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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year

2021-2022

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Languages and Literature

Department Name

Speech Communication / Forensics / ASL

Department Chair Name

Kevin McLellan

Discipline Name

American Sign Language (ASL)

Department Chair email

kmclellan@palomar.edu

Please list the names and positions of everyone who helped to complete this document.

Kevin McLellan, Professor

Mary "Liz" Mendoza, Associate Professor

John O'Loughlin, Assistant Professor

Website address for your discipline<https://www2.palomar.edu/pages/speechandasl/asl-program/asl-english-translation-interpreting-studies/>**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 Interpreting
Associate of Arts, Deaf Studies

BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

2) **FTEF LINK**

How many permanent or full-time faculty support your discipline (program)?

3

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

For this past fall semester, what was your Part-time FTEF assigned to teach classes?

List the classified and other permanent staff positions that support this discipline.

1 ADA

List additional hourly staff that support this discipline and/or department

2 Lab techs (during normal times)

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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?

The learning outcomes for the A.S. in ASL-English Translation & Interpreting Studies 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:

We have just developed PLOs for Deaf Studies. We will be collecting data on those outcomes at the end of Fall 2021.

How do they align with employer and transfer expectations?

The A.S. in ASL-English Translation & Interpreting Studies 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:

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

Describe your program's plan for assessing program learning outcomes.

Inter-rater reliability has been quite high for more than a decade, with most scores falling within a +/-2 range.

Our Deaf Studies Program expects our classes to succeed with at least 70% this first time 'round. Expectations may adjust higher as we continue assessing Program Outcomes.

Summarize the major findings of your program outcomes assessments.

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:

We have 13 students who graduated with our associate degree in Deaf Studies.

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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.

_____ 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21

Degrees

Associate in Science Degree 2 7 4 5 8 11

Associate in Arts Degree -- -- -- 6 17 13

Certificates 11 11 8 8 11 11

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

Increased

What factors have influenced your completion trends?

Our noted increase over the past few years is due to having a new Deaf Studies degree which has greatly brought up our totals between both degrees.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

The ASL-English Translation & Interpreting Studies sets high standards with rigorous curriculum. We demand a lot from students who are able to meet those standards. We also have instructors that are well-respected on a national level who serve as role models.

There has been a national and international surge in interest in the field of sign languages and their Deaf cultures. Students can also use these courses to satisfy LOTE requirements at four-year institutions.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

Staffing is a challenge. With the retirement of one of the two professors, there is only one who is qualified to teach interpreting. Teaching remotely has also been a challenge. Students are not afforded the opportunity to observe professional interpreters in an in-person, live setting. After 1 1/2 years, students have yet to see a professional interpreter work in an in-person setting.

In the Deaf Studies Program, we have recently experienced the retirement of two long-term FT faculty. Finding qualified PT faculty to step into the vacancies left is a challenge as they are few and far between in our area. Fortunately, during the pandemic, we have been able to hire PT faculty who do not live in the San Diego area but are able to teach online for us.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/>)

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 no less than 76% students who graduate with a degree in ASL-English interpreting would ideally graduate; 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 has somewhat different expectations than Interpreting as our students are developing conversational skills, not high fluency skills that would be expected for many Interpreting programs.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning 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.

Our ASL students are doing quite well overall. They are able to succeed in our SLO's at an 80% rate.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.

Yes

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CAREER AND LABOR MARKET DATA

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 have you done to integrate work-based learning?

Service Learning is required during all four semester, and increases each semester. Students volunteer their time 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?

Service Learning provides opportunities for students to network and develop professional relationships that possible lead to employment. Several graduates have current or past employment with the local Deaf services agency.

Deaf Studies:

N/A

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

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: 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?

The ASL-English Translation and Interpreting Studies program hosts panels that include alumni and programs for upper division courses in BA programs from across the country.

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?

April 24, 2021

1. It would be recommended for Palomar to use the Commission Collegiate Interpreter Education's standards as a guide for setting future instructor qualifications. CCIE is the accrediting body for Interpreter Education in the United States. Section addresses the hiring of faculty.

<http://www.ccie-accreditation.org/standards.html>

2. Since the ASL program/Deaf Studies degree is separate from the ASL-English Translation and Interpreting program, we should apply for status as a different discipline for separate dept chairs – discipline coordinator. Each discipline coordinator will be responsible for hiring within their respective discipline.

Deaf Studies: N/A

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

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.

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.

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? If so, how would the new or emerging careers impact your future planning?

Students who successfully complete the ASL-English Interpreting program receive training in interpreting, however, a few choose other paths, such as educators, counselors, or work in social services. The need for ASL-English interpreters is great. According to Centers of Excellence, the projected occupational demand will increase from 1,569 in 2018 to 1,678 in 2023. The median hourly earnings for San Diego County are projected to dramatically increase from \$30.13 (75th percentile) to \$45.03 (90th percentile).

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

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 of encounters●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) involved in 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, protactile 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?

It is difficult, if not impossible, for graduates to pass the national interpreting exam due to insufficient language foundation. During the program, lectures are 50% in ASL and 50% in English so that students can continue to improve their ASL fluency. Students are introduced to working with DeafBlind individuals and working in a team of Deaf and hearing interpreters.

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-world 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

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

Faculty from the ASL-English Interpreting program performs outreach at local high schools to promote the program. Retired and current faculty are nationally known presenters and authors who attend and present at conferences around the country. Palomar is well-known for this interpreting program. We also have an Advisory Board comprised of community partners who are familiar with our program.

Deaf Studies:

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

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](#).

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

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. 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

12/31/2022

Goal 2

Brief Description

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

Goal Status

Ongoing

Is this a new or existing goal?

Existing

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

8/1/2022

Goal 3**Brief Description**

The Deaf Studies Degree Program's goal is to hire a third full-time faculty that can teach higher level ASL courses and heavy lecture courses such as "Awareness of Deaf Culture" and "Perspectives on Deafness."

Is this a new or existing goal?

New

How will you complete this goal?

If our program is approved for an additional full-time faculty member, we will work with the hiring process through HR. If we can only have one new FT hire for ASL and Interpreting, we would like to hire a person who can teach both Interpreting and our higher level Deaf Studies courses.

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. Higher satisfaction for students and faculty
- F. 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; and 2) preparing students who are competent, ethical, and committed to lifelong learning.

Expected Goal Completion Date

5/31/2022

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

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 Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

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 2021, one of the two Palomar teachers who are qualified to teach the skills classes retired, leaving the one remaining faculty member to teach all of the interpreting classes offered, and to 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.

Utilizing your PRP data, 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.

Is your department affected by faculty on reassigned time? If so, please discuss.

We have one professor who has 60% reassigned time for Chairing the department.

Faculty Request 2**Title of Full-Time Faculty position you are requesting**

Assistant Professor in ASL/Deaf Studies

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

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.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

We are unable to find qualified and experienced part-time faculty to teach higher levels of ASL language classes or to find part-time faculty who have the background in Sociology, Anthropology or Linguistics to be able to handle the complex lecture courses of "Awareness of Deaf Culture" and/or "Perspectives on Deafness" courses.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

N/A

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Deaf Studies is not a CTE focused field but ASL skills and cultural awareness can be applied to many careers.

Is your department affected by faculty on reassigned time? If so, please discuss.

We have one professor who has 60% reassigned time for Chairing the department.

Are you requesting new Classified, CAST or AA positions?

Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA**Staff, CAST, AA request 1****Title of position**

ASL/Interpreting Administrative Assistant/Faculty Interpreter

Is this request for a full-time or part-time position?

Full Time

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability

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.

Does the position assist in establishing more efficient District operations through either of the following: reorganization/restructuring OR use of technology?

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.

Is there funding that can help support the position outside of general funds?

No

Describe how this position helps implement or support your three-year PRP plan.

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.

Strategic Plan 2022 Objective**If the position is not approved, what is your plan?**

To work with HR and the DRC to find a way to alleviate the extremely oppressive 5-day notice to request an interpreter. Same-day service has been proposed but HR has not considered the proposal.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. 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, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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

Part 4: Facilities Requests

Do you have resource needs that require physical space or modification to physical space?

No

PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.