

Ohlone College

Program Review Report

- **Program Description and Scope:**

- *Program Review Title:* Interpreter Preparation Program: ASL-English
- *Academic year:* 2015/2016
- *Review Type:* Instructional Disciplines
- *Program/Departments:* Interpreter Preparation (08007)
- *Authority Code:* 46-Dean, Deaf Studies
- *External Regulations:* Yes_ No X
- *Provide a brief narrative that describes the instructional program/discipline:*

Established in 1976, the IPP was the first of its kind in Northern California and continues to be the only program in the entire Bay Area. It prepares qualified students for entry-level work as English/ASL Interpreters in a variety of work places. People who are d/Deaf, Hard of Hearing, and Deaf Blind currently enter a greater diversity of advanced education and professional jobs, integrating more widely into society. Federal and state laws mandate communication access. Both factors increase in the demand for qualified ASL/English interpreters with superior language, translation and ethical decision-making skills in a broader range of settings and with a greater diversity of consumers.

- **College Mission:**

- *Mission Statement:*

Ohlone College responds to the educational needs of our diverse community and economy by offering high quality instruction supporting basic skills, career development, university transfer, and personal enrichment and by awarding associate degrees and certificates to eligible students in an innovative, multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.
- *Program Relation to College Mission:*
 - Career Entry (CTE)
- *State Your Program Mission/Purpose:*

The mission of the Interpreter Preparation Program is to prepare mindful, analytic and resourceful ASL-English interpreters who have the competencies required for entry level professional interpreting, are ethical and life long learners; who continue to grow in understanding and work to support the rights of all individuals in their access to communication and services afforded to all citizens.

- *Briefly Describe Program Accomplishments:*

In alignment with Ohlone College's mission to serve the community, the IPP uses research based, industry standard competencies to assess students for entry into the program and provides them with a comprehensive, dynamic industry-informed and progressively structured curriculum taught by faculty who are consistently engaged in research and publication in the profession, along with being experienced practitioners in myriad aspects of the interpreting field. The program more actively reflects the diversity of our community and direction of the profession, applying the most current methodologies to educate, assess, and most importantly, support student achievement and success. Our program review data reflects a 96% student success rate. Graduates have entered the work force on a consistent basis including into our own college, showing industry certification rates of 69% and a current post-graduation employment rate of 100%, with a total of 80% who remain in our greater bay area. The IPP continues to serve as a model program and source of support and mentorship to students and graduates in employment, research and publication and continued service to our communities of practice.

- **Achievement and Resource Data Analysis:**

1. *Research Questions:*

- **Resource Assessment Summary:**

1. *Academic Year:* 2015-16
2. *Activity Center Fund 10 Budget Allocation:* \$295247.00
3. *FTEs:* Fall: 12 Spring: 14 Summer: 0
4. *WSCH/FTEF:* Fall: 174 Spring: 179 Summer: 0
5. *Course Sections Offered:* Fall: 14 Spring: 10 Summer: 0
6. *Sections Taught FT Faculty:* Fall: 0 Spring: 0 Summer: 0
7. *Sections Taught PT Faculty:* Fall: 8 Spring: 8 Summer: 0

- **Human Resources:**

1. *# of FT Faculty:* 0
2. *# of PT Faculty:* 7
3. *# of Classified Staff:* 0
4. *# of Administrators:* 0
5. *% Faculty release/reassigned time:* 0%
6. *Technology:*
 - Specialized Software
 - Desktops
7. *Physical Resources:*
 - General Classrooms
 - Specialized Labs

- Tutoring/Learning Center
- **Program Analysis PSLOs - Student Learning:**
(Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level)

1. *PSLO Matrix:*

| Course | PSLO-1 | PSLO-2 | PSLO-3 |
|---------------|---------------|---------------|---------------|
| INT 106 | I | I | |
| INT 107 | I | I | |
| INT 112 | | I | |
| INT 115 | I | I | I |
| INT 116 | I | I | |
| INT 127 | I | P | |
| INT 145 | P | P | I |
| INT 147 | P | P | I |
| INT 153 | I | I | I |
| INT 191A | I | P | P |
| INT 191B | I | P | P |
| INT 199A | P | P | I |
| INT 199B | I | I | I |
| INT 199C | P | P | I |
| INT 199D | I | P | I |
| INT 199E | I | P | I |
| INT 199F | I | P | I |
| INT 199G | I | P | I |
| INT 199H | I | P | I |
| INT 199I | P | P | I |
| INT 227 | P | M | I |
| INT 245 | P | P | P |
| INT 253 | P | P | P |
| INT 263 | P | P | P |
| INT 295 | P | P | P |
| INT 299 | M | M | M |

2. *Please Indicate the PSLO(s) which you are reporting on:*

- PSLO #1: 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.

- PSLO #2. Demonstrate critical thinking skills by assessing interpreter competencies and impact on consumers in various interpreting situations and construct appropriate responses, 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 3. See PLO 1 for details.

- PSLO #3: Perform entry-level sign language interpreting skills in settings commensurate with graduates' qualifications, exercising professional judgment in settings such as post-secondary or community service.

3. *Analyze and summarize your assessment findings. What in the data jumped out?*

From the IPP graduate survey and follow up analysis conducted Fall 2015:

- 6 out of 140 graduates are multilingual, 3 are working professionally as trilingual interpreters in the bay area. (4.2%).
- 30% of those working, work in post-secondary settings.
- 7 graduates are heritage ASL users, a target group for recruitment, 6 of these graduated within the last 10 years, and 3 of them, almost 50%, graduated in the last 2 years, a notable improvement in numbers.
- 69% of total graduates are currently certified (total number includes recent graduates who have yet to pursue certification), and 38% are certified out of 256 total nationally RID certified interpreters in the greater bay area.
- 80% have remained local to the greater bay area. 55% of those graduates who are local are nationally RID certified.
- 10% of IPP graduates published professional research and education on national, state and local levels.
- Graduating class of 2015 is the largest number of graduating students since 1997, 5 certificates awarded, 5 degrees awarded.

Graduates comprise a major part of the local workforce. Of those, our graduates make up 55% of the local professional certified workforce. Our program provides a steady flow of employed interpreters into the local job market.

Our numbers of multilingual and trilingual working interpreters, as well as heritage ASL user interpreters (interpreters from Deaf families), are improving, justifying future actions for improvement focused on marketing, recruitment and curriculum redesign to support change.

Ohlone IPP students successfully graduate with degrees or certificates with a demanding course load and stringent academic requirements, based on performance, industry certifications, self assessment, presentations and exams. The success rate is currently at 96.67% for course success, all enrollments.

4. *Give examples of assessments used for your PSLO analysis:*

- IPP Graduate Survey, 1995 to 2013
- Rubrics, as course competency ratings
- Capstone Course Portfolio
- Capstone Performance Assessment with stakeholders present
- Industry certification exam
- Employment upon graduation

5. *Describe input from Program Advisory Committee (if applicable):*

Individual Advisory Committee members have been individually, informally surveyed for this report. Data includes defining and providing consultation and support to provide:

0. Active recruitment of students, advisory board committee members and faculty who are members of under represented communities, such as Deaf people of color and heritage ASL users and those from Deaf families who are referred to as children of deaf adults or codas.
1. Increase in opportunities for active community involvement by students in the Deaf community via service learning, mentorships, practica and internships.
2. Need for an increase in the practical experience opportunities in interpreting.
3. Increase in the diversity of settings and resources available to students for field experience and classroom work.

Future Action/Improvement: Advisory Committee will be called into session Spring 2016. Action items are being actively researched and included in ongoing revision of the curriculum at the program and course levels.

Future Actions: maintain current student learning plan. Revise curriculum at course level Spring 2016 and then at curriculum level Fall 2016.

6. *Comments:*

Additional program accomplishments include holding the first ever IPP faculty retreat to gain input and create cohesion, synchronizing of curriculum content and sharing of program/course level resources; increased focus on marketing, provision of tutoring by current students; receiving Perkins grant funding for faculty to take advantage of professional development opportunities.

- **Program Improvement Objectives**

1. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

For student success in a range of diverse communities, assess/revise IPP curriculum. Increase diversity of students and faculty. implement strategies for progressive sequence of courses by strengthening curriculum. Reassess and adjust program schedule and student workload for successful completion of program and course level competencies with more opportunities for community engagement.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

To further align IPP curriculum with the college mission and goals 2, 3, 4 & 5, for a relevant, sustainable CTE responsive to student needs which supports academic success, increases understanding and sensitivity to diverse cultures and perspectives, and creates equity that ensures access and success for underrepresented students, to high quality courses that meet diverse educational needs. As an example, many students work full time and attend the program full time and do not have time to engage in community and professional events which enhance their skills, professional and community relationships which support their learning, academic success and qualifications as professional interpreters.

Program PIO will address the following:

- Career Technical Education (CTE) Related
- Awareness of, and sensitivity to, diverse cultures and perspectives.
- Student Learning & Achievement
- Success Rates
- Increase Program Enrollments

- Increase Degrees/Certifications
- Equity/Disproportionate Representation
- Service Impacts

How will you assess the effectiveness of your PIO:

Obtain input from faculty, students and division dean for data on student achievement and community engagement. Meet with stakeholders in the community for feedback data on student involvement in their communities. Compile data from comprehensive review of national and international programs and establish a rubric of critical elements, including units/credits and course hours. Look at program data on successes and enrollments. Continue regularly scheduled IPP faculty meetings/work group sessions.

PIO Action Plan:

How will you accomplish this?

Collect data by reviewing high ranking IPP programs within the United States, Canada, England and Australia. Incorporate input from IPP students, graduates, mentors and the community via formal surveys, discussion and focus groups. Review and incorporate current research on IPP curriculum effectiveness and design vis a vis current trends in interpreter education. Compile a list of critical elements to student success. Run a comparison of program units, degree, certificate and course hours/schedule. Meet with IPP faculty twice each semester to plan and implement course level changes leading to curricular changes. Establish a plan, process and timeline for curriculum revisions. Utilize IPP advisory committee members as outside content experts who are experienced in curriculum design. Implement the changes.

What is your timeline?

Research conducted and tasks/timeline plan established Spring 2016.
Implementation Fall 2016.

Who is going to do this?

Dean Gunsauls with IPP faculty.

PIO Status:

- New

Closing the loop - Describe the results of your PIO implementation or completion:

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

PIO Resources:

- Resource: No Resources Identified

2. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

In accordance with Ohlone College objectives, goal #2, monitoring and improving quality of program learning environment for student needs and academic success, in the IPP classroom, resolve lighting and sound issues which cause student visual fatigue and impede performance of classroom work.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

Optimum inclusion of students and faculty require complete and unrestrained access to visual and sound based communication for translation studies and instruction. Reducing visual fatigue and increasing access to spoken language discussion and materials optimize and creates equal access for all classroom participants in the learning process.

Program PIO will address the following:

- Career Technical Education (CTE) Related
- Institutional Effectiveness
- Student Learning & Achievement
- Course Completion
- Success Rates
- Use human, fiscal, technological, and physical resources responsibly,

How will you assess the effectiveness of your PIO:

1. Survey students and faculty for improvements in conditions. 2. Note improvement on student progress on in class activities and assignments via review of video quality and attention levels during projector use and live discussions in both ASL and spoken English.

PIO Action Plan:

How will you accomplish this?

Assess and perform necessary lighting and sound adjustments. Repair projector sound system. Install sound baffling materials. Replace current florescent lighting with full spectrum daylight lighting with dimmer adjustments. Other adaptations as determined by assessment of current logistics.

What is your timeline?

Spring 2016 - Fall 2016

Who is going to do this?

Dean Gunsauls

PIO Status:

- New

Closing the loop - Describe the results of your PIO implementation or completion:

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

PIO Resources:

- Resource: No Resources Identified

3. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Provide embedded tutoring for IPP students by outside community content experts.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

Program PIO will address the following:

- Career Technical Education (CTE) Related
- Awareness of, and sensitivity to, diverse cultures and perspectives.
- Institutional Effectiveness
- Student Learning & Achievement
- Course Retention
- Course Completion
- Success Rates
- Increase Degrees/Certifications
- Equity/Disproportionate Representation
- Service Impacts

How will you assess the effectiveness of your PIO:

Measure student achievement and feedback based on course evaluations, student progress on tests and course competencies to determine that learning is taking place. Improved student grades. Faculty and tutor input / feedback on student progress measures.

PIO Action Plan:

How will you accomplish this?

Poll faculty for input regarding student tutoring needs in their courses. Obtain input from faculty on tutor qualifications in content areas: skills, knowledge, self assessment, ethical development. Submit request and justification for embedded tutoring hours, cost, content. Obtain funding approval. Screen and recommend tutors.

What is your timeline?

Spring 2016 obtain approvals and begin implementation. Content expert tutors are currently available within the local community.

Who is going to do this?

IPP interim coordinator, Kendra Keller.

PIO Status:

- New

Closing the loop - Describe the results of your PIO implementation or completion:

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

PIO Resources:

- Resource: No Resources Identified

4. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Create a marketing campaign to increase applicant diversity and interest, including heritage ASL users/CODA [Children with Deaf Parents] and Deaf interpreting students. The demand for ASL-English interpreters continues to remain high. Additionally, there is a surge of interest in Deaf interpreters here in the Bay Area looking for training.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

Program PIO will address the following:

- Increase Program Enrollments
- Increase Degrees/Certifications

- Equity/Disproportionate Representation
- Service Impacts
- Institutional Effectiveness

How will you assess the effectiveness of your PIO:

When our applicant pool increases in both numbers and diversity. When we can fill an increased number of students enrolled in the IPP (15-20). When the number of graduates from these populations increases. When a marketing process and resources are established and carried out.

PIO Action Plan:

How will you accomplish this?

Contact Patrice Birkendahl for marketing guidance, and funding. Research a variety of Interpreting Program websites to be sure Ohlone's IPP is listed with current and correct information reflecting a strong internet presence. Update the IPP webpage as needed. Hire a web optimizer to enhance IPP website to improve the number of hits. Add the captions/texts to all videos on IPP webpage. Produce an IPP brochure. Establish a team of program ambassadors who represent the diversities we want to include, to attend local high schools, on-campus classes in ASL and Deaf Studies, and community events to publicize the program. Provide them with materials necessary for program presentation. Update course materials to include texts and resources which are inclusive and diversified.

What is your timeline?

2015 - 2016 academic year. FA 2015: contact P.Birkendahl, complete webpage updates, film videos and complete other marketing tasks by end of SP 2016. Funding via Perkins grant.

Who is going to do this?

Follow up to be conducted by dean Gunsauls, Kendra Keller, interim program coordinator, and Jason Kulchinsky, ASL Lab coordinator and tech support person.

PIO Status:

- In-Progress

- Revised

Closing the loop - Describe the results of your PIO implementation or completion:

Conclusion: Complete if PIO has been completed

PIO not achieved - did not work - start new PIO cycle

Fiscal Resources Status:

PIO Resources:

- Resource: No Resources Identified

Attached Files:

- [Internship Survey for Mentors and Agencies.doc](#)
- [INT 299 S?12 Course Eval.docx](#)
- [Survey Monkey-IPP Graduate Survey.docx](#)
- [Emerging Trends and Implications for Interpreter Ed.pdf](#)
- [INT 299 course outline report.pdf](#)
- [2012 IPP Survey-as of 111412.docx](#)
- [Capstone research paper rubric.doc](#)
- [Capstone presentation in ASL rubric.doc](#)
- [2014spring-sloa-int299.doc](#)
- [Ohlone IPP Graduate Statistics 1995-2015 .xlsx](#)