Ohlone College
Program Review Report

• Program Description and Scope:

1. Program Review Title: Interpreter Preparation Program: ASL-English
3. Review Type: Instructional Disciplines
4. Program/Departments: Interpreter Preparation (08007)
5. Authority Code: 46-Dean, Deaf Studies
6. External Regulations: Yes__ No_X
7. Provide a brief narrative that describes the instructional program/discipline.

The Ohlone College ASL-English Interpreter Preparation Program was established in 1976. It prepares qualified students for entry level work as Sign Language Interpreters in a variety of settings [Educational, post-Secondary and Community settings.] As Deaf people enter a wide range higher education fields, integrate into careers and into the fabric of our society, the need for interpreting grows. Various federal laws mandate access in increasingly more venues. This impacts the demand for qualified ASL-English interpreters.

8. Describe how the program specifically serves students, faculty and staff.

Yearly, our program adds to the pool of interpreters needed to serve Deaf people in our community, including on our campus. Our students are able to study in an environment that has a critical mass of diverse Deaf students and faculty. Some of our students do their internship here on campus with our Interpreting Services department.

9. Describe how the program addresses current needs and applies current technologies.

There is an ever-growing need for ASL-English interpreters. Bureau of Labor Statistics state there is an increased demand (ww.bls.gov/oco/ocos175.htm) and a current shortage of interpreters as noted by the National Consortium on Interpreter Education Centers (http://www.discoverinterpreting.com/?career_FAQ.) New technologies allow Deaf people to use ASL interpreters in making phone calls through video relay service (VRS) to people who do not sign. This has added to the current shortage. www.sorensonvrs.com/newsletter/interpreterShortage.pdf. Additionally, VRI (Video Remote Interpreting) sites use technology to have an interpreter at a setting from a remote location. This is being used by hospitals, businesses and in other settings.

10. Discuss the impact of the program on the college and/or other programs.

Ohlone College is known throughout the nation and abroad for its commitment to the Deaf Studies program. The ASL-English IPP is an integral part of this division and has been since the mid-1970's. The IPP works closely with the ASL program and Deaf programs. Additionally, IPP students often engage in
role-playing with Deaf students needing to practice interviewing skills with
interpreters. Our program is promoted through national websites (NCIEC, RID, google search ASL Interpreting program has Ohlone coming up 2nd), deafnessabout.com and adream4tripod.com/ASL/College, to name a few examples). We get applicants from Ohlone, Berkeley City College (BCC) and other colleges as well as applicants from out of state including (currently) Washington & Utah, and students who have already graduated from Sac State and UC Berkeley.

11. Discuss the impact of the program on the community and the impact of the community on the program.

The IPP relies on input from community and public agency as stated in the Career and Occupational Education goals. The IPP also follows through with this commitment with the Mentorship and Internship sponsors. The Advisory Board and annual screening committee is made up of a representative sampling of the Deaf and Interpreting communities. Additionally, we have provided both the community at large and the Deaf community with trained, entry-level interpreters over the past 30 years. IPP graduates are working in high schools, community colleges and universities. In addition, graduates work in private practice providing interpreting services for agencies, businesses and government programs.

● College Mission

1. Mission Statement

The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.

2. Vision Statement

Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

3. Core Values, Goals & Objectives:

College Core Values

● We promote diversity and inclusiveness.
● We maintain high standards in our constant pursuit of excellence.
● We value trust, respect and integrity.
● We promote team work and open communication.

College Goals/Objectives

1. Through innovative programs and services, improve student learning and achievement.

   1. By 2013, have in place an ongoing system for identifying and assessing student learning outcomes at the program and course levels, which includes faculty dialogue and appropriate improvement plans.
   2. By spring 2013, increase the college average course retention to a rate at or above the statewide average.

2. Support the economic vitality of the community through educational
programs and services that respond to identified employment needs.
4. By 2013 provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace.

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.
1. By 2015, increase the number of course offerings which meet the General Education Plan A Intercultural/International Studies requirement.

4. Briefly describe how the program supports the college mission, vision selected college values.

- The ASL-English Interpreter Preparation Program is a career entry program. IPP students' success is nurtured. Learning is assessed regularly and is highly valued. Ohlone's IPP is known throughout the state and the nation.
- We value diversity. We recruit skilled ASL signers from a variety of backgrounds to make our program more diverse. In addition, we added two classes that focus on the diversity of consumers. These include Multi-cultural issues in Interpreting and Interpreting for People who are Deaf-Blind.
- We maintain high standards and seek excellence. To increase the potential for success, students must complete pre-requisites and apply to our program. Once selected, we work closely with students to develop and enhance their skills.
- We value trust, respect and integrity. Integral to our field is our industry's Professional Code of Conduct (See www.RID.org/ethics/code/index.cfm). We begin discussing these attributes in the first semester and continue throughout our program.
- We promote team work and open communication. Since we are training our students to be service providers and our field is communication, we work hard at what we are calling "interactional competencies". We work each semester on communication skills, on self introspection, interpersonal skills, and working as part of a team.

5. Briefly describe how the program supports selected college goals.

The ASL-English IPP will endeavor to complete assessments of all course objectives. Since all of our courses are linked, we are focusing on our 4th semester classes to assess our Program SLOs. We have already begun that process since our new courses were approved in 2008-09. We are continuously evaluating the effectiveness of our program and courses via student surveys and faculty feedback. Our retention is fairly high when we accept qualified applicants. We will continue to work closely with our students, monitoring their progress and support them in their goal to complete the program.

6. Briefly describe how the program supports selected college objectives.
Interpreters work with consumers from diverse backgrounds. We are looking to augment our new courses to include more course hours to cover the wide breadth of multi-cultural issues interpreters may encounter. We are also looking to increase the number of students with diverse backgrounds. In order for that to occur, fluent ASL signers of color need to be encouraged to meet the prerequisites, and have an interest in the field of interpreting. Additionally, male students need to be encouraged as the field is predominately female (~86%-See Cogen & Cokely report available 2013).

Our faculty (both on staff and part-time) is active in professional development; we attend and present at our regional and national conferences. What new information is out there is incorporated into our courses. We recently completed a pilot program under a FIPSE grant (coordinated by the University of Rochester Wellness Center). This grant provided training to our faculty in Demand-Control Schema which is an analysis of workplace stress. Applied to interpreting, it gives a framework to analyze situational workplace demands that result in interpreters being able to produce better work. This has been infused into our current curriculum. More recently, Ohlone's IPP has joined the Outcomes Circle (http://www.northeastern.edu/niec/outcomes-circle/), a group of 15 colleges spread across the country collaborating in many projects including the creation of a repository for Interpreter Training materials, professional development, preparation of training modules, etc.

- **Program SLOs & Assessment**
  1. **Program SLO -**

**Display the ability to create and maintain professional relationships and appropriate cultural sensitivities with various stakeholders including members of the deaf community, professional interpreters, and interpreter agencies through effective interpersonal and cross-cultural communication skills.**

  a. **Indicate program assessment strategies used.**
   i. Rubrics
   ii. Other

As a cohort in Career and Technical Education, the IPP has a structured format. Each course's SLOs are aligned and as such, each course contributes to meeting the Program SLOs. For this reason, we will be looking at two of the program's final classes, INT 295 and INT 299 to assess the effectiveness of all of our courses. This year, we will focus on INT 295 [Internship] course assessment. Next year, we will assess the capstone course, INT 299.

To assess the effectiveness of three Program SLOs as demonstrated in student success in their Internship course, we have:

- Revised the mentor evaluations forms
• Met with one site to debrief with mentors for feedback of how to improve the internship program
• Met individually with several other mentors for feedback
• Developed a survey for mentors, sent it out and are awaiting responses
• Developed a INT 295 Internship Guideline packet
• Developed a graduate IPP survey to gathering statistics on relevant information such as
  • the number of graduates working as interpreters, number of graduates passing the written exam, number of graduates passing the performance test and/or have taken the EIPA (the Educational Interpreter Performance Assessments)

b. Describe the criteria and standards used to appraise student work.

Assessment will be based on the following:

• Supervisor Evaluation form
• Student Placement paper summary: self-assessment of their success in accomplishing their goals and goals of placement
• Student course evaluation (attached)
• Graduate student survey
• This will be reported on by January 2013.

c. Enter assessment results and analyze student success in achieving this program SLO.

Summary of student final evaluations will be added by January 2013.

Summary of student placement paper

Student course evaluation (Spring 2012) is attached

Graduate student survey results will be added January 2013.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

• Intern Feedback form has been revised
• Internship guidelines has been drafted and will be disbursed to Internship mentors for Spring 2013
• Interactional competencies have been stressed this year in INT 107 and will be followed up each semester by both instructor and students for further insight

e. Future Action (Improvements)

Maintain current student learning plan

2. Program SLO -
Demonstrate critical thinking skills by assessing potential demands of various interpreting situations and construct appropriate responses to mitigate those demands, and by applying and defending appropriate decision-making skills when ethical dilemmas arise.

Due to the structured format of the IPP, changes made in PLO 1 apply to both PLO 2 and PLO 3. See PLO 1 for details.

a. *Indicate program assessment strategies used.*
   i. Capstone course
   ii. Performance Assessment
   iii. Rubrics
   iv. Department Testing

b. *Describe the criteria and standards used to appraise student work.*

   Students are evaluated based on case presentations and test. Additionally, in fieldwork assignments, reports are filed of their analysis of demands in the workplace and controls fitting for the situations.

Further work on critical thinking occurs in INT 227 [Ethics II] and in INT 295 [Internship].

c. *Enter assessment results and analyze student success in achieving this program SLO.*

   Students provide assessment of each course at the end of each term. This data is collected and summarized. Comments are included.

   Additionally, mentors and faculty review student performances and collectively determine whether or not students have met the learning objectives.

d. *Describe revisions in curriculum or teaching strategies implemented to promote student success.*

   Noted in PLO 1

e. *Future Action (Improvements)*

3. **Program SLO -**

**Perform entry-level Sign Language Interpreting skills in post-secondary educational and/or community settings.**

a. *Indicate program assessment strategies used.*
   i. Rubrics
   ii. Capstone course
   iii. Portfolio
   iv. Skills Assessment

b. *Describe the criteria and standards used to appraise student work.*
Criteria: There are rubrics for the skills classes. The rubric looks at various aspects of interpreting including Message equivalence, Language Use and Delivery.

In the Capstone class, students create a portfolio of their work.
This has been addressed in PLO 1

c. Enter assessment results and analyze student success in achieving this program SLO.

Students are asked to evaluate classes they have taken and report their progress. The data are collected and summarized. Comments are included.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

Our courses and student success is checked regularly. Students are asked to evaluate their learning, based on course objectives each semester. Data is collected and reported to faculty each year.

e. Future Action (Improvements)

● SLO Matrix

Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level

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<thead>
<tr>
<th>Course</th>
<th>SLO-1</th>
<th>SLO-2</th>
<th>SLO-3</th>
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<tbody>
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<td>INT 199C</td>
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<tr>
<td>INT 106</td>
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### SLO Matrix Comments

### Course SLO & Assessment

**INT 295 Interpreting Internship**

1. Identify and practice specific professional skills related to direct delivery of Interpreting Services to deaf and hearing individuals.
2. Apply knowledge and skills learned in the academic setting and demonstrate practical application of interpreter theory through evaluation by instructor.
3. Apply new learning by interpreting in situations while being evaluated by an RID certified interpreter.
4. Build and maintain supportive relationship in the interpreting and deaf communities through contacts with RID Certified Interpreters and agencies serving deaf individuals, and businesses who employ deaf individuals.
5. Through self-analysis of interpreting skills, identify strong and weak areas and where weak, work to strengthen them.
6. Formulate and demonstrate efficient use of time and resources by keeping a time-management log.

#### Indicate planned course assessment strategies

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<th>Rubrics</th>
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<tr>
<td>Vendor or industry certification examination</td>
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<tr>
<td>Indirect Assessment: Survey, Focus Group Discussion, Interview</td>
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#### Describe the criteria and/or performance standards used to appraise student work.

Students, mentors and supervisors use evaluation rubric at mid point and end of internship module.

Students keep a journal and write a final placement paper.

Students are encouraged to take industry written exam anytime after 3rd semester of the program.

Students evaluate course at the completion of the semester.

#### Enter assessment results and analyze student success in achieving course SLOs.
This will be reported when data is assembled in January 2013.

**Describe revisions in curriculum or teaching strategies implemented to promote student success.**

INT 295 Guidelines are updated.

Student hour log has been revised.

Students will meet face to face prior to embarking on internship modules. The rest of the course is on-line.

**Future Action (Improvements)**

Maintain current student learning plan

*Continue the cycle of student and mentor interaction and discussion to improve implementation of Internship program and experience.*

- **Student Achievement**: A series of measures including course completion, course retention, persistence, program completion, and others.
  1. List expected student achievement outcomes:
  2. Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).

The ASL-English IPP remains strong.

There are indications that financial and personal issues have impacted student success. Those who drop out during or after the 1st semester of the program report they do so due to the course load, family and/or financial issues. Several who have dropped out at the end of the first year starting the 2nd year have done so for personal and/or financial reasons. Those who drop out in the 3rd semester typically do so because of lack of success in the program. Skill expectations and requirements increase prior to the final semester and prior to internship.

Some students and graduates report lack of flexibility in the course schedule as the reason for withdrawal. Cohort model does not allow for part-time students nor full time work making it difficult for some people to remain in the program.

Lack of requisite skills -specifically ASL readiness- time management and interpersonal skills are at issue.

The industry, as of July 1, 2012, requires a BA (in any field) before candidate can sit for performance portion of Certification test [given by the Registry of Interpreters for the Deaf]. Students can take the written portion without meeting this criteria.
Faculty has been very flexible and generous with outside class time to support students. They provide tutoring, counsel and support.

We are trying a new approach in trying to attract qualified applicants to the program. IPP information meetings have not been effective. We have updated our website and are currently making vlogs for information. We have also created FAQs for the IPP website.

3. Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.

We are heavily dependent on computers (we have them), digital media (we have a substantial library but texts are old, some outdated), the use of internet which we have access to in the dedicated classroom.

We could use better lighting for lecture and projector-one requires bright light and the other dimmed lighting to see screen. The sound quality in the room is less than ideal as we do work with the spoken word as well. It echoes and makes discussions in English challenging.

Currently, there is software available to be interactive, both with text and inserted teacher-comment via sign, in student video texts. We are checking into this as an option for our student and faculty critiques.

4. Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.

We have only one full time faculty to coordinate and teach the bulk of the IPP courses. We also have a Deaf Studies full-time faculty teach 3 courses for the program. The remainder of the courses are taught by approximately 7 or part-time instructors.

There is a lot to do in the coordination of a program with no support staff or release time for this to be done. The coordinator works extra to ensure the smooth running of the program. This is an ongoing issue and concern.

5. Describe any additional notable program achievements (optional).

100% of students who took the RID written exam in the last 10 years passed it on their first try.

3 recent graduates (Class of 2012) took and passed the performance portion of the RID exam. The choice to apply for and take the exam immediately after graduation
is a result of the changing requirements (noted above). In the past, most graduates wait 1-3 years after graduation before taking the exam. Additionally, several students have taken the EIPA [the Educational Interpreter Performance Assessments and have scored well-enough [above 4.0] to work in public schools.

The Ohlone IPP was invited to participate in the NCIEC (National Consortium of Interpreter Education Center) Outcomes Circle which is a federally funded project. We are one of 5 of what is considered to be a successful Community Colleges interpreter program asked to participate. Additionally, 5 BA programs and 5 emerging Community College interpreter programs were also included. As a result, our faculty has access to professional development. We were given resources to help recruit and film speakers for stimulus materials, and have been introduced to ACTFL [American Council of Teachers of Foreign Languages] Oral Proficiency Interview standards and techniques.

This is a 5-year commitment. Year 3 began October 2012.

6. Additional Program Table Data
7. Future Action
   Current levels of student achievement indicators maintained.

- Program Analysis
  After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize you findings. Use these data and trends to prioritize, revise, or develop new PIOs
  1. Describe program achievements and successes.

As noted under student achievement, our graduates are being gainfully employed as interpreters. Initial results of our graduation survey shows that 92.6% of the respondents are working interpreters, 77.8% are certified. This data are based on 27 responses. These 27 responses were from students who graduated between 1995-2012.

Continual assessment of student success through surveys, work rates and certification rates.

This data will be reported January 2013.

2. According to the evidence, what are the areas needing improvement?

   Develop class in The Business of Interpreting

   Have live interactions with Deaf and hearing participants-Identify sources of income to support this

   Support staff or release time for program management.

   Resources to explore best products (software) for video and text feedback for
• **Program Improvement Objectives:**

  1. **Objective:**

     Assess effectiveness of recent major revision of the new ASL-English IPP curriculum to see if it impacts student success.

     a. **Action Plan**

        **Year 1:**

        Create assessment tools for student, faculty and hiring agencies. Interview at least 3 students and 2 agencies.

        **Year 2:**

        Track work placements and national certification awards. Follow up questionnaire for students out one year.

        **Year 3:**

        Continue to gather data, report findings.

     b. **Staffing**

        **Year 1:**

        Identify potential faculty for short term courses (INT 199 courses), Continuing education (INT 191 courses).-completed although can continue to identify potential new part-time faculty.

        **Year 2:**

        Get identified instructors into the Ohlone HR System-on-going.

     c. **Technology (Include items that fit under IT budget codes)**

        **Year 1:**

        Need identified:

        Software for interactive feedback for student video texts and tests.

        research and find best available for our use (both ASL and IPP departments)
Year 2:
Seek funding.

d. Facilities (Include items that fit under the Facilities budget codes)
Year 1:
Problem identified:

The chairs in the IPP classroom are broken. Students complain of backache and discomfort. 20 chairs are needed.

Research best possible options

Year 2:
Seek funding

e. Other (Include other resources needed)
Year 1:
Need identified:

Running the program takes much additional time. This is neither compensated nor recognized by way of release time.

Find options of sharing workload

Year 2:
Look into feasibility of reassigned time

f. Assessment Plan: List Assessment Strategies
Year 1:
Surveys developed for students and agencies-done

Year 2:
Results of interviews of students one year out.-to be reported on jan 2013
Year 3:

Continue to interview students, agencies, collect data on certification results.

g. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.
Rationale:

Goal 1, Objective 1: By assessing and tracking students and graduates, we will continually evaluate the effectiveness of our programing.

Goal 1, Objective 2: Our retention rate remains stable and effective. Program standards are maintained.

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.
Rationale:

Goal 2, Objective 4: As an entry level training program, our improved programing and success rate will directly effect the number of trained interpreters employable in the community.

New course (INT 245 "Phantom Interpreting") was developed to help students acquire key skill sets for analyzing setting demands and responding effectively to those demands. These skills prepare students even better for their internship experience.

2. PIO Assessment
a. Enter assessment results with analysis.

Assessment results are being placed on the course SLOs and Assessment pages.

Assessment tools were created for students. Spring 2012 semester will focus on both the faculty and hiring agency assessment. -survey in progress.

The current fiscal climate does not allow for reassigned time.

b. Describe how PIO achieved one or more of the college goals and objectives,
had an impact beyond the particular department, and contributed to student success/learning.

Our program and courses are continually evaluated and modified. Minor curriculum changes will be addressed Spring 2012.-In progress

c. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.

Part time faculty was able to be hired and placed in teaching short-course positions. Students benefited from varied perspectives, teaching styles and were able to increase, substantially, contact with the professional Deaf community.

d. Future Action
   Current level of focus maintained. Describe.

1. Objective:

   Achieve accreditation through Commission on Collegiate Interpreter Education (CCIE). To enter the interpreting field in the future students will need to attend an accredited program, and the IPP program will pursue this accreditation. (Long term objective - 5 years)

   a. Action Plan
      Year 1:

         Request application; set up committee  ( $500 application fee)

      Year 2:

         Prepare self-study report; pay application fees  ($2000 initial fee)

      Year 3:

         Prepare and host on-site visitation  ($2000 for paper review; $3000 + additional fees for visiting team)

   b. Other(Include other resources needed)
      Year 1:

         Secure funds for application fee

      Year 2:
Reassigned time, consultant

Year 3:
Funding for accreditation team visit

c. Assessment Plan: List Assessment Strategies
   Year 1:
   Committee established and preliminary data collection

   Year 2:
   Write and complete self-study report

   Year 3:
   Become fully accredited by Commission on Collegiate Interpreter Education (CCIE).

d. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

   1. Through innovative programs and services, improve student learning and achievement.
   Rationale:
   Following national accreditation standard endorsed by the Conference of Interpreter Trainers will strengthen the program, make it among the few that are accredited and improve student success.

   2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.
   Rationale:
   As accredited program, there may be increased student interest and applications and promote improved employment opportunities.

2. PIO Assessment
   a. Enter assessment results with analysis.

   This PIO has been tabled. There are not enough resources-staff or funds to continue this objective at this time.
b. **Future Action**

1. **Objective:**
   
   Improve delivery of media to students in classroom.

   Secure classroom projector, affixed to ceiling to make for a larger, better projection of materials on screen.

   a. **Action Plan**
   
   **Year 1:**
   
   find funding resources

   **Year 2:**
   
   Having found funding source, proceed with work order to attach said projector.

   b. **Assessment Plan: List Assessment Strategies**
   
   **Year 3:**
   
   Feedback from faculty and students

   c. **Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.**

   1. Through innovative programs and services, improve student learning and achievement.
   
   **Rationale:**
   
   Delivery of stimulus materials more effectively, both for class.

   2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.
   
   **Rationale:**
   
   Objective 4: Better prepared students correlates to better delivery of interpreting services. Having access to digital materials has eased access to more hours of stimulus that students use for practicing interpreting and improving comprehension.

   Digitalizing our media and restructuring our lab time has allowed students more flexibility and more time to complete more work.
2. PIO Assessment
   a. Enter assessment results with analysis.

      1) Joining the Outcome Circle (Federal Grant) resulted in our program
         acquiring a digital camera, a tripod and a backdrop with which to film
         stimulus materials and student presentations.  --still in use

      2) Having access to digital materials has eased access to more hours of
         stimulus that students use for practicing interpreting and improving
         comprehension.  -successful both in the classroom and in the Deaf Studies
         Lab

         Digitalizing our media and restructuring our lab time has allowed students
         more flexibility and more time to complete more work.-successful

   b. Describe how PIO achieved one or more of the college goals and objectives,
      had an impact beyond the particular department, and contributed to student
      success/learning.

      Students now have access to media, easily, from both the DSL lab and the
      IPP lab.  This has allowed easier access and therefore, improved student
      learning and skills resulting in better employment opportunities.

   c. Analyze the impact of reallocation or addition of resources. If money or
      resource was not used, give rationale.

      See above.

   d. Future Action
      Current level of focus maintained. Describe.

      We continue to benefit from digitalizing our media with a separate server for
      Building 6.

1. Objective:

   Develop solid "Bridge" and Professional Development Courses to address the two
   areas where "gaps" exist in the preparation of qualified interpreters:

   • following the completion of ASL courses and before entering an interpreter
     preparation program*

   • professional development (for working interpreters) pre-certified and/or to
     earn CEUs to maintain certification

a. Action Plan

Year 1:

• Begin data gathering to identify specific needs of pre-IPP students
• Conduct needs assessment of Bay Area interpreters either via survey on line or at the NorCRID annual conference

Year 2:

• Develop a list of offerings of Bridge Classes and offer at least one course in the Fall or Spring for Bridge students
• Offer at least one short-term course for professional development
• Get class offerings into class schedule in a timely manner

Year 3:

Continue fleshing out needs and offerings for these two populations

b. Staffing

Year 2:

• Get new instructors into the HR system
c. Assessment Plan: List Assessment Strategies
Year 2:
Class assessments at the end of each course

d. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
1. Through innovative programs and services, improve student learning and achievement.
Rationale:
By offering courses to fill the existing gaps, the IPP will be promoting continuous learning and professional development for students and working interpreters.

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.
Rationale:

- Filling the gap will potentially qualify (and perhaps motivate) more students to apply for the IPP
- Professional development courses will potentially improve skills of working interpreters

2. PIO Assessment
a. Enter assessment results with analysis.
This objective is put on hold. There is limited time to develop nor funds to pursue this goal. There is a noted demand to develop more INT 199 classes including one on the Business of Interpreting.

b. Future Action

• Outside Review Results
1. List each team members name and title.
   None.
2. Discuss key feedback provided by team and how it was incorporated into the report.
   None.

- **Attached Files**
  1. INT 295 Interpreting Internship Guidelines.docx
  2. IPP Conduct Agreement Form.doc
  3. Partial list of internship issues.doc
  4. Interactional competencies.doc
  5. DCS-Outline.docx
  6. Mentor Log template.docx
  7. SAMPLE-PINRA_.docx
  8. Intern FB Form1.doc
  9. Spvr-Internship Module Eval.doc
  10. Tips for mentoring.doc
  11. Internship Survey for Mentors and Agencies.doc
  12. INT 295 S’12 Course Eval.docx
  13. Survey Monkey-IPP Graduate Survey.docx
  14. INT 299 S’12 Course Eval.docx
  15. Earning CEUs for mentoring Ohlone’s IPP students.docx