Program:

The program provides a basic foundation for all of these KSAs established by the Center for the Assessment of Sign Language Interpretation (CASLI). CASLI develops and administers the National Interpreter Certification.

Deaf Studies:

Knowledge of vocabulary, grammar, and culture of American Sign Language and Deaf community.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
Yes

What have you done to integrate work-based learning?

ASL-English Translation and Interpreting Studies Program:

Students are required to participate in Service Learning for two years. Students will volunteer at Deaf events, assist in captioning films, volunteer interpret, etc.

Deaf Studies:

We do not provide the work-based learning because they are still developing their foundation in American Sign Language as their secondary language. When they pass ASL IV course, they will have the conversational skills to apply for employment where conversational signing skills are needed.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?
ASL-English Translation and Interpreting Studies Program:

Service Learning allows the students to develop professional relationships with potential future employers. Students are placed in organizations that will develop professional relationships, ethical decision-making, and interpreting skills.

Deaf Studies:
N/A

How do you engage with the community to keep them apprised of opportunities in your program?
ASL-English Translation and Interpreting Studies Program:

The ASL-English Translation and Interpreting Studies program has an Advisory Board that meets regularly. The members are stakeholders from various community organizations and educational entities. If Advisory Board members, as well as members of the community have a need for volunteers, they will contact the program.

Deaf Studies:
We have dual enrollment with local high schools and we have articulated our courses with universities.

What is the regional three-year projected occupational growth for your program(s)?
ASL-English Translation and Interpreting Studies Program:

Interpreters and Translators Labor Market Analysis: San Diego County April 2019

Summary: According to available labor market information, there is a demand for Interpreters and Translators in San Diego County. Interpreters and Translators Occupations have a labor market demand of 167 annual job openings, while average demand for an occupation in San Diego County is 277 annual job openings. Three educational institutions in San Diego County supply 50 awards for this occupation, suggesting that there is a supply gap. However, this supply number does not include people currently in the labor force looking for work as Interpreters and Translators. This occupation's entry-level and median wages are higher than the Self-Sufficiency Standard, suggesting that students who successfully complete a program and obtain employment in a related field may earn living wages.

http://www.coeccc.net/Search.aspx#idDetailPanel

Deaf Studies: It is our hope that students will transfer to universities and be able to use their ASL skills in their field of interest.

What is being done at the program level to assist students with job placement and workforce preparedness?
ASL-English Translation and Interpreting Studies Program:

The ASL-English Translation and Interpreting Studies program is currently being restructured to be a stacked degree. There will four semesters of ASL 208, 210, 210L, 211, 211L, 215, 215L, 216, 216L, and 220 for the degree, then a Certificate of Achievement for 8-15 units for ASL 298 open to current and past students to gain additional skills.

Deaf Studies:

When paraprofessional jobs or non-skilled jobs open up in the deaf community that require basic signing skills, this information is dispensed among instructors to relay to their students.

When was your program's last advisory meeting held? What significant information was learned from that meeting?
ASL-English Translation and Interpreting Studies Program:

May 2019. The Advisory Board agreed to the program name change from ASL-English Interpreting Program to the ASL-English Translation and Interpreting Studies Program to reflect the limitations of a 2-year program. The Advisory Board also agreed that two years is insufficient to develop ASL and interpreting skills to meet the high demand of interpreting.

Deaf Studies: N/A

What are the San Diego County/Imperial County Job Openings?
ASL-English Translation and Interpreting Studies Program:

There are several agencies in San Diego county: Deaf Community Services, Network Interpreting Service, Linguabee, and several agencies that operate in San Diego county that are not headquartered here. In addition, there are many school districts and post-secondary schools that hire ASL-English interpreters: San Diego City Schools, Chula Vista Unified School District, Escondido Unified School District, Carlsbad Unified School District, San Diego Community College District, Palomar College, San Diego State University, University of California San Diego, Southwestern College, Grossmont-Cuyamaca Community College District, and many more.

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?   **Goal Status**

Existing   Ongoing

How will you complete this goal?
We have submitted an application for consideration. We would STILL like this goal to be achieved. There are numerous studies that conclude that two-year programs are not a sufficient amount of time to develop interpreting skills and be able to pass the national certification exam. The Registry of Interpreters for the Deaf requires a bachelor's degree to be certified, so our students must either start the program with a BA/BS degree, or transfer to a four-year university before they can stand for the exam.

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
1/11/2021

Goal 2

Brief Description
Establish a ASL/Interpreting Program Chair, Director, or Coordinator position

Is this a new or existing goal?   **Goal Status**

Existing   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
8/10/2021

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?
Yes

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

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)
1 loss in the ASL discipline

Are you requesting new Classified, CAST or AA positions?
No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?
No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

   For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES.

   Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
No

Do you have resource needs that require physical space or modification to physical space?
No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES. Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?
No

I confirm that the Program Review is complete and ready to be submitted.
Yes

Enter your email address to receive a copy of the PRP to keep for your records.
kmclellan@palomar.edu

Review

Chair Review

Chair Comments
We filled this out the best we know how.

Chair Name	**Chair Sign Date**
Kevin F. McLellan	10/28/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:
The ASL department performs a most valuable function both for the College via the many academic and professional opportunities with which it provides students and with the qualified professionals it provides the communities through the Interpreting program. The Deaf Studies program is also an outstanding tool to contribute to raising awareness about the vast range of challenges experienced by our minority fellow humans and to increasing social justice as a whole. The commitment and dedication of the faculty to this twofold objective are clearly illustrated in the program review and ambitious goals.

Areas of Concern, if any:
The Dean is aware of the particular difficulty to teach this discipline on line. The creativity and efforts it takes to adjust to the modality are acknowledged and commended.

Recommendations for improvement:
Recommendation is made to the Deaf Studies Program to set a timeline and develop the PLOs since the program was established in Fall 2018. Fall 2021 seems appropriate if feasible, Spring 2022 is a good target.

Dean Name	**Dean Sign Date**
Dr. Fabienne S. Chauderlot	11/5/2020

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:
The program requires Service Learning for all students.
Continuous review of their course SLOs and making adjustments as needed.
Use of scaffolding and collaboration between first and second year faculty.
The KSA review and intentionality with matching to the national certification.
Good use of advisory board to assist students in the program, and to assist advisory board members with their needs.
Dual enrollment.
Goal #1 is especially appropriate based on the KSAs needed to become an interpreter. We strongly recommend the college consider the Interpreting program for a baccalaureate level program if given the opportunity by the state.

Areas of Concern, if any:
Program outcomes not yet developed which makes it difficult to have SLOs for each course in the program.
If students are transferring and are at a higher level than other transfer students, it would be prudent to make sure the curriculum and course outcomes are at the two-year level and not at the upper division level.

Recommendations for improvement:
Include additional work experience and work-based learning into the Interpreting program to give students more hours signing or observing other interpreters signing.
Consider developing a baccalaureate for Interpreting since students need to finish the two year language portion as a prerequisite to entering the program.
Faculty staffing needs unclear as we didn't see the form requesting a new faculty, but the box was checked.

IPC Reviewer(s)	**IPC Review Date**
Betsi Little and Margie Fritch	11/24/2020

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:
increased # of completions in Deaf Studies Program; strong interpreting program

Areas of Concern, if any:
number of FT FTEF is greater than # of FT faculty?; discrepancy between listed number of completions and number of successful completions for 19-20 for ASL Interpreting -- perhaps students are not filling out paperwork for completion of certificate or degree?; no analysis of differences in success or retention rates

Recommendations for improvement:
consider discipline course success rate more fully; how do your SLOs tie into identifying success and struggle points for students in courses?; provide analysis of differences in success or retention rates; rather than considering only the move to a 4-year BA/BS program at the college, consider too the possibility of aligning transfer expectations more closely to meet the requirements for those programs that students would transfer into; consider WBL for Deaf Studies so that students may have non-interpreting but connected internship opportunities and begin building potential connections with employers.

Vice President Name   **Vice President Sign Date**
Shayla Sivert   12/29/2020