

# Sign Language Interpretation Program Academic Program Discipline Review Spring, 2010

## Introduction

Although they are often confused by those outside the division, there are actually two distinct programs within this department. The Sign Language Interpretation Program is a full-time two-year Career and Technical Education (CTE) program. Courses in this program have the prefix ITP. The department also oversees the Sign Language Studies program which includes lower division language courses that do not lead to a degree or certificate. These courses, which have the prefix ASL, are prerequisites for entering the SLIP, but are also taken as general education language courses by non-majors. This review is focused on the Sign Language Interpretation Program, and will not address the ASL courses, except as they are prerequisites for entrance into the SLIP. Students in the Sign Language Interpretation Program may complete the program with either a Certificate Of Completion in Sign Language Interpretation or an Associate of Applied Science in Sign Language Interpretation. An articulation agreement with Marylhurst University allows students to continue there to obtain a Bachelor's degree. Students who change their career goals and wish to work with Deaf people in a capacity other than interpreting may opt for a one-year Deaf Studies Certificate.

## What do Sign Language Interpreters do?

The Sign Language Interpretation Program prepares graduates to interpret from American Sign Language to English and from English to American Sign Language. American Sign Language is grammatically and structurally very different from English, in some ways more like Spanish or Navajo. It is an inflected language, like Russian or Latin, rather than one that depends primarily on word order for meaning. American Sign Language is used in the United States and parts of Canada, but not in other English-speaking countries. England and Australia, for example, have different sign languages that are not understandable to American ASL users.

Interpreting is a much more complex process than most people realize. Interpreters must be aware of not only the words or signs produced, but also of the context, audience, venue, time, circumstances, speaker/signer, genre and setting, in order to produce what is called "dynamic equivalence" or "functional equivalence." (<http://www.terptopics.com/DynamicEquivalence.htm>). An interpreted message may need to take a different form in the second language than it does in the first, but it must convey the same content, function, register, contextual force, metanotative qualities, and affect as the original. (Isham, W.1985) For example, imagine an elementary school classroom where a child is wandering around aimlessly. Without glancing up from her grading, the teacher says, "Pat, why don't you sit down?" If this were translated verbatim into ASL, it would be a question seeking information from the child. The child could perfectly legitimately answer, "Because Lee is in my chair," or even, "Because I don't want to!" An interpreter must take into consideration the setting (a classroom), the norms of the situation (children are generally seated unless the teacher gives them permission to be out of their seats), the power dynamic (the teacher is in charge), the nonverbal message (the teacher uses a falling intonation, rather than the rising intonation that accompanies most questions), the teacher's affect (she is frowning), and the function (to get the child to sit down). The interpreter then signs the sentence as a command, following the cultural and linguistic rules of American Sign Language. She waves her hand at the Deaf child to get her attention, looks her in the eye, frowns slightly and signs SIT, pointing at the student's chair. This is an extremely simple example. On the job, interpreters must deal with much more complex interactions, ranging from interpreting Shakespeare for a literature class to interpreting for a doctor explaining a diagnosis to a patient to interpreting the Miranda warning to a criminal suspect.

As with any language, American Sign Language is intimately connected to a cultural group, in this case, a linguistic and cultural minority within the United States. Of course, Deaf people share

many of the characteristics of the larger society in which they live. They eat the same food, drive the same cars, and go shopping just as hearing people do. However, due to different life experiences, historical oppression by the hearing majority, and a shared language, the culture of Deaf people is in many ways different from that of hearing Americans. For example, although U.S. American majority culture is characterized by individualistic values, Deaf culture is collectivist. While U.S. American majority culture is a low-context culture, U.S. American Deaf culture is a high-context culture. That is, for Deaf people context carries a great deal of information that therefore is not overtly stated. For most U.S. Americans this is not the case: only the stated information is important, so it must be made much more explicit. Finally, time orientation is different. U.S. Americans, who have a monochronic orientation, place a great deal of importance on time: if a person we have arranged to meet is more than 10 minutes late, we are annoyed. By contrast, Deaf culture, like many other world cultures, places more emphasis on relationship than on time: it is important to have time to get to know others before doing business, and events often extend long after the announced closing time as Deaf people continue to interact with each other.

Interpreting as a profession is relatively young. Prior to the establishment of a professional organization in 1965, interpreters were generally friends, teachers or relatives of Deaf people and had no formal training. It was only after the founding of the Registry of Interpreters for the Deaf that interpreting came to be seen as a profession for which education and training were necessary. The first interpreter education programs came about in the late 1960s and early 1970s, and both a Code of Ethics for interpreter and interpreter certification testing were initiated in 1972. The Conference of Interpreter Trainers, a professional organization that focuses on the education of interpreters, was founded in 1979. Our profession has come a long way in a short time, but we still struggle to be recognized in many areas. For example, it was only last year that the State of Oregon established criteria for skills assessment for interpreters in K-12 schools, and there is still no requirement for licensure or certification for interpreters who serve Deaf adults, as there is in many other states. (see <http://www.unco.edu/doi/>).

## Program Review Process

In conducting our program review, we used several instruments, in order to obtain as much information as possible. Information from each of these will be discussed separately in this report. These include:

- PCC's Suggested Program/Discipline Review Outline  
[www.pcc.edu/resources/academic/program-review/documents/ProgramDisciplineReviewGuidelinesFINALMay2809.pdf](http://www.pcc.edu/resources/academic/program-review/documents/ProgramDisciplineReviewGuidelinesFINALMay2809.pdf)
- "Entry to Practice Competencies" developed by the National Distance Learning Center for Interpreter Education under a grant from the Rehabilitation Services Administration.  
([http://www.unco.edu/doi/Competencies\\_brochure\\_handout.pdf](http://www.unco.edu/doi/Competencies_brochure_handout.pdf))
- " (National Interpreter Education Standards, Commission on Collegiate Interpreter Education, [http://www.ccie-accreditation.org/PDF/CCIE\\_2009\\_Standard.pdf](http://www.ccie-accreditation.org/PDF/CCIE_2009_Standard.pdf))
- Surveys of current students in first, second and "third" year; graduates; and employers

## **PCC Program/Discipline Review Guidelines**

### **1. Program/Discipline Goals**

#### **A. What are the educational goals/objectives of this program/discipline? Have they changed since the last review, or are they expected to change in the next five years?**

The Program Outcomes, included in Appendix A, reflect the discrete skills and knowledge required to interpret effectively at entry level. Program goals are expected to remain the same as they have been, although goals of specific courses may change to reflect changes in working conditions, such as the current demand for Video Relay and Video Interpreting or to meet the needs of the increasing number of children and adults with cochlear implants.

#### **B. Place the Program/Discipline within the context of the institution. Describe how the college's Mission, Values and Goals are addressed**

##### PCC Mission

"Portland Community College provides access to an affordable, quality education in an atmosphere that encourages the full realization of each individual's potential. The college offers opportunities for academic, professional, and personal growth to students of all ages, races, cultures, economic levels, and previous educational experiences."

Portland Community College's Sign Language Interpretation Program is one of the oldest and best-established interpreter education programs in the United States and offers rigorous academic courses that require students to learn American Sign Language, explore English in depth, study linguistics and culture, and understand the implications of the history of Deaf people. In addition, because effective interpreting requires a wealth of academic and real-world knowledge, students who do not have college degrees are strongly encouraged to pursue a two-year Associate of Applied Science degree and to continue on to a Bachelor's degree, for example through an articulation agreement with Marylhurst University. The discussion below shows how our program supports the values of the college.

##### PCC Values

#### **• Quality, lifelong learning experiences that help students to achieve their personal and professional goals**

Students are strongly encouraged to join their local and national professional organization, the Registry of Interpreters for the Deaf, and are required to participate in professional development activities while in the program. They are both encouraged and required to be a part of the Deaf community, an integral part of the profession of interpreting. In addition, our exit standards, which include passing a rigorous Qualifying Exam and completing at least one professional internship, ensure that they are ready to assume the role of a professional interpreter upon graduation.

Students engage in a great deal of personal reflection in our program. They must write journals in a number of courses, particularly ITP 180 Field Experience, ITP 279 & 281 Mock Interpreting, and ITP 283, 284 & 285 Internships. In these they must analyze and discuss their own growth as students and as interpreters. In skills classes such as the Interpreting Process series (ITP 270-275) they must do self-assessments of their work as interpreters. In addition, stimulus materials used in the interpreting courses often challenge students to think about their beliefs and world knowledge.

• An environment that is committed to diversity as well as the dignity and worth of the individual : Like the interpreting profession in general, students in the SLIP are mostly female. However, there is a slight increase in the number of male students, from 11.4% in 2006-2007 and 10% in 2007-2008 to the 22.9% in 2008-2009. As more males enter the field in general, there is likely to be a continuing increase in the number of males interested in this career.

The age range varies, with most students between 21 and 40. Most students enter the program with high school diplomas or GEDs, although there have been a number of students with Bachelor's degrees enrolled in the program.

Although, like the profession, historically the majority of our students have been white (97.5% in 2006-2007, and 100 % in 2007-2008), in 2008-2009 only 87.5% were white; 9.4% were Hispanic and 3.1% African American. It is our hope to continue this trend toward a more diverse student group.

In addition to our belief in individual attention to each student shown above, the SLIP supports a "sociolinguistic view of both Deaf and hearing communities." (National Interpreter Education Standards, Commission on Collegiate Interpreter Education, [http://www.ccie-accreditation.org/PDF/CCIE\\_2009\\_Standard.pdf](http://www.ccie-accreditation.org/PDF/CCIE_2009_Standard.pdf)). That is, rather than viewing Deaf people from a medical or pathological model that sees them as "disabled," the SLIP teaches the cultural model of Deafness, which sees Deaf individuals as members of a linguistic and cultural minority. We stress individual dignity and worth of the students' future consumers in the Deaf community, and guide them toward respect for and cooperation with Deaf people.

• Continuous professional and personal growth of our employees and students

Both full-time faculty members are engaged in their own professional organizations: the Conference of Interpreter Trainers and the American Sign Language Teachers Association, regularly attending the respective conferences and other training opportunities. Part time faculty, through the college's Staff Development Grants also avail themselves of these opportunities. All faculty who are certified interpreters must participate in ongoing professional development in order to maintain their certificates, and so remain current on new developments in the field. The program has also been fortunate to participate in a federal training grant in order to infuse a new theory and teaching method (the Demand-Control Schema) into the curriculum. Individual vitae and continuing education for faculty members are included in Appendix B.

Students are introduced to professional development as a goal during the program. As a part of their first year classes, they are required to attend interpreting workshops. Faculty make a great effort to keep students apprised of such opportunities by announcing them in classes, forwarding them from email lists, and posting them on a classroom bulletin board. Although, like most students, cost may be an issue, the SLIP is well represented at most local professional development activities and has also had students accepted as volunteer workers at national conferences. The program also has a student representative who acts as a liaison with the local professional organization, the Oregon Registry of Interpreters for the Deaf.

• Effective teaching and student development programs that prepare students for their roles as citizens in a democratic society in a rapidly changing global economy

Because interpreters must be aware of both local and national issues that may come up while they are working, program instructors make a point of including activities that touch on these issues. For example, students in an ASL class may discuss a current event or a fingerspelling class may require students to prepare a presentation on a national election

• Academic Freedom and Responsibility - creating a safe environment where competing beliefs and ideas can be openly discussed and debated

The nature of interpreting requires that interpreters be able to discuss a great variety of issues fluently, regardless of whether or not they agree with them. To that end, program ASL classes often engage in debates in which students must be able to provide both sides of the argument. Because interpreting also requires that practitioners deal with a great variety of people of many different backgrounds, students also explore their own ethics and values in their interpreting theory courses, and learn to discuss beliefs and ideas with both peers and faculty in a safe environment.

• Sustainable use of our resources:

Through advances in technology available to our program, we have reduced our use of materials that deplete the environment. For example, some materials that we might have given as handouts are now distributed online via Blackboard or MyPCC. Student recordings of their interpreted homework, which used to be submitted via VHS tape or DVD are now submitted electronically for instructor feedback. A few years ago, students took it upon themselves to begin recycling paper and other items in the classroom, even before recycling was as widely available on campus as it is now.

• Collaboration predicated upon a foundation of mutual trust and support

Collaboration within the SLIP is complex, in that it requires not only the trust and support that collegial relationship needs, but an intercultural sensitivity between members of a majority culture and those of a minority culture. It also requires sensitivity to one another's linguistic and value differences. This makes it a rich ground for learning and modeling cultural sensitivity to our students, but sometimes can be very challenging to navigate.

• An agile learning environment that is responsive to the changing educational needs of our students and the communities we serve.

Because of the nature of teaching interpreting, students receive a great deal of individual instruction from faculty and staff. Interpreting is not something that can be evaluated by scantron-type testing; student work requires in-depth analysis and feedback from instructors to students. Because students are in a cohort-model limited entry program, faculty, staff and peers have the opportunity to get to know them as individuals and to offer support to them on an individual level. Because the program is small, it has the flexibility to respond to the changing needs of students as classes progress. Only one section of each course is offered, so a change in materials and activities in one course can be made easily in response to a gap in student knowledge or skills, for example. In addition, all faculty members go out of their way to meet individually with students to help them to develop the skills they need to complete courses.

• Accountability based upon an outcomes-based approach in education

Not only are individual classes outcomes based, but successful completion of the program requires students to demonstrate competency before entering the internship required to graduate from the program. Students must demonstrate their ability to interpret effectively from American Sign Language to English and English to American Sign Language by taking a "Qualifying Exam," in which they must interpret two college-level lectures with a minimum of 70% accuracy.

• The public's trust by effective and ethical use of public and private resources

The SLIP enjoys a close relationship with its constituents, both in the Deaf community and among employers. One full-time faculty member serves as an ad hoc member of the Educational Interpreters Subcommittee of the Oregon Department of Education. All faculty members are active in the Deaf community, thus fostering trust with faculty and the program at large.

**2. Curriculum: reflect on the learning outcomes and assessment, teaching methodologies, and content in order to improve the quality of teaching, learning and student success.**

**A. Evaluate the curriculum using national and/or professional program/discipline guidelines where available.**

The curriculum was assessed by comparison with the "Entry to Practice Competencies" developed by the National Distance Learning Center for Interpreter Education under a grant from the Rehabilitation Services Administration.

([http://www.unco.edu/doi/Competencies\\_brochure\\_handout.pdf](http://www.unco.edu/doi/Competencies_brochure_handout.pdf)) The results are included in that section of this document on p. 28 as well as in Appendix C.

**B. Identify and explain changes that have been made to course content and/or course outcomes since the last review.**

There have been no changes to program outcomes since the last review (the requirement to develop Program Outcomes was imposed after the last review). Changes to program courses have primarily been made for two purposes: to increase student achievement and ability to perform the interpreting task, and to keep up new trends, methods and materials in the field.

Infusion of the Demand Control Schema into courses: The SLIP participated in a grant project with Robyn Dean, one of the developers of the Demand Control Schema, through which we received materials and guidance to infuse the Schema into our courses. It is a very recent trend in interpreting and immensely helpful in getting students to develop the critical thinking skills necessary to function as a professional interpreter. It has become a part of several courses, including: ITP 260-262, ITP 281, and the internship courses ITP 283/4.

ITP 111, 112, 113, 211, 212: A wide variety of topics related to world events and topics signed in ASL have been added for additional receptive comprehension skill as well as increasing the students' knowledge of past and current events through online videos with CyberASL.

ITP 120 & 121: In addition to the topics required by the CCOG, we have added student presentations on the Middle East, Africa, and the former Soviet Union to increase students' world awareness.

ITP 131: Two new books, *Inside Deaf Culture* (Padden & Humphries, 2005) and *Open your Eyes: Deaf Studies Talking* (Bauman, 2007) replaced two of the previous books, and the DVD *Audism Unveiled* was added.

ITP 180: The requisite number of hands-on hours for completion of the course is now 35 instead of 33. This takes into account that the students need to attend at least two professional activities, which generally are a minimum of 3 hours. The total of 35 more accurately allows for better exposure and for the students to meet the requirements of CCOG.

ITP 261: As the result of a sabbatical spent observing public school interpreters in Oregon and input from hiring agencies, the course was revised to include information on child language development, the education of Deaf children, causes of deafness, tutoring and student management.

ITP 275: The focus of the course was changed from solely interpreting skill development to increasing awareness of topics and language needs of public school interpreting, and to

integration of knowledge gained in ITP 261. These changes were in conjunction with those in ITP 261. In addition, because students at this point in the program are in various stages of skill development, changing the focus allows all students to participate in the course and gain needed knowledge and skill, regardless of the pace of their individual development.

ITP 276 & 277: Added student self-analyses of their interpreting work.

ITP 281: The structure of student placements in this course has changed. Previously, students were placed into a three-credit, three-hour per week setting with a peer partner who visited once a week to give feedback and support. Now the students are assigned to groups of two or three and work as team interpreters throughout the class.

ITP 283/4: Previously, students were required to have 45 hours of actual interpreting time, exclusive of time spent preparing to interpret or observing the class or mentor. Now students are required to perform 50 hours of actual interpreting. This change was made in order to more accurately reflect the amount of time students have in interpreting practice with actual consumers prior to entering the workforce.

ITP 262: This course was converted to a hybrid in 2006-2007. Because this course is usually taught by part time faculty who are working interpreters, it is difficult to find an instructor who can teach more than one day per week, making for a very long class session on one day. The hybrid allows students to do part of the work online and reduce seat time. The section on interpreting using technology has been expanded to discuss the industry movement to video relay service and the impact technology is having on the interpreting profession.

### **C. Assessment of course outcomes:**

#### ***i. Are assessments that address the course outcomes described in the Course Content and Outcome Guides (CCOGs)?***

In preparation for this Program Review faculty reviewed the CCOGs for all SLIP Courses, and found that all included appropriate assessment strategies. Assessment strategies for all courses are listed in the chart in Appendix C.

#### ***ii. Describe evidence that students are meeting course outcomes.***

Assessment methods are described in Appendix C, which charts the SLIP courses as compared to the "Entry to Practice Competencies" developed by the National Distance Learning Center for Interpreter Education under a grant from the Rehabilitation Services Administration. ([http://www.unco.edu/doi/Competencies\\_brochure\\_handout.pdf](http://www.unco.edu/doi/Competencies_brochure_handout.pdf)). These include written and performance exams, presentations, class discussions, reflection papers, research papers, and faculty observations. In addition, in order to complete the program all students must successfully complete a Qualifying Exam (QE) to determine their readiness to enter the internship required for graduation.

#### ***iii. Identify/give examples of assessment-driven changes made towards improving attainment of course-level outcomes***

Of the changes listed in 2 b above, the change to ITP 281 is a good example of an assessment driven change. Students are not as accountable for their interpretations when there is no one there to see their work. As developing interpreters they consistently report in recitations and journals the need for more feedback and support. The new arrangements ensure that students thus have a peer present at all occurrences of the class. This provides more ongoing feedback, and someone there to assist as a team interpreter would in a work setting, and provides a

continuous audience rather than interpreting with no one present who can understand what they are signing. This makes the situation more congruent a professional interpreting setting and has improved their development as interpreters.

***i. Describe how courses in the program/discipline address the College Core Outcomes. <http://www.pcc.edu/resources/academic/core-outcomes/index.html>***

The College's Core Outcomes include: Communication, Community and Environmental Responsibility, Critical Thinking and Problem Solving, Cultural Awareness, Professional Competence, and Self Reflection. Analyzing SLIP program courses in light of these categories yields the following results, which are also listed in the chart in Appendix C

Communication: Interpreting is all about communication! Communication is a main focus of our program, addressed in almost all of our courses. In their language classes (ITP 111, 112, 113, 120, 121, 211, and 212, students develop the fluency needed to communicate in American Sign Language. In prerequisite courses, they have already developed Basic Interpersonal Communication Skills (BICS), and in program language courses they develop their ability to communicate at a more advanced level, so that they are prepared for talking about more complex topics. Here they develop Cognitive Academic Language Proficiency (CALP) in their second language. (<http://www.iteachilearn.com/cummins/bicscalp.html>) These skills are reinforced in a first-year practicum class (ITP 180), in which students do volunteer work in the Deaf community, using their newly acquired second language.

Likewise, communication is the main goal of interpreting courses. In the interpreting process series (ITP 270, 271, 272, 273, 274, and 275) and the specialized discourse series (ITP 276 and 277) students learn to take a message presented in one language and to communicate it in the other language. This skill is further addressed in practicum courses ITP 279 and 281 where students first practice their interpreting skills, and in the internship courses (ITP 283 and 284) in which students provide actual interpreting services to Deaf and hearing consumers, under the guidance of a professional interpreter mentor.

Communication is emphasized not only in American Sign Language and interpreting courses, but in theoretical courses as well. Students do a variety of presentations and written papers in the Theory courses (ITP 260, 261, and 262) which require them to communicate in clear, professional English in order both to communicate in the workplace and to prepare for future academic work. For example, in ITP 261, students must prepare and present an in-service that will explain the work of interpreters to the staff of a school where Deaf students will be mainstreamed for the first time. In ITP 262, students must write a research paper exploring a specialization in interpreting, such as medical, legal or performing arts, synthesizing published resources and an interview with a working interpreter into a paper that describes the need for interpreters in that area, typical work settings and further training needed.

Finally, throughout all of these courses students are given feedback on their language skills, their written work, and their interpreting skills, so that they may improve their work.

Community and Environmental Responsibility: This SLIP addresses this core outcome in two ways. First, in terms of community responsibility, students are required to become an active part of the Deaf community not only by participating in the practicum placements to which they are assigned in ITP 180, but by continued participation in Deaf community events. For example, in winter term, students volunteered at the Washington School for the Deaf and at Chestnut Lane Assisted Living Center, and also attended events such as the Southwest Washington Center for the Deaf and Hard of Hearing St. Patrick's Day Party and a Deaf-made movie shown as a community fundraiser. Students also explore cultural and political perspectives and

environmental issues through their interpreting practice. For example, they may interpret texts on acid rain, global warming, or worm composting, or about community issues such as health care or homelessness.

Critical Thinking and Problem Solving: Critical thinking and problem solving abilities are crucial in order to function effectively as an interpreter. According to Robyn Dean, a well-known educator in the field of interpreting, "Interpreting is a practice profession, like medicine or law enforcement, where the acquisition of professional judgment and self-evaluation skills in training programs should be imparted along with 'content' knowledge." Merely teaching American Sign Language, the process of interpreting and Deaf culture are not sufficient to prepare students to function as independent practitioners. Instead, students must learn to analyze "the characteristics of specific work settings ..., the dynamics and communication objectives of people who are present, even the subjective state of the interpreter."  
(<http://www.urmc.rochester.edu/dwc/scholarship/Education.htm>)

Interpreters work without close supervision, often completely independently. They are also in a profession that, like social work or nursing, demands ethical behavior in order to protect the consumers involved. Therefore they must use critical thinking and decision making in a number of ways. They must use critical thinking to analyze and determine the meaning of a message they are interpreting (see Communication, above), and to make decisions about ethical practice in a given situation. Students explore ethical behavior and decision-making particularly in ITP 260, Interpreting Theory I, where they are introduced to the interpreter Code of Professional Conduct jointly developed by the Registry of Interpreters for the Deaf and the National Association of the Deaf. They are given a series of case studies to which they must respond using different approaches to decision-making, one of which is the Demand Control Schema developed by Robyn Dean and Robert Pollard. This gives them a systematic strategy to investigate ethical problems, evaluate possible solutions and their consequences, and decide

on the most appropriate strategy. Having learned this strategy and the ethical stance their profession expects of them, students are then given the opportunity to practice it in their practicum courses (ITP 283 & 284).

Cultural Awareness: Interpreters who work between two languages are by definition working between two, and often more cultures. Deaf people in the United States constitute a unique cultural group, based on common life experiences and a common language. In general, the culture of Deaf people is more collective and high context than that of U.S. English speaking hearing European Americans. Deaf people, like other groups, have experienced considerable oppression at the hands of the majority, and this affects their worldview and values. It is imperative that students be aware of and show sensitivity to Deaf people's experience.

In addition, Deaf people may also identify as members of other cultural groups. For example, in the Portland metropolitan area, there are Deaf people who also identify as African American, Latino, Asian or Native American as well as members of the LGBTQ community. Interpreters need to be aware of these differences as well.

Cultural issues are addressed in several courses. In the first year, both the Deaf Culture (ITP 131) class and the Interpreting Theory I (ITP 260) course address cultural issues specifically. Both encourage students to explore their own cultural values and to be open to those of others. These principles are also echoed in all of the interpreting courses; being a bridge between cultures is a crucial part of interpreting. In particular, Interpreting Theory V attempts to bring in different cultural viewpoints by utilizing interpreting source material that addresses cultural issues, and Deaf peoples' experiences as members of other cultural groups. Throughout the program students are required to spend time outside of class in the deaf community, participating in

activities such as performances and fundraisers. They also do service learning in their first year, volunteering in two settings in which the majority of people are Deaf, and they as hearing students are in the minority.

**Professional Competence:** It is the goal of our program that graduates be employable in entry-level interpreting positions upon graduation. To that end, we require that students complete at least one interpreting internship in which they provide interpreting services to actual Deaf and hearing consumers. Students, for example, may be placed in a community college class in which there is a Deaf student and will interpret the class so that the Deaf student has full access to the class, and hearing students and instructors have full access to the Deaf student's communication. A professional interpreter already working in the classroom serves as a mentor to the student interpreter providing guidance and feedback to the student as well as being there to ensure that there is no loss of information due to an inexperienced interpreter. In order to be sure that the students will benefit from the internship and will cause no detriment to the Deaf students, we require that our students take and pass a "Qualifying Exam" as a prerequisite to entering internship. This consists of two parts: one college-level lecture delivered in spoken English that they must simultaneously interpret into ASL, and one college-level lecture delivered in ASL that they must simultaneously interpret into English. They must successfully interpret at least 70% of each lecture in order to enter internship. Students may enter internship with a "discretionary pass" (DP) if they achieve 70% or more on one of the two interpreting tasks and at least 65% on the other, but have additional hours and individual work required.) We believe that this is a good measure of the professional competence we expect of our graduates.

**Self-Reflection:** A great deal of self-reflection is required of students in the SLIP. As mentioned above, students must reflect on their own cultural beliefs in the Deaf culture class and in the Theory I class. In addition, students explore their own values in the Theory I class as they study ethics. They are often asked to work in small groups as they solve case scenarios, allowing them to contemplate not only their own beliefs but those of their classmates. Self-reflection is also a critical part of their learning in both the interpreting courses and the practicum classes. After each interpretation, students must review their work and analyze it for strengths and areas that need improvement. All practicum classes (ITP 180, 279, 281, 283 and 284) require students to submit a weekly journal entry in which they write about their experiences and analyze their own responses to the situations in which they are placed. They also participate in a weekly "recitation" session in which the class discusses their individual experiences with the group under the direction of their instructor.

***ii. Please revisit the Core Outcomes Mapping Matrix for your SAC and update as appropriate. <http://www.pcc.edu/resources/academic/core-outcomes/mapping-index.html>.***

At this time, only a minor change in wording is needed: "RID Code of Ethics" needs to be changed to "RID/NAD Code of Professional Conduct" to reflect the current title of that document.

***iii. What strategies are used to determine how well students are meeting the College Core outcomes?***

Assessment methods are described in Appendix C which charts the SLIP courses as compared to the College Core Outcomes. These include written and performance exams, presentations,

class discussions, reflection papers, research papers, and faculty observations. In addition, in order to complete the program all students must successfully complete a Qualifying Exam (QE) to determine their readiness to enter the internship required for graduation.

***iv. Describe evidence that students are meeting the Core outcomes***

Students must successfully complete the assessments above in order to move ahead in the program, enter internship and graduate. Students who receive a D in any program course are placed on probation and given extra support in the following term in order to improve their performance. If they are successful in the following term, they are removed from probation. If they receive an F or two Ds in a given term they must re-take those courses before proceeding in the program.

***v. Describe changes made towards improving attainment of the Core outcomes.***

(See 2 B above)

**E. To what degree are courses offered in a Distance modality? Have any significant revelations, concerns or questions arisen in the area of DL delivery?**

To date, the program has not offered any courses in a Distance modality. One hybrid course, Interpreting Theory II (ITP 261) has been developed, allowing students to complete some of the work off campus. There is a potential market for Distance Learning courses that would offer Continuing Education Units for working interpreters who need them to maintain their certifications, but there would need to be a study to see if this would draw sufficient students and whether finances and staffing would permit such a course to be practical.

***F. Has the SAC made any curricular changes as a result of exploring/adopting educational initiatives (e.g. Service Learning, Internationalization of the Curriculum, Inquiry-Based Learning)? If so, please describe.***

The SLIP has had Service Learning as a part of the program almost since its inception in the 1970s, long before PCC introduced it as an educational initiative. Students in the first year Field Experience Course do volunteer work in the Deaf community, most often at a nearby residential school for Deaf children and at an assisted living center for Deaf seniors. They assist with recreational or learning activities at those sites, and often continue to volunteer in the community on their own after the course is completed. Several students have gone on to work in those settings, either upon graduation or as an alternative to continuing in the program.

***3. Needs of Students and the Community: are they changing?***

***A. What is the effect of student demographics on instruction, and have there been any notable changes since the last review?***

A notable positive change since the last review is an increase in the diversity of the program. We have seen more students of varied ethnic backgrounds in the last few years, including some who are trilingual, i.e. fluent in American Sign Language, English and another spoken language such as Spanish or Russian. We have also had an increase in the number of male students entering a traditionally majority female field. In 2006-2007 only 11.4% of our students were male, but in 2008-2009 22.9% were male.

A distressing change is noted in the preparation of entering students, particularly in the area of English skills. Although students are mostly native speakers of English, they often lack the abilities needed to analyze the language to determine meaning accurately and to manipulate

language in order to interpret. This is likely a result of changes in the way English is taught in K-12, but it has a negative impact on student outcomes. For example, instructors in both Interpreting Process and Linguistics classes have to review basic concepts of English such as parts of speech and passive voice before they are able to introduce new information. The requirement of WR 121 as a prerequisite has little effect in this area, and the SAC has discussed alternatives. Preliminary research indicates that WR 185 English Language: Theory and Practice may be appropriate. This course, according to the CCOG, "Explores elements and nuances of Standard English and dialects in both theory and practice. Explores historical, social, and current cultural issues of grammar and language use through reading, discussion, and writing."

***B. Has feedback from students, community groups, transfer institutions, business and industry or government been used to make curriculum or instructional changes? If so, describe.***

Two courses have been completely revised as a result of feedback from K-12 organizations that employ our graduates. Interpreting Theory II: Educational Interpreting (ITP 2610, was revised to include more information on language acquisition and cognition in deaf children; deaf children with disabilities; causes of hearing loss; hearing aids, assistive listening devices and cochlear implants; and classroom management. This change was guided by input from the regional programs that serve Deaf children in Oregon, and by observations made during a faculty sabbatical. Interpreting Process VI: Interpreting for Children (ITP 275), was also revised to place greater emphasis on the content of K-12 education as shown in state-mandated outcomes for subject matter and grade level; to analyze classrooms for interpretability; to consider student language development and adjust interpreting accordingly; and to understand the Educational Interpreting Proficiency Assessment currently required of candidates for employment in Oregon's regional programs for deaf children.

***C. Describe current and projected demand and enrollment pattern. Include discussion of any impact this will have on the program or discipline.***

As noted elsewhere, the demand for interpreters is expected to increase in the coming years. Most students enter our program having been exposed to American Sign Language and Deaf people in some way before beginning to take their prerequisites at PCC. Many have taken classes at other colleges, or learned ASL in the Deaf community, and more and more each year have taken ASL in high school. At present, PCC is offering 8-9 sections of ASL classes per term all at the Sylvania campus. Many of these students have entering the SLIP as their goal, although others take ASL to meet foreign language requirements. The increase in students taking ASL at other colleges and in high school is likely to maintain or increase the pool of possible applicants for the SLIP.

There are a few drawbacks here, however. First, unlike traditionally offered language classes (French, Spanish, German, etc.) there is little standardization among ASL courses, and they may or may not be taught by someone with training in how to teach language. This results in a wide variety of skill levels among students who have completed courses. Even at PCC, the high reliance on part-time faculty limits the program to locally developed instructors primarily chosen for their own language fluency. None has a degree in the language itself or in second language teaching. In addition to a lack of training in language pedagogy, many Deaf ASL signers have the disadvantage of never having been formally taught their language. Although most U.S. American hearing people spend years in English classes in school, most Deaf people have no formal instruction in their own language, but instead have acquired it, most often from peers. (A notable exception is Deaf children born into Deaf families, who are exposed to the language naturally.) This may put them at a disadvantage when it comes to explaining how the language works, or how it is different from English. Second, we have been unable to offer classes at any campus other than Sylvania due to the lack of room availability, which limits the exposure of ASL

to groups such as Hispanics or African Americans who are more numerous on other campuses. Finally, the extremely heavy workload on the Department Chair leaves little time to be proactive in expanding the pool of applicants.

***D. What strategies are used within the program/discipline to facilitate access and diversity?***

Because of the relatively large proportion of Deaf faculty and staff, primary efforts to facilitate access are focused on access to college services and activities in which staff are involved. These have had mixed results, as noted elsewhere. Obtaining qualified interpreters for interaction with non-signers remains an issue, as does access to communication on campus, particularly in emergencies.

***4. Faculty: reflect on the composition, qualifications and development of the faculty***

The program currently consists of two full-time faculty positions and a pool of 2-4 adjunct instructors. Faculty qualifications have recently been re-written to clarify qualifications for both full-time and part time faculty. Full time positions require a Masters degree in Interpreting, Interpreter Education, Intercultural Relations, Deaf Education, Linguistics or related field; Certification from the Registry of Interpreters for the Deaf (acceptable certifications: CSC, CI/CT or NIC) or certification from the ASLTA; Current membership in the Conference of Interpreter Trainers (CIT); Minimum of three years experience teaching interpreting or American Sign Language in credit courses at the college level, and native or near-native ASL proficiency. Experience coordinating an academic program, including working with part-time faculty and developing curriculum is preferred.

Part-time position qualifications are differentiated depending on the type of courses taught. Practicum courses such as ITP 180, 279, 281, 283, 284 and 285 require an AAS or BA in sign language interpretation, RID Certification, 3 years professional interpreting experience, and background in mentoring new interpreters. Other courses including language, theory and interpreting courses require an AAS or BA in sign language interpretation, RID Certification, 3 years professional interpreting experience or ASLTA Certification, a minimum of 3 years experience teaching for-credit ASL classes or recent experience directly related to the content of the course to be taught, e.g. interpreting in K-12 education for ITP 261 and 275. However, the dependence on part time faculty is an issue in a program as specialized as this one, as it is difficult to find qualified, experienced part-time faculty. To date, the approach has been to provide an informal in-house mentoring to working interpreters or fluent signers with an interest in the program. However, this is a hit or miss proposition. Although some of our long-term part time faculty began this way and do well, we have also had some less-than-successful experiences, with negative impact on student learning. Formal training in teaching interpreting and ASL courses is rare in this area, and the reliance on part-timers prevents us from recruiting nationally. Faculty Vitae are provided in Appendix B.

***A. Provide information on***

***i. Rationale for the size, distribution and composition of the faculty in the subject area.***

Originally, the department consisted of three full-time faculty, along with several part-time faculty. This constellation made sense, since two faculty represent the minimum needed to teach and manage the interpreting program. The third full-timer could then manage the ASL language program (Sign Language Studies) which currently consists of part-time faculty only. However, the

third full-time position was removed over ten years ago and was never reinstated. ASL language instruction and interpreter training are two very different enterprises, and quality teachers in the latter, are extremely hard to find. ASL language instruction, unlike the so-called world languages PCC offers, does not have uniform standards from one institution to the next. This means that the ASL language curriculum must frequently be updated and significant in-service training is essential. Asking the faculty department chair (one of the two SLIP instructors) to lead over 10 ASL language instructors has been a real stretch.

Though the faculty department chair for the SLIP and Sign Language Studies manages both programs as best as possible, it is extremely difficult to give the ASL faculty, curriculum and students the attention they need, while at the same time running a rigorous professional certification program. On the other hand, the student FTE generated by the ASL language courses has balanced out the much smaller numbers of students in the SLIP. This FTE, along with the SLIP's importance to the region's Deaf communities, has made it possible for the program to continue through some very difficult financial times.

***ii. Quantity and quality of the faculty needed to meet the needs of the program/discipline.***

The current quantity and quality of faculty only barely meet the needs of the program. There are only two full-time positions, which at present are also responsible for both Department Chair and SAC Chair duties. These duties are not confined to the SLIP; Department Chair and SAC Chair duties include both the SLIP and the Sign Language Studies programs. In recent years, these two faculty have rotated those responsibilities so that each has a year to concentrate completely on teaching.

This arrangement creates a difficult situation for the faculty. In larger programs, such duties may be spread over a larger pool of faculty, and projects such as CCOG updates and Program Review may be done by someone other than the designated department chair. In this program, these duties fall heavily on the Department Chair, causing an almost unmanageable workload. The workload allows little or no time for participation in College committees or learning initiatives on campus, for projects that might improve the program, or for innovative recruiting strategies.

In addition, although the Department Chair is responsible for teaching in the daytime SLIP courses and supervising students and faculty in that program, s/he must also supervise and evaluate the part-time faculty of the Sign Language Studies program, almost all sections of which meet only in the evening. A possible solution for this problem might be to move the ASL classes into the Modern Languages Department, but this would remove the FTE that supports the interpreting program. A better alternative would be to create a position that specifically supervises evening part-time faculty in the Sign Language Studies program and provides guidance and professional development opportunities in an effort to improve students' preparation for entering the Sign Language Interpretation Program.

***iii. Extent of faculty turnover and changes anticipated for the future.***

One of the two full-time faculty members retired as of Dec. 1, 2009, and will continue to teach part-time only through the end of spring term, 2010. A search is currently underway for a replacement. In the meantime, the full-time position is being filled by a part-time faculty member. The pool of part time faculty available has remained relatively stable over the years, but there is a need for qualified part-time faculty to teach some of the courses, as well as a way to provide new faculty in the SLIP with training and/or mentoring at least throughout their first term. Student surveys revealed their dissatisfaction with new teachers that they felt were not adequately prepared.

***iv. Extent of the reliance upon adjunct faculty and how they compare with full-time faculty in terms of educational and experiential backgrounds.***

There are only two full-time positions in the Sign Language Interpretation Program. In any given term there are as many as 4 part-time faculty and 2 or more tutors working with students. Although one current part-time faculty member (Spring 2010) has a Master's degree, most have a Bachelor's or Associate's, often in an unrelated field. In the Sign Language Studies program, which includes the prerequisite language courses students must complete before applying to enter Sign Language Interpretation, there are no full-time faculty members. (Due to the retirement of one of the two full-time faculty members in the SLIP, one of the part-time ASL instructors has been given a full-time position through the end of the 2009-2010 school year, and teaches in both programs.)

***v. How the faculty composition reflects the diversity and cultural competency goals of the institution.***

At present (Spring, 2010) there are five instructors teaching SLIP courses. Of these, four are female, and one is male. All are white. Of the 8 part-time ASL instructors teaching prerequisite courses, there are 5 females, three males; five Deaf and three hearing; and 7 white and one Hispanic.

***B. Report changes the SAC has made to instructor qualifications and the reason for the changes.***

Instructor qualifications were been updated in of Fall, 2009, when it was discovered that there were none on file with Academic Services. The qualifications were differentiated according to position, with separate descriptions for full-time faculty and for two classifications of part-time faculty separated by courses taught. The written qualifications codified what has long been department practice. (see Instructor Qualifications, Appendix D)

***C. How have professional development activities of the faculty contributed to the strength of improvements? If such activities have resulted in instructional or curricular changes, please describe.***

In Fall, 2008, one of the full-time faculty members took a one-term sabbatical to visit public school programs for Deaf children throughout the state. The information gathered was used to revamp the two courses (ITP 261 and ITP 275) that deal specifically with interpreting for children. The revisions were in direct response to feedback from working interpreters and by hiring agencies.

Infusion of the Demand Control Schema into the curriculum was the direct result of professional development activities by two faculty members. During a Conference of Interpreter Trainers convention at which they presented two faculty members attended a workshop on a grant funded project to disseminate the Demand Control Schema to interpreting programs, approached the speaker, and arranged for PCC to participate. In addition, one faculty member completed an additional training on the topic provided through the Distance Opportunities for Interpreter Training program.

***5. Facilities and Support***

***This section of the Program Review asks the SAC to consider how classroom space, computers/technology and library/media, laboratory space and equipment impact success; to describe how students are using the library or other outside-the-classroom information resources; to provide information on clerical, technical, administrative and/or tutoring support; to provide information on how Advising, the Office for Students with***

***Disabilities and other student services impact students; and to describe current patterns of scheduling (such as class size, duration, times, location, or other) address the pedagogy of the discipline and the needs of students.***

The Commission on Collegiate Interpreter Education (CCIE) is a recently-established accrediting body that publishes standards for interpreter education. The sections of the standards that address facilities including lab, office and advising space; equipment and supplies; and learning resources were used to assess these aspects of SLIP. Results are reported in the section entitled Commission on Collegiate Interpreter Education Standards on p. 29ff. Topics not covered there are included here.

***Clerical, Technical, Administrative And/Or Tutoring Support***

The Sign Language Interpretation Program is located within the English and World Languages Division and shares the clerical and administrative support of the division, which consists of Instructional Administrative Assistant (IAA) 3 and an Instructional Administrative Assistant 2. The IAA 2 is a graduate of the SLIP and is fluent in ASL. She provides much of the support that is specific to our program such as coordinating ASL Placement Interviews and managing the intake process for the SLIP.

The program currently has two part time ASL tutors, who provide support for SLIP students. Both of them are native ASL users; one has been educated as an interpreter. At times, there is also a group of interpreters, many of whom are program graduates, who provide tutoring specifically on the process of interpreting. This service is offered to second and third year students preparing for the Qualifying Exam.

The technological advances mentioned elsewhere in this document have been crucial to the development of our program in recent years. Technology changes so rapidly that it is often difficult for faculty to keep up with it. We have received wonderful support in this area from our Division Dean, Dave Stout, and excellent technical help from Monica Martinez Gallagher, and we are very grateful to both of them. Andy Freed has also been very helpful in extending our use of online learning.

***Advising, the Office for Students with Disabilities and other student services***

Although students may use the college Advisors for assistance with choosing general education classes, most program-related advising is provided by SLIP staff, either the full-time faculty, or by the IAA2, with guidance from full-time faculty. Sending students to the Advising Center has not worked as well as advising in the department.

We do refer students to the Office for Students with Disabilities as needed. We have had a few occasions when counselors in that department, unfamiliar with the demands of the career for which we prepare students, request accommodations that we cannot provide without altering the nature of the course or program. For the most part, these are negotiated individually and successfully resolved.

***Current Patterns Of Scheduling (such as class size, duration, times, location, or other)***

Class size: Each fall the SLIP admits a new cohort of students who continue through the program together. We are able to accept up to 25 students, although we generally begin with fewer. The table below shows the entering classes for the last five years:

Year	Entering Students
------	-------------------

2009	19
2008	23
2007	22
2006	23
2005	23

The Conference of Interpreter Trainers, a professional organization that focuses on the education of Interpreters, has published a position paper that addresses class size. ([http://www.cit-asl.org/class\\_size.html](http://www.cit-asl.org/class_size.html)). It states, "... effective teaching of interpretation and transliteration skills mandates very small class size. In addition to using a visual language (ASL) or visual coded form of English (MCE or PSE), courses require extensive individual instruction, critique and modeling due to the extremely complex nature of the task. ... It is for these reasons that the Conference of Interpreter Trainers recommends a class size of 6-10 students for interpreting/transliterating classes."

Because of the college's understandable emphasis on FTE, the program is put in a difficult position. We must accept as many students as possible to meet college expectations, but this number of students is not appropriate for the type of instruction needed. This results in a sharp drop in numbers from first to second year, as seen in the table below:

Year	Entering Students	Number Continuing in 2 <sup>nd</sup> year
2009	19	N/A
2008	23	13
2007	22	11
2006	23	13
2005	23	18

Class duration & times:

In past years, students were scheduled into classes as follows: Second Year students attended all day on Monday, Wednesday and Friday, and First Year students attended Tuesday, Wednesday and Thursday. Classes began as early as 8:00 am, and ended as late as 6:00 pm to allow us to hire part time instructors who worked as interpreters elsewhere, for example in the public schools. In recent years, however, in 2006-2007, the schedule was modified to allow first year students to continue to attend Monday through Thursday, but to finish their days earlier in order to give them time for the service learning projects required in some courses, interaction in the Deaf community and skill development practice. Second year students attend Monday through Friday, but classes end earlier than in the previous schedule and include more breaks.

**6. CTE Programs only : to ensure that the curriculum keeps pace with changing employer needs and continues to successfully prepare students to enter a career field.**

**A. Evaluate the impact of the Advisory Committee on curriculum and instructional content methods, and/or outcomes.**

The Advisory Committee has been dormant for the past few years for a couple of reasons. Because the program is understaffed, with only two full-time faculty to run two programs, often most time is spent on essentials such as scheduling, staffing, book orders, etc., as well as dealing with student issues that arise, as well as SAC responsibilities. Full time faculty are in constant communication with virtually all stakeholders in the SLIP, often to arrange student placements. These are the same people who would come to Advisory meetings. Because members of the Advisory Committee are also employed by educational institutions, they experience similar time constraints and are often unavailable to meet. Second, the Deaf and interpreter communities are very small, so that we are often in informal contact with others in the field and therefore aware of

many of the issues and new developments in the field. The two full-time faculty members alternate as ad hoc members of the Educational Interpreters' Subcommittee of the Oregon Department of Education, and are able to glean information and develop relationships with hiring agencies in that venue. Thus we do meet with Advisory Committee members, just not all at once.

**B. Degree and Certificate Outcomes:**

***i. Identify and explain any changes that have been made to degree and certificate learning outcomes since the last program review***

***<http://www.pcc.edu/resources/academic/degree-outcome/>.***

No changes have been made to the outcomes since the last program review.

***ii. What strategies are in place to assess degree and certificate outcomes?***

Outcomes are assessed in individual classes, using methods described in the chart in Appendix C. The program also requires students to pass a rigorous Qualifying Exam for entrance into internship. Because internship is required for graduation, this assessment instrument serves as evidence that students are meeting program outcomes, and are employable upon graduation.

***iii. Give evidence that students are meeting these outcomes.***

Statistics obtained from Institutional Effectiveness show that of students who persist into the second year, the range of students graduating from the program within five years of entrance ranges from a low of 25% in 1999 to a high of 67% in 2002 and 2004. Given that students may take additional time beyond the second year to develop skills needed to enter internship, data for 2005-2009 are not yet available.

In addition, all interpreters in Oregon schools, including those who have graduated in the past from our program, must obtain a score of 3.5 or above on the Educational Interpreters Proficiency Assessment. We do not have specific data on our graduates alone, but more public school interpreters in Oregon scored at this level than in other states.

***iv. Describe any changes made towards improving attainment of the degree and/or certificate outcomes.***

Because the consumers interpreters serve consist of both Deaf and Hearing people, and because the Qualifying Exam is rated by a panel of both Deaf and Hearing raters, the Specialized Discourse class was changed from one that emphasized both ASL to English and English to ASL skills, generally taught by hearing faculty, to one that emphasizes English to ASL skills and is taught by Deaf faculty. This gives students the opportunity to obtain information about their work and assessment of their skills from a Deaf perspective.

Because interpreting skills are difficult to master and require a certain amount of innate talent, and because some students enter the program not to become interpreters, but to further their fluency in American Sign Language, we have developed an alternative to the certificate in Sign Language Interpretation. This requires students to take most of the same courses as interpreting majors, but eliminates the interpreting courses. They also must complete an internship, serving in an agency where they work with Deaf adults or children but not in an interpreting capacity. Some, for example, intern as educational assistants working with Deaf children in public school, and continue in that capacity as graduates. For a comparison of the one-year Deaf Studies Certificate with the two-year Sign Language Interpretation Certificate, see Appendix E

Recently, the Registry of Interpreters for the Deaf, the professional organization that certifies interpreters, added new requirements for candidates. Beginning in 2008 candidates needed to have an AAS degree, and in 2012, a Bachelor's degree. To ensure that our graduates would have an opportunity to meet this requirement, we entered into an articulation agreement with Marylhurst University that allows students to apply PCC SLIP credits toward a Human Studies degree at Marylhurst. Negotiations for a similar agreement with Portland State University are currently underway.

Although the program has employed ASL tutors for many years, two years ago interpreter tutors were added, mostly graduates of our own program who are now successfully working in the field. Their function is to provide additional support for second and third year students who are preparing for the Qualifying Exam. This has been very well-received.

***C. Review job placement data for students over the last five years, including salary information where available.***

As far as we are able to determine, all graduates who have sought work in the field have obtained it, either in a full-time salaried position or in a part-time freelance capacity. Salaries vary depending on the type of work. The scale for PCC interpreters is as follows:

- Level 1 \$19-\$21 ITP graduate, 0-2 years experience
- Level 2 \$22-\$26 RID/NIC Written, EIPA-3, 2+ years experience, BA degree
- Level 3 \$27-\$32 CI or CT or NAD III, EIPA-4, MA degree
- Level 4 \$33-\$39 CI & CT, NAD IV, NIC-C
- Level 5 \$40-\$45 NAD V, NIC-A, CI & CT for 5+ years; BA required

Clark College starts staff interpreters at \$19.41/hour with benefits (Health, Dental and Eye coverage, retirement, worker's compensation, sick leave and vacation leave. Part-time hourly interpreters with AAS start at \$22/hour without benefits.

The salary scale for Portland Public Schools (Columbia Regional Program) begins at step one \$18.04 for an interpreter with a certificate or AAS (\$18.67 for BA/BS), and goes to \$21.20/21.84 at step 6. These positions include benefits.

Many interpreters also work as freelancer or through an agency. Rates of pay, which are set by the interpreter and the agency, are considerably higher, but do not include benefits.

***D. Forecast future employment opportunities for students.***

The demand for interpreters both in Oregon and nationally is good. The Bureau of Labor Statistics' occupational outlook for interpreters says, "Interpreters and translators can expect much faster than average employment growth. Job prospects vary by specialty and language.... Demand for American Sign Language interpreters will grow rapidly, driven by the increasing use of video relay services, which allow individuals to conduct video calls using a sign language interpreter over an Internet connection." (<http://www.bls.gov/oco/ocos175.htm>)

Discover Interpreting, a project of the National Consortium of Interpreter Education Centers, states, "Because the demand for skilled interpreters far exceeds the number of qualified professionals, nationally certified interpreters are able to find work all over the United States. Credentialed interpreters are constantly in demand in educational settings from pre-school through graduate school. These interpreters are part-time or full-time employees of their school district or university, and are often employed with benefits. Qualified interpreters are also in demand in medical, legal, mental health, theatrical, governmental, and religious settings, among others. Interpreters may be on staff in these settings, they may work through an interpreter

referral agency, or they may be privately contracted.”  
[http://www.discoverinterpreting.com/?career\\_FAQ](http://www.discoverinterpreting.com/?career_FAQ)).

The State of Oregon Dept. of Employment reports that demand in Oregon for 2008 was at about the national average for interpreters, including sign language interpreters. The demand is expected to increase in coming years.  
<http://www.qualityinfo.org/olmisj/OIC?areacode=4101000000&rpttype=short&action=report&occ=273091&go=Continue>

***E. Analyze any barriers to degree or certificate completion that your students face, and consider the reason that students may leave before completion.***

As noted above, not all students who are accepted into the SLIP successfully complete the program. Developing the skills needed to successfully interpret between one language and another is very different from developing skills used in a manual trade, or learning the knowledge required to be successful in an academic program. In addition to the knowledge and techniques taught in the program, developing the ability to interpret requires a certain talent and a strong commitment to daily practice, much like dance or violin performance. To those who are not aware of the process, interpreting seems simply a matter of taking a word from one language and finding its equivalent in the other. However, and the machine-translated instructions you receive with goods manufactured in another country are often a good example, this approach does not achieve a successful product. Interpreters must look at the meaning of an utterance, not the words or signs used to convey it, in order to determine and accurately convey its meaning. The standard for sign language interpreters is simultaneous interpreting, that is, the interpreter does not wait for the speaker/signer to pause before producing the message, but does it while the speaker/signer continues. Therefore, not only must the interpreter be fluent in two languages, the interpreter must also be able to hear or see a message in one language, analyze it for meaning, and produce it in the other, all the while continuing to take in more of the message. This is an extremely difficult skill to master. Not everyone is able to do it within two years; some are unable to do it at all. At present there is no screening mechanism available to determine who will or will not master this skill, although there have been a number of studies on the subject. Some of these, particularly a recent Ph.D. thesis by Karen Bontempo, may bear reviewing to look at ideas for possible additions to current screening strategies.

In preparation for program review, we requested data from Institutional Effectiveness on the number of students who successfully complete the program within five years of their acceptance into the SLIP. The results are below. (Note that these are not within the same time period as the tables above, but results are likely to be similar in the years above.)

Entering Class	Number Enrolled	Number continuing to 2 <sup>nd</sup> year	Percentage continuing to 2 <sup>nd</sup> year	Number completing SLIP within 5 years	Percentage of those continuing to 2 <sup>nd</sup> year who graduate
Fall 2004	24	9	37.5	6	67
Fall 2003	25	15	60	9	60
Fall 2002	14	9	64.3	6	67
Fall 2001	16	10	62.5	6	60
Fall 2000	14	9	64.3	3	33
Fall 1999	10	8	80	2	25
Fall 1998	15	7	46.7	4	57
Fall 1997	15	11	73.3	5	45.5
Fall 1996	18	15	83.3	9	60

We look forward to discussing these findings with the Deans of Instruction.

## Entry to Practice Competencies

The Entry to Practice Competencies is a document that aims to describe “the major skills, fields of knowledge and attributes that underlie competent professional interpreting practice.” They describe “what normally occurs in the workplace of entry-level interpreters working autonomously in low-risk, routine situations, without the benefit of direct supervision by a nationally certified interpreter.” These were developed by researchers in conjunction with input from stakeholders such as “interpreter educators, interpreting students, Deaf and hard of hearing consumers, employers, policy makers, organizational leaders and parents.”  
([http://www.unco.edu/doit/Competencies\\_brochure\\_handout.pdf](http://www.unco.edu/doit/Competencies_brochure_handout.pdf))

These competencies were compared with program outcomes and with the specific courses in which they are taught, along with the means by which they are assessed. All of the competencies are taught within the program, and appropriate assessment strategies used to ensure that students meet them. (A detailed mapping of these competencies to program outcomes is available in Appendix C.) This would seem to indicate that the program is right on track in terms of curriculum, conforming to expectations of consumers, employers, and interpreter educators.

It is important to note that although all of these items are indeed included in program courses, they are not all explicitly stated in program outcomes (as noted on the chart). It may be worth adding those that have been overlooked, so that the written program outcomes conform more closely with this listing of competencies.

We should also continue to assess the curriculum using a Curriculum Map provided by the Committee on Collegiate Interpreter Education Standards (<http://www.ccie-accreditation.org/>). This would help to bring the program closer to readiness to apply for Accreditation.

## Committee on Collegiate Interpreter Education Standards

The Committee on Collegiate Interpreter Education (CCIE) is a fairly new entity in our field. It was founded in 2006 with the goal of developing an accreditation for interpreter education programs. The establishment of the accreditation process was the culmination of almost 20 years of work by a number of organizations, including the National Alliance of Black Interpreters, Inc., National Registry of Interpreters for the Deaf, National Association of the Deaf, Conference of Interpreter Trainers, Association of Visual Language Interpreters of Canada and the American Sign Language Teachers Association. It became a member of the Association of Specialized and Professional Accreditors (ASPA) in 2008. To date, five programs, including Western Oregon University, have completed the accreditation process.

The section below assesses the SLIP using sections of the CCIE Standards Rubric.

### Facilities:

*1. Classrooms and laboratories shall be provided consistent with the program's educational objectives, teaching methods, number of students, and safety standards of the institution, and shall allow for efficient operation of the program.*

The SLIP has been given a dedicated classroom on the Sylvania Campus: CT 234. Almost all program classes meet in that room, which is also used in the evening for general American Sign

Language classes. The classroom is equipped with a podium, and contains two TV/VCR/DVD combination players. There is a keycode lock on the door which protects equipment, and a walk-in sized cabinet in the room for storage of other equipment. The classroom is of an adequate size for the usual number of students enrolled in the program. In addition, students have access to a "practice room" close to the classroom, which contains a TV/VCR/DVD combination player, and a camera tripod. Students may use this space to practice, and to record their own work.

*2. Appropriate laboratory space shall be assigned to the interpreter education program on a priority basis.*

The SLIP shares the English and World Languages Lab in CT 235 with other division programs, most often the ESOL and Modern Languages Programs. The lab can be reserved for a class meeting by signing up at the main EWL front desk. Students can also use the lab for homework and practice sessions. This lab has 30 dual platform computers that can be changed from PC to Mac. Each computer has a built in camera and is supplied with a set of earphones and microphone to allow for viewing/listening and recording of both English and ASL. Students use iMovie on the Mac platform to record their interpretations and post them to YouTube for instructor viewing and feedback. ASL to English interpretations are submitted via Wimba. Provision of the lab has made a great difference in the efficiency of the program and the ease with which students can submit homework and faculty can access their work. It also provides a time-saving venue for testing, as an entire class can be presented with a stimulus text at once and can record their interpretations at the same time. Previously, individual testing appointments often took several class periods, causing the loss of valuable instruction time. The program is very grateful for the persistence on the part of our Dean that made the lab possible.

*3. Appropriate space shall be provided to store and secure equipment and supplies.*

Space is at a premium on the Sylvania Campus, but there is adequate storage space for equipment. Some equipment is stored in the locked classroom, or in the locked cabinet in that room. The remainder, particularly small equipment such as cameras and tripods that might easily be stolen is locked in an office inside CT 219.

*4. The program director, faculty, and support staff shall have appropriate office space.*

The program has two designated office spaces, one for each of the two full-time faculty. One of these is an open cubicle; the other is a small office with a lockable door. In addition, there is a small office workroom that contains a Mac computer for preparing video and a Videophone. Unfortunately, like other part time faculty at PCC, SLIP adjunct faculty must share desk and cubicle space with as many as 6 other faculty members. Part-time faculty who need to meet with students to review their interpretation work or to help them with skills may need to use the work room or the student practice room, as the shared cubicle may or may not have necessary equipment to review student work.

*5. Appropriate space shall be provided for the private advising of students.*

Faculty members usually meet with students in their offices. The practice room is also an option for a private meeting. Both full-time faculty members have TV/VCR/DVD players in their offices that allow them to review interpretations or ASL presentations with students.

*6. Facilities shall be constructed and maintained according to appropriate safety and health considerations and in compliance with state and federal laws concerning accessibility.*

There are two Videophones provided for staff and faculty use: one in the workroom and one in a faculty office. In addition, there is a doorbell light on the closed office to allow deaf occupants to

know when someone is at the door. The fire alarms in both the classroom and the general office space are made accessible via strobe lights, however, the “lockdown” alarm is not accessible, and a faculty member in the closed office would have no access to either alarm.

### Equipment & Supplies

1. *Appropriate and sufficient equipment and supplies shall be provided for student use and for teaching the didactic and practical components of the curriculum.*

The program has a total of four TV/VCR/DVD players, two in offices and two in the classroom. There are two videocameras that record on mini-dvds, one camera that records on mini-videotape, and two “Flip” cameras that can record up to one hour and be down loaded to a computer. There is one audiotape recorder, as well as access to a number of audiotape/CD players owned by the division. The program has recently purchased a DVD duplicator. There is also an assistive listening device which is occasionally used in the classroom to allow the instructor to listen to individual students’ sign-to-voice interpretations. Still needed is a system that allows an instructor to distribute video to lab workstations, and to listen to individual sign-to-voice interpretation in the lab in real time.

### Learning Resources

1. *Students shall have ready access in time and location to an adequate supply of current books, journals, periodicals, computers, video and audio material, and other reference materials related to the curriculum.*

The Sylvania library has an extensive collection of books, journals and materials related to American Sign Language, Deaf Culture, and Interpreting. Our subject specialist librarian, Jane Rognlie, has ordered materials related to our subjects, and is open to suggestions from us. It would be helpful if faculty made a habit of regularly keeping track of recently-published materials and recommending them for purchase. At present there is no regular schedule for this, so it occurs only occasionally. In addition, Lynda Noland, reserve librarian, has been very helpful in managing our reserves, and in helping to develop a course pack for educational interpreting in K-12 education. Unfortunately the year after the coursepack was developed, library funding for the project was discontinued. In recent years, students have shown reluctance to access the library practice materials, as they prefer the convenience of online resources. Unfortunately, this causes them to miss out on many valuable resources. In addition, the SLIP collection of videotapes has not been reviewed for many years, and would benefit from more updated materials. Some of the videotapes need to be replaced with updated DVD versions of commercially available materials both to modernize content and because of the improved video quality of DVDs.

## Surveys

Three groups were surveyed for this review: current students, graduates from the classes of 2005-2009, and employers. Results of each survey are discussed below. Surveys and the data gathered from each are included in Appendices F, G, and H.

### Student Survey

This survey was distributed in paper format to currently enrolled students in first and second year classes, as well as to so-called “third year” students currently completing their internships. (These are students who have returned after completing two years of courses to retake the Qualifying Exam and complete their internships.) In all, 23 surveys were completed. Complete results are available in Appendix F; they will be summarized here. Students ranged in age from

19-54, with most falling between the ages of 22 and 31. Six respondents' last educational experience had been in high school, 6 had completed a 4-year degree, and the remainder had taken community college courses prior to coming to PCC. Eleven students worked 10 or fewer hours per week; only two worked more than 30 hours per week. In response to a question asking about educational goals, 7 planned to obtain a two-year certificate, 4 planned to obtain an AAS, and 11 planned to earn an AAS and continue on to a BA, either through our articulation agreement with Marylhurst or at another school.

Responses to a question asking whether the current prerequisites (ASL 101-203, ASL 131 and WR 121) were sufficient to prepare students for the program were mixed. Of the 22 responses, 6 felt that these were sufficient, however 12 believed they were not sufficient. Most of these students believed that the ASL classes were not adequate to prepare them for the program. Specific concerns cited included insufficient teaching of grammar, a lack of vocabulary, and inconsistencies in what is taught. Two students felt that their English skills were inadequate and recommended better preparation in that area.

In response to a question asking students' overall satisfaction with the quality of instruction in the program, 16 students reported that they were very or mostly satisfied, three felt the instruction was fair, and four were dissatisfied. When asked about the classes they found most satisfying, students mentioned that they liked receiving feedback from instructors, and several commented on individual teachers they particularly enjoyed. There was no particular pattern to students' dissatisfaction. Answers here had to do with teaching style, particularly of inexperienced teachers; the pace of the program, and a dislike of fingerspelling class and classes with a lot of reading or "book work."

Most students found two areas of the curriculum most challenging: developing ASL skills sufficient to interpret, and developing the ability to "dual task," that is, the ability to continue to see or hear an incoming message while simultaneously analyzing and producing an outgoing message. Only 2 students mentioned a struggle with English skills. Four mentioned difficulty with theoretical classes; of these Linguistics was most often mentioned as a difficult class.

Most students were pleased with the tutoring provided, and particularly mentioned the interpreter tutors as being very helpful. A few mentioned that the time of day when tutoring was available, generally during the lunch break between classes was difficult. Some mentioned issues that arose during the 2008-2009 school year around professional demeanor, but these issues have since been resolved.

Students reported fairly consistent use of the EWL Lab (CT 235). Some used it daily for homework, taking tests, practicing, video and audio recording interpretations, typing and printing homework, and doing research. Others used it 2-4 times a week. Interns, who are not on campus as often as other students reported less use of the lab, sometimes as rarely as once a month. Students would like to see the lab open at 7:30 am so that they can use it before class, to see it actually be open at posted hours, and to have lab assistants who are familiar with the computers and programs and can provide assistance when needed. They would also like more awareness of our program among other students and programs so that they would not be interrupted or jostled while recording. Finally, they would like more time available to use the lab, and to have a posted daily schedule of when the lab will be available so that they know when they can enter.

When asked for three suggestions to improve the program, some students suggested "more communication between teachers." Although some of their dissatisfaction is likely due to the inability to cope with differing opinions and beliefs among "experts" typical of students in the dualistic learning stage (<http://www.utdallas.edu/dept/ugraddean/theory.html>), it also relates to language issues mentioned elsewhere in this document and is worthy of further faculty

discussion. In this section of the survey, the issue of increased ASL skills before entering was also raised. At least two students suggested a “pre-ITP track” or more advanced ASL classes for students whose goal is interpreting rather than foreign language credit. Some also suggested that some of the information in beginning theory and process classes be taught in prerequisite courses. This is done in other programs, sometimes in the form of a “pre-interpreting” course. This may also alleviate the feeling of being rushed or having too much to learn in too short a time period. Students also wanted more modeling of interpreting skill and more opportunities to interpret for live Deaf and hearing presenters instead of using recorded materials.

### Graduate Survey

This survey was created, and with the help of Ron Smith in Institutional Effectiveness, put online for graduates to answer. The method of distributing surveys bears describing because it took place in a way that is typical of the small and close-knit interpreting community. Because recent graduates are likely to have moved both while in the program and upon graduation, it was determined that a mailed survey would not be effective. Likewise, there was no database available with current email addresses for this group. So, several approaches were used to try to locate graduates. First Tami Allison, our instructional administrative assistant, graciously agreed to ask those on Facebook to contact the program. Those who did, along with those who had remained in contact with the program, were asked to contact classmates and ask them to contact us. Finally, a list of 23 graduate email addresses was compiled and they were sent the link to the graduate survey. Although this does not include all those who graduated between 2005 and 2009, it is roughly 60% of the total number. Of those who were sent the link, 14 had responded to the survey by 5/26/10.

The complete survey results are available in Appendix G but a summary of salient findings will be presented here. Of the respondents, 5 reported that they had received a two-year Certificate of Completion in Sign Language Interpretation, 7 had completed an AAS, and 3 had completed the Deaf Studies Certificate. (The discrepancy in numbers may be due to some checking both the certificate and the AAS.) Of these, eleven completed program courses and interpreting internship within two years; one completed in two years plus one additional term; and two transferred to the Deaf Studies Certificate option in their second year in the program. Of those who took the Qualifying Exam, seven took it only once, and five took it twice before passing it and entering internship.

As for employment, five reported interpreting at a community college, three in K-12 education, and one working as a freelance interpreter through an agency. Three reported other occupations in related fields. One of these owned an interpreter referral agency and worked as a freelance interpreter; one worked as a special education assistant with Deaf students; and one was pursuing a Masters in Social Work and has founded a social service agency working with Deaf and hard of hearing individuals who have experienced abuse and trauma. Only one student reported working in a field not related to interpreting or the Deaf community.

Employment came fairly rapidly for these graduates: 5 had found work within one month of completing the SLIP, and only two took more than 6 months to find work. Only one reported being unable to find work in the field. Most found out about their current jobs either through internship or through a job fair the program hosts in alternate years with Western Oregon University. Of the 14 respondents, 12 agreed that internship was helpful in finding work and that their PCC SLIP degree or certificate was important in obtaining their current job. Eleven believed that the SLIP was successful in preparing them for their current position.

In terms of professional testing, 5 had taken the National Interpreting Certificate evaluation offered by the Registry of Interpreters for the Deaf, and 3 had received certification: two at the NIC advanced level and one at the NIC level. One was waiting for results at the time of

responding to the survey. Eight reported passing the written portion of the NIC the first time they took it. Two had taken the Educational Interpreters Proficiency Assessment. One scored 3.7 and the other 4.8, both above the 3.5 required for educational interpreters in Oregon.

Two questions asked graduates to comment on what they felt was lacking or needed to be improved in the program. These answers were quite varied. One requested more exposure to English-like signing, and one wanted more exposure to technical vocabulary. Two felt the need for more emphasis on ethical decision making. One Deaf Studies graduate suggested more specific courses on Deaf and hard of hearing individuals in specific settings related to mental health and trauma, and some training in advocacy. Two requested internships outside the field of educational interpreting, and two commented on the Qualifying Exam, feeling that they did not receive adequate support to enable them and their peers to do well on it, and that it was not well-designed or impartially graded.

Finally, one graduate particularly commented on the value of having Deaf teachers, and on the program's high but clear expectations: "I think if you can make it through PCC SLIP... you can work. They don't graduate non-skilled, lazy interpreters. As a business owner, I am grateful for programs that develop their interpreters skill in both voice and sign." Another said, "I believe the faculty does a great job with the resources they have (budget, staff, energy...)"

### Employer Survey

For this survey, a list of possible Advisory Committee members, developed by current faculty, was used. These included known employers of graduates as well as sites that have hosted our practicum students. A summary of the responses is included here. Data from the surveys is in Appendix H. As of June 2010, 9 responses had been received.

Of the surveys received, two were from community colleges, two from referral/video relay agencies, and four from K-12 programs that serve Deaf children.

All of the respondents reported that they had hired PCC graduates. One organization, which provides video relay interpreting, added, "We would absolutely consider PCC graduates. Our agency mostly uses certified interpreters, so it sometimes takes a bit of time for people to gain the necessary skills to work with us...."

Positions into which graduates had been hired included educational interpreters and educational assistants, community interpreters, video relay interpreters (if certified) and part-time hourly interpreters. One agency reported that PCC graduates held all of these positions: Director of Disability Support Services, interpreter coordinator, staff interpreters, and part-time hourly interpreters.

All reported that graduates had performed successfully, and reported being very or somewhat satisfied with their professionalism, ethics, ASL skills, interpreting skills, and general knowledge. In response to a question about the overall quality of the SLIP, answers were all positive. One wrote, "In my experience, interpreters who graduate from PCC are ready for entry-level positions. They are committed to the profession and they are committed to the Deaf community. I believe that PCC's QE and the challenges of the program instill a seriousness and a drive to succeed and to provide the best services for Deaf people."

Strengths in PCC graduates included professionalism, readiness to perform the job, ASL and interpreting skills, ethical behavior and appropriate decision making for classroom interpreting, working well with team members, and respect for others. Respondents cited two weaknesses most often. The first was graduates' lack of confidence in their skills. A typical response stated, "Their weakness would be the doubt they have in themselves that they CAN do the job BUT this

also makes them truly think about what they can handle before they take anything that is over their head. It makes them integral (sic) and ethical. If anything I would like them to have some kind of network with the established interpreting community such that they can seek the advice of others to help them determine what jobs they are ready to take and which they are not.” The second weakness was a lack of skill in using the more English forms of signing preferred by many Deaf consumers and commonly used by hard of hearing and cochlear implanted children. One respondent wrote, “I fully understand the need to emphasize ASL, since that is the second language of most of the students in the program, and interpreting into a person’s non-native language is arguably the more difficult task. But there is a fine line between focusing on building students’ ASL interpreting skills, and developing an attitude of “ASL elitism.”

Suggestions for program improvements included a need for greater world knowledge and general education, particularly improved public speaking and spoken English skills; offering continuing education units for working interpreters and SLIP graduates, e.g. in specialized areas such as performance, legal and video interpreting; an earlier introduction to transliterating (using English-like signing), and learning how to switch competently between that and ASL; and need for greater support from the college despite budget constraints.

Trends for the future that the program needs to prepare students to face include interpreting via video; working with children with cochlear implants; working with Deaf people who use English as their first language; and keeping an open mind with regard to language choice. There is also an ongoing need for continuing education for working interpreters, including PCC graduates

Finally, answers to question about the job market for the next five years included the following comments:

“Video interpreting is going to continue to be a huge portion of the market. The job market is already markedly different than it was five years ago. Interpreters may find more opportunities to work for agencies full-time, with benefits, depending on the size of the community where they reside. East coast agencies are more likely to hire interpreters on as staff due to significantly larger Deaf populations. West coast agencies are exploring opportunities.”

“... I would assume that the needs in Portland will continue to grow, particularly in the educational arena. The video relay service pendulum has swung downward, but I would expect that it will level out in the near future and produce a smaller but steady source of work. K-12 will most likely remain the highest employer offering benefits. I would imagine more deaf professionals will be entering the job market in Portland, as has happened in other areas of the country, requiring interpreting services. Higher education will remain a steady source of part-time jobs as well.”

“Recent graduates are going to need self-analysis skills to help them navigate a field that is saturated with mediocre to average interpreters but sorely lacking in qualified, quality interpreters. Student loans and years of low paying jobs will make offers tempting even when the students know they are not necessarily qualified to do the work they are being hired to do.”

## ***Recommendations for improvement***

### ***A. Assess the strengths in your program/discipline.***

Strengths, as reported by faculty, students, graduates and employers include:

- Qualifying Exam required before students enter internship, which ensures readiness to work
- the large percentage of course work related to ASL and interpreting skill development
- an excellent relationship and reputation with the local Deaf community and employers
- instructors who are passionate about interpreting
- instructors who are Deaf or who are practicing interpreters
- state of the art curriculum and lab facilities
- quality of graduates

### ***B. Identify the areas in need of improvement.***

(Starred items will involve costs).

Areas that need improvement include:

- stronger prerequisite skills in both ASL and English so SLIP students are better prepared upon entry into the program and will thus be more likely to succeed
- improved communication among instructors that would lead to a shared vision for the SLIP
- a shared vision of and for the SLIP and improved communication among instructors
- better coordination between ASL, interpreting and theoretical courses in the program to eliminate duplication and ensure uniform standards in assessment. Currently program ASL courses and most interpreting practice courses function almost as two separate programs.
- accreditation by the Commission on Collegiate Interpreter Education to remain competitive with other institutions. This is both an expensive and an exhaustive process, but it is extremely important to the continued success of the SLIP
- higher retention and graduation rates for SLIP students
- inclusion of EIPA testing as part of graduation requirements to meet employer expectations
- a larger mentor base for interns or increased internship opportunities
- ways to strengthen student skill development, particularly over the summer between first the and second years of the program. At present there is usually an erosion of skills over the summer if students don't have natural connections in the Deaf community.

**C. Given the above analysis and other findings of the SAC,  
i. prepare a set of recommendations relevant to areas such as curriculum and professional development, access and success for students, obtaining needed resources, and being responsive to community needs.**

## Specific Recommendations

- \*I. Seek Accreditation from the Commission on Collegiate Interpreter Education beginning in the 2010-2011 school year. This will be necessary to remain competitive.
- II. Increase the student success rate, by taking some or all of the following actions:
- A. Improve instruction and exit standards for all prerequisite courses with an ASL prefix (ASL 101-203, 151-251, and 130) by holding faculty accountable for student success and providing them with ongoing supervision and in-service training, particularly in assessment and ASL linguistics
  - B. Increase prerequisite requirements for students seeking to enter the SLIP by
    1. Developing an “ASL for Interpreters” course that reinforces language skills and fluency and increases vocabulary in preparation for interpreting
    2. Changing the English prerequisite from WR 121 to WR 185 or to a specifically developed “English for Interpreters” course
    - \*3. Move some of the information currently provided in ITP 260 and ITP 270 into a “pre-interpreting” course to be taken before entering the program.
    4. Improve entrance screening by including a live interview with a panel of Deaf and hearing screeners (in addition to assessing language skills this will allow assessment of readiness to face the standards and workload of the program)
    - \*5. Add a required course(s) during the summer between first and second years in order to support students continued development of “dual-tasking” skills and increased speed of processing and production of message
  - C. \*Continue and increase the provision of tutoring from professional interpreters; provide training and direction for ASL tutors on how to plan activities for and give feedback to students.
- III. Improve communication and collaboration among faculty members
- A. “Cross train” so that all faculty members are familiar with the content and expectations of all courses
  - B. Consider adding a “curriculum management plan” to continually evaluate the program to ensure that it meets accreditation standards, includes the most current information and teaching methods, avoids duplication, provides current materials both in the classroom and in the library, and meets student needs for reaching competency.
- \* IV. Improve staffing of program by hiring one additional full time faculty member
- A. Assign one full-time faculty member to the supervision of the Sign Language Studies (ASL language courses) program and make sure that staff member’s hours overlap with those of the part-time ASL instructors, most of whom teach in the evening.
  - \* B. Improve faculty to student ratio within skills classes in the program to approach CIT Standards. This lower faculty to student ratio is not unprecedented in college programs. The ratio in SLIP classes was 1:15 several years ago; some dental hygiene classes have a lower ratio (see Dental Hygiene Program Review, p. 24).

V. Better inform the improvement of the SLIP through use of assessment data. In particular, compare accepted measures of graduates' success (Educational Interpreters Proficiency Assessment or EIPA and the National Interpretation Certification evaluation or NIC)

\* A. Research the equivalence of EIPA scores to Qualifying Exam Scores

\* B. Research the equivalence of NIC scores to program graduation

C. Consider requiring students to pass the EIPA at a level of 3.5 in order to graduate

D. Consider using the EIPA as an alternative to Qualifying Exam testing or retesting.

VI. Reevaluate program attitudes and approach to ASL vs. English signing in light of job requirements and language use in the community. Although an emphasis on ASL is necessary, based on input from employers, graduates and students, an earlier introduction to English-like signing would ease the transition into internship and the workplace.

VII. Revise the SLIP student database to enable efficient retrieval of information on Qualifying Exam completion, reasons for leaving the program, and graduation rates.

VIII. Revise SLIP program outcomes to include all items from the Entry to Practice Competencies that are included in courses but not specifically stated in the outcomes document.

***ii. For recommendations that require additional funding, please identify those that are of greatest importance to the SAC***

Of the recommendations (starred above) above that require additional funding, the three that are of greatest importance are seeking accreditation (from the Commission on Collegiate Interpreter Education), adding one full time faculty position, and researching the use of the Educational Interpreters Proficiency Assessment.

## **SLIP Program Review Appendices**

Appendix A: Program Outcomes

Appendix B: Faculty Vitae

Appendix C: Entry to Practice Competencies Mapping  
College Core Outcomes Mapping

Appendix D: Instructor Qualifications

Appendix E: Comparison of Deaf Studies Certificate with SLIP

Appendix F: Student Surveys

Appendix G: Graduate Surveys

Appendix H. Employer Surveys

## SLIP Program Review Appendix A Program Outcomes

Language and Cultural Competencies: Upon completion of the Sign Language Interpretation Program, Students will be able to:

- Act with respect, knowledge and understanding of Deaf people and ASL, with an appreciation for their linguistic and cultural diversity, values and social customs
- Use American Sign Language (ASL) with grammatically correct sentence structure, fingerspelling, numbering systems, classifiers, and non-manual behavior, using appropriate transitions, conversational repair and cohesive features
- Use ASL for descriptive, expository, dialogue, hortatory, procedural and narrative discourse at conversational and academic levels
- Apply language observation and learning skills outside the classroom
- Describe ASL from an analytical-theoretic perspective, including comparing/contrasting it with English and demonstrating its validity as a language
- Demonstrate understanding of Deaf people from diverse backgrounds, including differences in language use, communication modes, age, gender and ethnic identity.
- Identify their own cultural values and social customs and compare/contrast them with those of the Deaf community in the United States and with other cultural groups
- Describe Deaf literature, art and folklore and the importance of preserving them
- Demonstrate understanding of the implications of cultural differences such as collectivism and individualism; high and low context; time orientation; polychronic and monochronic orientation; and differences in reasoning and rhetoric

Interpreting Competencies: Upon completion of the Sign Language Interpretation Program, Students will be able to:

- Work as a member of a team of interpreters
- Describe the interpreting process and their internal experience of it
- Interpret while standing or seated in front of an audience
- Perform a self-assessment of their own interpretation and set goals for improvement
- Prepare for an interpreting assignment
- Apply techniques for managing the interpreting process
- Determine consumers' language use

- Provide grammatically correct, congruent and comprehensive sign-to-voice and voice-to-sign interpretation with a minimum of 70% accuracy, as determined by successful performance on a Qualifying Exam prior to entering internship and successful completion of a supervised internship
- Apply the RID Code of Ethics to situations involving both adults and children
- Behave in a professional manner, using professional communication strategies
- Describe the history of sign language interpretation as a profession
- Demonstrate understanding of the business aspects of interpreting
- Describe the current national evaluation and certification process for interpreters
- Describe and communicate to others the appropriate role of an interpreter
- Describe ways interpreters function in specific settings and with specific populations
- Apply techniques of text analysis to determine the effects of context, audience, venue, time, circumstances, speaker, genre, issues and setting on the interpreting process, to anticipate content, to determine main and supporting points of a text, and to make appropriate target language choices
- Describe issues that are currently relevant to the field of interpreting and to the Deaf community
- Demonstrate understanding of the need for continuing education as a professional interpreter and of opportunities for such continuing education in the community
- Reflect on, write about and discuss their experiences in a non-judgmental manner, keeping all identifying information confidential.

# SLIP Program Review

## Appendix B

### Faculty Vitae

Julie S. Moore, MA, CSC  
jsmoore@pcc.edu

#### Academic Degrees

M.A. Antioch University, 2002, Intercultural Relations

Certificate of Professional Development: Teaching ASL and Teaching Interpreting, University of Colorado, Boulder

BA Oberlin College, 1969, Latin

#### Professional Experience

Staff Interpreter III, Washington School for the Deaf

Instructor and Faculty Department Chair, Sign Language Interpretation Program, Portland Community College, 1995 to present.

Course Facilitator, Distance Opportunities for Interpreter Training Center, University of Northern Colorado, 2006 to present.

Consultant and Workshop Presenter, 1994 to present.

Interpreter in private practice 1980 to present.

Coordinator of Interpreting Services, Washington School for the Deaf, 1991-1995

Adjunct Faculty, Sign Language Interpretation Program, Portland Community College, 1986-1995

Interpreter, Portland Public Schools, 1978-1980

#### Professional Certification

Comprehensive Skills Certificate (CSC). Registry of Interpreters for the Deaf, awarded 1979

#### Professional Memberships

Registry of Interpreters for the Deaf  
Oregon Registry of Interpreters for the Deaf  
Washington State Registry of Interpreters for the Deaf  
Deaf Women of Oregon and Washington  
National Association of the Deaf  
Conference of Interpreter Trainers

#### Professional Activities

Site Coordinator: RID Supersite, Portland, OR (ended December, 2009)

RID Continuing Education Units Transcript available on request.

## Darcie LeMieux Vitae

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### Objective

To advocate and give training to interpreters to help them develop their ASL and interpreting skills

### Education

- ✦ Post-Graduate Course Studies – University of Colorado at Boulder, Front Range Community College, Portland State University, Gallaudet University, and Lewis and Clark College
- ✦ M. ED in Deaf Education (Special Ed.), Division of Graduate Studies: Lewis and Clark College, Oregon, June 1986
- ✦ Graduate Studies in Special Education: Hearing Impaired, Western Maryland College: Division of Graduate Studies, Maryland, June-August, 1983
- ✦ Bachelor of Arts in Sociology, Gallaudet University, Washington, D.C., June 1982

### Professional Experience

- ✦ Portland Community College, Department Chair of Sign Language Interpretation Program (SLIP), Deaf Studies Program and Sign Language Studies, 1988 – present
- ✦ Portland Community College, Subject Area Curriculum Content (SACC) Chair of Sign Language Interpretation Program, Deaf Studies Program and Sign Language Studies, 1988 – present
- ✦ Portland Community College, CTE member, 2008-present
- ✦ University of Northern Colorado, College of Education and Behavior Sciences, Distance Opportunities for Interpreter Training Center (DOIT), UNC @ Lowry Campus, INTR 111: ASL Linguistics and INTR 113: Discourse Analysis - Online mentor and facilitator, 2009 - present as Adjunct Faculty
- ✦ Portland Community College, Signing Naturally Unit 1-6 (new curriculum) workshop for ASL instructors from Washington, Oregon and other states, Co-coordinator with Cherie Maas, Spring 2009
- ✦ Oregon Educational Interpreter Sub-Committee member, 1998-present

- ✚ CyberASL, Develop ASL videos for Sign Language Interpretation Program (SLIP), Spring 2008-present
- ✚ University of Northern Colorado, College of Education and Behavior Sciences, Distance Opportunities for Interpreter Training Center, UNC @ Lowry Campus, INTR 111: ASL Linguistics and INTR 113: Discourse Analysis - Online mentor and facilitator, 2007 – 2008 as Independent Contractor
- ✚ Western Oregon University, member of Search Committee for new full-time ASL faculty, Spring 2008
- ✚ Front Range Community College, Distance Opportunity for Interpreter Training Center, Educational Interpreting Certificate Program, Deaf Mentor and Interpreter Mentor for online courses 2001-2006, Skill Language Mentor/Interpreter Mentor – Spring 2002 – Montana & Spring 2003 – Alaska, Skill I Mentor - Summer 2001, 2002, 2003 – Colorado, Instructor - Summer 1996, Montana
- ✚ American Sign Language Proficiency Interviewer and Rater, 1997 –present  
Trained and certified
- ✚ Freelance Deaf Interpreter, 1995 – present
- ✚ ASL Consultant and Mentor for ASL Instructors, 1990 – present
- ✚ Freelance Presenter, 1990 – present  
Workshops – ASL Linguistics, Deaf Culture, ASL Literature, Math Concepts in ASL, Using Rubric for Evaluating ASL Skill, Real World Spatial Usage and many more topics
- ✚ ASL Language Consultant, Theatre/ Plays, 2005- 2007
- ✚ Washington School for the Deaf, ASL Instructor for ASL Immersion Week
- ✚ Western Oregon University, ASL Instructor for Summer program
- ✚ Blue Mountain Community College, Trainer, Summer 1990 and 1991
- ✚ Washington School for the Deaf, Student Living Supervisor, January 1988-October 1988
- ✚ Montana School for the Deaf, Substitute teacher and Student Living Counselor, August 1987-December 1987
- ✚ Arizona School for the Deaf, Special Education Teacher, October 1986-June 1987



- ✦ Lewis and Clark College, Adjunct ASL Instructor, 2 terms
- ✦ Idaho School for the Deaf, Student Living Counselor, October 1982-June 1985; Substitute teacher, September 1983-June 1985

### **Professional Affiliations**

- ✦ Southwest Washington Center for the Deaf and Hard-of-Hearing, Board Member, 2010 – present
- ✦ Deaf Women of Oregon and Washington, Board Member, 2007-present
- ✦ Conference of Interpreter Trainers, Member, 2000-2003, 2009- present
- ✦ National Association of the Deaf, Member, 1986-present
- ✦ American Sign Language Teacher Association, Member, 1990- present
- ✦ Northwest American Sign Language Teacher Association, President 1990-1998, Member 1990-present
- ✦ Northwest Theatre of the Deaf, Actress, Director, Script selection committee, usher, 1996-2001

### **Professional Certifications**

- ✦ American Sign Language Proficiency Interview Certified Evaluation Assessor (Interviewer and Rater), 2000-present
- ✦ Certificate in Professional Development Teaching American Sign Language/Teaching Interpreting (ASL), University of Colorado at Boulder, 2000

### **Professional Presentations/Workshops, 1990-present**

- ✦ Real World Spatial Usage related with Geography and Science Hands-on activity workshop for educational interpreters, Fall 2009
- ✦ Math Concepts in ASL workshops for educational interpreters
- ✦ Discourse Analysis presentation and workshops for interpreters and Deaf community
- ✦ ASL Linguistics presentations and workshops for interpreters and Deaf community
- ✦ Classifiers workshops for educational interpreters

- ✦ Deaf Culture presentations and workshops for educational interpreters and Deaf community
- ✦ Specialized Topics workshops for educational interpreters
- ✦ Series of lectures and activities as Language Skill Specialist during summer sessions, DOIT at Colorado

### **Professional Development Activities, Conferences and Workshops Attended**

- ✦ Assessment in the College Classroom, PCC, Spring 2010
- ✦ Brainstorm a Critical Thinking Assessment Plan, PCC, Spring 2010
- ✦ National ASLTA Professional Development Conference: 1999, 2001, 2003, 2005, 2007, 2009
- ✦ Webinar discussion sessions related to Using Rubric to Evaluate ASL Expressive skill, Fall 2008 and Spring 2009
- ✦ ASL Teachers' Mini-conference III "ASL Teachers, Past, Present and Future", Washington, October 2008
- ✦ Deaf Studies Conference, Utah 2002, 2004, 2006, 2008
- ✦ Demand Control Schema: Integration and Collaboration across the Curriculum Training, Spring 2007
- ✦ "Teaching and Assessing American Sign Language and Interpreting" Training through the University of Colorado, Boulder
- ✦ "Deaf Mentorship" Training through Distance Opportunities for Interpreter Training (DO IT) Center, Front Range Community College, Colorado, Summer 2001
- ✦ NWAASLTA/WAASLTA Mini-Conference, Vancouver, Washington, May 2001 & October 2004
- ✦ "Interpreting Politically Correct English" workshop, Tamara Moxham, sponsored by the Regional X Interpreter Educational Center, Western Oregon University
- ✦ "Deaf Way I" and "Deaf Way II", an international conference and cultural arts festival, Washington, D.C., July 1989, July 2002



- ✦ Three different 3 hour workshops as part of a four- part series of spoken and sign language interpreters: “Understanding Family Law Court Proceedings”, “Understanding Juvenile Court Hearings”, and “Understanding the Civil Trial Process” co-sponsored by the Regional X Interpreter Education Center, Western Oregon University, January 2002
- ✦ “Online Teaching Mentoring” Training course through DO IT Center, “Humanizing Your Online Teaching”, online- training class, Spring 2002
- ✦ American Sign Language Proficiency Interview (ASLPI) Training workshop, Laurene Simms, Oregon/Washington, 2002-2007
- ✦ Vista Signing Naturally, Level 3 ASL Curriculum, NWASLTA and WAASLTA, September 2002
- ✦ Conference of Interpreter Trainers Conference: CIT at 21: Celebrating Excellence, Celebrating Partnership, October 2000, Oregon
- ✦ American Sign Language Proficiency Interview (ASLPI) Training workshop, Mel Carter, 2000-2002
- ✦ Deaf-Blind training and workshops, 1994- 2005
- ✦ Deaf Interpreter training and workshops, 1994-present
- ✦ Distance Mentor and Interpreting Mentor for online courses offered through Distance Opportunities for Interpreter Training (DO IT) Center
- ✦ COFLT/PASS Proficiency Assessment Project, 1996-2000
- ✦ ADA Advisory committee, Portland Community College, 1991-1999
- ✦ American Sign Language Bill committee, Oregon Association of the Deaf, 1994

Vitae of Part-Time and Full-Vita and Vitae and Continuing Education Available on Request

SLIP Program Review  
Appendix C  
Entry to Practice Competencies Mapping  
College Core Outcomes Mapping

Entry to Practice Competencies	Courses where competency is taught	Mapping:SLIP Outcomes; College Core Outcomes	Demonstration of Mastery
<b>Domain 1: Theory and Knowledge Competencies</b>			
<p>1.1 Demonstrate world knowledge through a discussion of current and historical events in regional, national, and international contexts and by describing systems that support society (e.g., governmental, educational, religious, social, and judicial).</p>	<p>ITP 111, 112, 113, 211, 212 ASL I-VI (these are classes for interpreting students; students have complete two years of ASL before entering the program) ITP 120 &amp; 121 Fingerspelling I &amp; II ITP 276 &amp; 277 Specialized Discourse I &amp; II ITP 261 Theory II: Educational Interpreting ITP 261 Theory III: Community Interpreting</p>	<p>SLIP: <b>included in courses, but not specifically stated in outcomes</b> College: CO 1</p>	<p>In ITP111-212 and ITP 120 &amp; 121 students demonstrate competency through prepared presentations on a variety of subjects, including historical and current events topics. In ITP 276 &amp; 277 students perform graded interpretations of texts related to specific topics. In ITP 261 &amp; 262 students demonstrate knowledge systems that support society through class discussion, written exams, and a research paper.</p>
<p>1.2 Demonstrate knowledge of linguistics and cross-cultural and interpretation theories by discussing the implications of each for the work of interpreters in various contexts (e.g., approaches to the process and analysis of task).</p>	<p>ITP 230 &amp; 231 ASL Linguistics I &amp; II ITP 270-270 &amp; 271 Interpreting Process I &amp; II</p>	<p>SLIP:A5,7,9; B2,5,7,15,16,17 College: CO 3, 5</p>	<p>In ITP 230 &amp; 231 students demonstrate mastery through written exams, class discussions, and an independent research project. In ITP 230 &amp; 231 students demonstrate mastery through written examinations.</p>

<p>1.3 Apply linguistics and cross-cultural and interpretation theories by analyzing a wide range of consecutive and simultaneous interpreting samples in a manner that reflects synthesis of the theoretical frameworks as they apply to the interpretations.</p>	<p>ITP 270-275 Interpreting Process I-VI</p>	<p>SLIP: <b>included in courses, but not specifically stated in outcomes</b> College: CO 3</p>	<p>In the Interpreting Process series, students demonstrate mastery through self- and peer-assessments of interpretations.</p>
<p>1.4 Compare and contrast linguistic characteristics in a variety of signed language interpretations.</p>	<p>ITP 260 Interpreting Theory I ITP 275 Interpreting Process VI</p>	<p>SLIP: <b>included in courses, but not specifically state in outcomes</b> College: CO 3</p>	<p>Students demonstrate mastery in ITP 260 by completion of written examinations, which may include identification of given characteristics of an interpretation as interpreting or transliteration. Students demonstrate mastery in ITP 275 by producing graded interpretations</p>
<p>1.5 Identify and discuss personal and professional demands that occur during interpreting and identify strategies leading to an effective interpretation (e.g., strategies to prevent injuries, reduce stress, ensure personal safety, use of team interpreting).</p>	<p>ITP 260 Interpreting Theory I  ITP 280 &amp; 281 Mock Interpreting I &amp; II  ITP 283 or 284 Interpreting Internship</p>	<p>SLIP: B 1,2,5,6 College: CO 1, 2, 3, 4, 5, 6</p>	<p>Students demonstrate competency through written examinations, practical examinations and student group presentations. Students demonstrate competency through reflective journals and live assessment by faculty. Students demonstrate competency through observations by faculty and assessment by professional interpreter mentors, as well as reflective journal entries and papers. At least one observation must be done by a Deaf faculty member.</p>

<p>1.6 Discuss professional and ethical decision-making in a manner consistent with theoretical models and standard professional practice.</p>	<p>ITP 260 Interpreting Theory I ITP 283 or 284 Interpreting Internship</p>	<p>SLIP: B 9,10 College: CO 1, 2, 3, 4, 5, 6</p>	<p>Students demonstrate competency through written examinations, practical examinations and student group presentations. Students demonstrate competency through observations by faculty and assessment by professional interpreter mentors, as well as reflective journal entries and papers. At least one observation must be done by a Deaf faculty member.</p>
<p>1.7 Compare and contrast majority and minority cultures in American society (e.g., social norms, values, identity markers, humor, art forms, language use, oppression).</p>	<p>ITP 131 Deaf Culture ITP 180 Field Experience ITP 274 Interpreting Process V</p>	<p>SLIP: A 6,7,9 College: CO 4</p>	<p>Students demonstrate competency through written examinations. Students demonstrate competency through class discussion, reflective journals and papers. (Students' competencies in this area are not evaluated in ITP 274.) (Note that these courses are focused on these issues as reflected in Deaf and hearing cultures specifically.)</p>
<p>1.8 Identify and discuss the major historical eras, events and figures in the D/deaf Community that impact D/deaf and hard of hearing people, and the resulting implications for interpreting (e.g., audism, Deaf President Now, Clerc, Milan).</p>	<p>ASL 130, ITP 131</p>	<p>SLIP: <b>included in courses, but not specifically stated in outcomes</b> College: CO 4,5</p>	<p>Students demonstrate competency through application of readings and lectures to class discussions, activities, quizzes, assignments, and reaction and critical thinking papers.</p>
<p>1.9 Demonstrate critical analysis of current literature in the interpreting discipline by writing a research paper.</p>	<p>ITP 262</p>	<p>SLIP: B 17 College: CO 3,5</p>	<p>Students prepare a research paper focusing on practice in a particular field of specialization in interpretation.</p>

## Domain 2: Human Relations Competencies

<p>2.1 Demonstrate collegiality by showing respect and courtesy to colleagues, consumers and employers, and taking responsibility for one's work.</p>	<p>ITP 260 Interpreting Theory I, ITP 261 Interpreting Theory II, ITP 262 Interpreting Theory III ITP 283 or 284 Interpreting Internship</p>	<p>SLIP: A 1; B 1,10 College: CO 2,5</p>	<p>Students demonstrate competency through written examinations, practical examinations, group presentations, and a research paper. Students demonstrate competency through observations by faculty and assessment by professional interpreter mentors, as well as reflective journal entries and papers. At least one observation must be done by a Deaf faculty member.</p>
<p>2.2 Advocate for conditions of employment that safeguard the rights and welfare of consumers and interpreters.</p>	<p>ITP 260 Interpreting Theory I</p>	<p>SLIP: <b>included in courses, but not specifically stated in outcomes</b> College: CO 2,3,5</p>	<p>Students demonstrate competency through written examinations, classroom discussions and presentations in which they must prepare others to work with interpreters effectively.</p>
<p>2.3 Demonstrate respect for ASL, English and contact varieties of ASL by using cultural norms appropriate to each language while conversing and interpreting.</p>	<p>ITP 111-212 ASL I-V ITP 131 Deaf Culture ITP 180 Field Experience ITP 283,284 Interpreting Internship</p>	<p>SLIP: A 1 College: CO 1, 4</p>	<p>Students demonstrate competency through written examinations, observations by faculty and professional interpreter mentors, written papers and reflective journals. At least one observation in the internship must be done by a Deaf faculty member.</p>

<p>2.4 Recognize and respect cultural differences among individuals by demonstrating appropriate behavioral and communicative strategies both while conversing and while interpreting. Example: In groups comprised of D/deaf people exclusively and groups of D/deaf and hearing people, apply appropriate strategies for introductions, turn-taking, and follow-up.</p>	<p>ITP 180 Field Experience ITP 283 or 284 Interpreting Internship</p>	<p>SLIP: A 6,7,9 College: CO 1, 4, 6</p>	<p>Students demonstrate competency through weekly journal entries and recitation discussions.</p>
<p>2.5 Collaborate with participants and team members in a manner that reflects appropriate cultural norms and professional standards during all phases of assignments and implement changes where appropriate and feasible.</p>	<p>ITP 283 or 284 Interpreting Internship</p>	<p>SLIP: A 9; B 1,10, 12, 14 College: CO 1. 3. 5</p>	<p>Students demonstrate competency through observations by faculty and assessments by professional interpreter mentors. At least one observation must be done by a Deaf faculty member.</p>
<p>2.6 Demonstrate an understanding of professional boundaries by following generally accepted practices as defined by the code of ethical conduct.</p>	<p>ITP 260 Interpreting Theory I ITP 283, 284 Interpreting Internship</p>	<p>SLIP: B 9, 10 College: CO 5</p>	<p>Students demonstrate competency in professional decision-making through presentations and practical exams. Students demonstrate competency through observations by faculty and assessments by professional interpreter mentors. At least one observation must be done by a Deaf faculty member.</p>

### Domain 3: Language Skills Competencies

<p>3.1 Demonstrate superior proficiency and flexibility in one's native language (L1) by effectively communicating in a wide range of situations, with speakers of various ages and backgrounds.</p>	<p>ITP 270-275 Interpreting Process I-VI ITR 283, 284 Interpreting Internship</p>	<p>SLIP: <b>included in courses, but not specifically stated in outcomes</b> College: CO 1</p>	<p>Student ASL to English interpretations are assessed for comprehensibility, congruence, cohesion, grammaticality, and appropriate prosody in English. Students perform self-assessments, and are given both peer assessments and formal and informal assessments by instructors.</p>
<p>3.2 Demonstrate near-native like communicative competence and flexibility in one's second language (L2) by effectively communicating in a variety of routine personal and professional situations with native and non-native speakers of varying ages, race, gender, education, socio-economic status, and ethnicity.</p>	<p>ITP 111-212 ASL I-V ITP 180 ITP 283,284</p>	<p>SLIP: A 2,3 College: CO 1</p>	<p>Students demonstrate competency via assessment strategies including observation of students' in- class receptive and expressive skill in ASL, written quizzes on receptive skill, knowledge of grammar features, and videotaping of students' expressive skill in ASL.</p>
<p>3.3 Demonstrate advanced and effective public speaking skills in both ASL and English through the spontaneous delivery of an informal and a prepared formal presentation</p>	<p>ITP 111-212 American Sign Language I-V ITP 120-121 Fingerspelling ITP 260, 261, 262 Interpreting Theory I-III</p>	<p>SLIP: A 3 College: CO 1</p>	<p>Students demonstrate competency via assessment strategies including observation of students' in- class receptive and expressive skill in written quizzes on receptive skill, knowledge of grammar features, and videotaping of students' expressive skill in ASL. Student ASL to English interpretations are assessed for comprehensibility, congruence, cohesion, grammaticality, and appropriate prosody English. Students perform self-assessments, and are given both peer assessments and formal and informal assessments by instructors.</p>

### Domain 4: Interpreting Skills Competencies

<p>4.1 Apply academic and world knowledge during consecutive interpretation using appropriate cultural adjustments, while managing internal and external factors and processes, in a manner that results in accurate and reliable interpretations in both ASL and English. Example: In low-risk settings with moderately technical, moderately paced monolog, the individual manages personal filters and intra-personal, environmental, logistical and situational factors by adhering to appropriate norms, rituals, and protocol.</p>	<p>ITP 271 Interpreting Process II</p>	<p>SLIP: B 8 College: CO 5</p>	<p>Students demonstrate competency through graded interpretations.</p>
<p>4.2 Integrate academic and world knowledge during simultaneous interpretation using appropriate cultural adjustments while managing internal and external factors and processes in a manner that results in accurate and reliable interpretations in both ASL and English.</p>	<p>ITP 272, 273 &amp; 274 Interpreting Process III, IV and V ITP 276 &amp; 277 Specialized Discourse I &amp; II ITP 280 &amp; 281 Mock Interpreting I &amp; II ITP 283 or 284 Interpreting Internship</p>	<p>SLIP: B 8 College: CO 5</p>	<p>Prior to entering internship, students must demonstrate the ability to interpret a monologic message from V-S or S-V with a minimum 70% accuracy. In Process and Discourse classes, students demonstrate mastery through graded interpretations. In Mock classes, students demonstrate mastery through assessments of live interpretations. In internship, students demonstrate competency through observations by faculty and assessments by professional interpreter mentors. At least one observation must be done by a Deaf faculty member.</p>

<p>4.3 Analyze the effectiveness of interpreting performance generated by self and peers by applying contemporary theories of performance assessment and peer review.</p>	<p>ITP 271-275 Interpreting Process I-V ITP 279, 281 Mock Interpreting I &amp; II</p>	<p>SLIP: B 2,4 College: CO 6</p>	<p>In process courses, students do regular self-assessments of interpreted homework assignments. In class, students work in pairs or triads, giving feedback. In Mock I students work in small groups to prepare for and perform weekly interpretations. In Mock II, students pairs to interpret a live class, giving each other feedback support.</p>
<p>4.4 Demonstrate the ability to effectively team interpret during consecutive and simultaneous low-risk interactional assignments.</p>	<p>ITP 272-274 Interpreting Process III-V ITP 279 &amp; 281 Mock Interpreting I &amp; II ITP 283, 284 Interpreting Internship</p>	<p>SLIP: B 1 College: CO 1,2,5</p>	<p>In class, students work in pairs or triads, and must negotiate and work effectively with a team. In Mock I students work in small groups to prepare for and perform weekly interpretations. Each arranges for a team to work directly with her/him during the session. II, students work in pairs to interpret a live class, giving each other feedback and support.</p>
<p>4.5 Demonstrate flexibility to transliterate or interpret by observing the language use of D/deaf or hard of hearing consumers and/or make adjustments based on consumer feedback.</p>	<p>ITP 275 Interpreting Process VI: Interpreting for Children ITP 283, 284 Interpreting Internship</p>	<p>SLIP: A 6 College: CO 1, 5</p>	<p>Students demonstrate the ability to use ASL, English-order signing, and some SEE to communicate with children through in-class interpretations, homework assignments, and formal assessments of interpretations. Students perform an analysis of the English and ASL features of recorded presentations by children of various ages. Through observation by two faculty members (one Deaf and one hearing) of the students in their placements the students are able to demonstrate the skills and knowledge in the CCOG. Through evaluation forms completed by the onsite mentors during the last week of the placement, as well as a form completed by the consumers, as appropriate (high school and post-secondary consumers complete the forms; elementary school students generally do not - although the mentors may ask the students for feedback as appropriate).</p>

<p>4.6 Negotiate meaning in ASL and English while interpreting in a manner that conforms to recognized linguistic, cultural and professional norms of the speaker(s). Examples: Identifies where breakdowns occur, applies strategies for seeking clarification in appropriate manner/at the appropriate times, and determines questions to ask to gain further meaning.</p>	<p>ITP 271-275 Interpreting Process I-VI ITP 279 Mock Interpreting I Qualifying Exam ITP 283, 284 Interpreting Internship</p>	<p>SLIP: B 6,8 College: CO 1, 4, 5, 6</p>	<p>Students in Process and Mock courses demonstrate competency via recorded interpretations, and self and peer assessments. The Qualifying Exam requires successful interpretation, at 70% accuracy, of both an ASL-to-English monologue and an English-to-ASL monologue, before entering into the required internship. Students demonstrate competency in internships through observation by two faculty members of the students in their placements - one Deaf and one hearing. The students are able to demonstrate the skills and knowledge in the CCOG. They also demonstrate competency through evaluation forms completed by the onsite mentors during the last week of the placement, as well as a form completed by the consumers, as appropriate (high school and post-secondary consumers complete the forms; elementary school students generally do not – although the mentors may ask the students for feedback as appropriate).</p>
<p>4.7 Demonstrate the ability to use technology and equipment specific to ASL- English interpreting. Examples: Video remote interpreting, video relay services, microphones.</p>	<p>ITP 262 Interpreting Theory III</p>	<p>SLIP: College:</p>	<p>In the Community Interpreting class (ITP 262) s students are briefly introduced to video interpreting, but are not taught how to use the equipment. Students do demonstrate the use of video-recording equipment (via both camcorders and computers), including microphones, both in the lab and in the classroom.</p>

### Domain 5: Professionalism Competencies

<p>5.1 Demonstrate a commitment to career-long learning and critical self-assessment by creating an on-going professional action plan.</p>	<p>ITP 260, 261, 262 Interpreting Theory I, II &amp; III</p> <p>ITP 283 or 284 Interpreting Internship</p>	<p>SLIP: B 4, 18 College: CO 5, 6</p>	<p>Students are asked to prepare such a plan in Theory I and to prepare a business plan in Theory III.</p>
<p>5.2 Demonstrate planning skills in preparing for assignments and flexibility in adapting to changes that arise during assignments.</p>	<p>ITP 260 Interpreting Theory I &amp; ITP 262 Interpreting Theory III</p> <p>ITP 279, 281 Mock Interpreting I &amp; II</p> <p>ITP 283,284 Interpreting Internship</p>	<p>SLIP: B 5 College: CO 5</p>	<p>In ITP 260, students demonstrate the ability to prepare for an assignment by a written analysis of an interpreting assignment, a group presentation of the assignment, and by written tests. In Mock I &amp; II and Internship, students demonstrate this ability by preparing for and completing actual interpretations for which they have prepared.</p>
<p>5.3 Demonstrate self-awareness and discretion by monitoring and managing personal and professional behaviors and applying professional conflict resolution strategies when appropriate. Examples: Has awareness of personal filters, intrapersonal factors, and reactions to a variety of situations and subject matter. Knows when to request breaks, whether to accept assignments, how to work with a team interpreter, and facilitate replacement in a responsible manner</p>	<p>ITP 260 Interpreting Theory I</p> <p>ITP 279, 281 Mock Interpreting I &amp; II</p> <p>ITP 283 or 284 Interpreting Internship</p>	<p>SLIP: B 1,4, 19 College: CO 5,6</p>	<p>In Interpreting Theory I students demonstrate competency via Demand-Control Schema assessments of interpreting assignments, including determining of intrapersonal demands and devising controls with which to meet them. In Mock interpreting and Internship courses, students demonstrate this competency via journal writing and in discussions in weekly recitation sessions.</p>

<p>5.4 Demonstrate professional integrity by avoiding conflicts of interest, adhering to the code of ethical conduct, and applying standard professional business practices. Examples: Control working conditions, set appropriate fees, perform bookkeeping.</p>	<p>ITP 260, 261 &amp; 262 Interpreting Theory I, II &amp; III  ITP 283 or 284 Interpreting Internship</p>	<p>SLIP: B 9, 12 College: CO 3,4,5, 6</p>	<p>In Interpreting Theory Courses, students demonstrate competence in applying the Code of Professional Conduct and demonstrating appropriate business practices through in-class discussions, written exams and papers, and student presentations.</p>
<p>5.5 Demonstrate commitment to the interpreting profession by becoming a member of and participating in professional organizations and activities.</p>	<p>ITP 180 Field Experience</p>	<p>SLIP: <b>included in courses, but not specifically stated in outcomes</b> CO: 5</p>	<p>Although students are strongly encouraged to join their professional organizations at both state and national levels, they are not required to. However, they are required to attend professional development opportunities, and demonstrate this via journal entries.</p>
<p>5.6 Demonstrate commitment to the D/deaf Community by supporting and contributing to D/deaf-related organizations and activities.</p>	<p>ITP 180 Field Experience ITP 271 Interpreting Process III</p>	<p>SLIP: A 1,6 CO: 4</p>	<p>Students perform service-learning projects in local Deaf organizations. Their work is assessed via participation in recitation sessions in which they discuss their experiences, and journal entries. Process III, students submit weekly practice logs in which they record both practice logs and regular participation in Deaf community activities.</p>
<p>5.7 Demonstrate awareness of community resources by identifying organizations and agencies that could or do serve D/deaf people.</p>	<p>ASL 130 Deaf Studies (program prerequisite)</p>	<p>SLIP: <b>included in courses, but not specifically stated in outcomes</b> CO: 2</p>	
<p>5.8 Discuss state and national interpreter certification and/or licensure and the implications of these systems on the employment of interpreters.</p>	<p>ITP 261, 262 Interpreting Theory I &amp; II</p>	<p>SLIP: <b>included in courses, but not specifically stated in outcomes</b> CO: 5</p>	<p>Students demonstrate competency via written exams.</p>

<p>5.9 Identify and discuss the scope and authority of state and federal laws impacting D/deaf people and interpreters. Example: Who is responsible for implementing the law, definition of who is qualified to interpret under the law.</p>	<p>ASL 130 Deaf Studies (program prerequisite) ITP 260, 261, 262 Interpreting Theory I, II, III</p>	<p>SLIP: <b>included in courses, but not specifically stated in outcomes</b> CO: 5</p>	<p>Students demonstrate competency via written exams, in-class discussions and a written research paper.</p>
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# SLIP Program Review

## Appendix D Instructor Qualifications

- For Full-Time Faculty:

Master's Degree in Interpreting, Interpreter Education, Intercultural Relations, Deaf Education, Linguistics or related field.

And

Certification from the American Sign Language Teachers Association or National Interpreting Certificate (NIC) from the Registry of Interpreters for the Deaf.

Active membership in either American Sign Language Teachers Association (ASLTA) or the Conference of Interpreter Trainers (CIT)

Minimum three years experience teaching interpreting or American Sign Language in credit courses at the college level or minimum five years experience working as a professional interpreter post certification.

Minimum two years experience coordinating a program, including working with part-time faculty and developing curriculum

Native or near-native ASL proficiency

- For Part-time faculty teaching ITP 111, 112, 113, 211, 212; 230, 231; 120, 121; 131; 270, 271, 272, 273, 274, 275, 276, 277; 260, 261, 262

AAS or BA degree in sign language interpretation, RID Certification: NIC (any level) or CDI, and 3 years professional interpreting experience;

or

ASLTA Certification and minimum 3 years experience teaching for-credit ASL classes

And

Recent experience directly related to the content of the course to be taught, e.g. interpreting in K-12 for ITP 261 and ITP 275.

- For part time faculty teaching the following practicum courses:

ITP 180 Field Experience

ITP 279 Mock Interpreting I

ITP 281 Mock Interpreting II

ITP 283 Interpreting Internship I

ITP 284 Interpreting Internship II

ITP 285 Deaf Studies Internship

AAS or BA degree in sign language interpretation.

RID Certification: NIC (any level) or CDI

3 years professional interpreting experience

Background (training or experience) in mentoring new interpreters

## SLIP Program Review

### Appendix E

#### Comparison of Deaf Studies Certificate (1 yr) with Sign Language Interpretation Certificate (2yr)

Deaf Studies Certificate Coursework/Requirements (compared with current SLIP Courses)

Prerequisites for both programs:

ASL 130	Deaf Studies	3
ASL 101-203	ASL	18
WR 121		3

Interpretation			Deaf Studies		
<b>First Term (Fall)</b>					
ITP 111	ASL I	5	ITP 111	ASL I	5
ITP 120	Fingerspelling I	2	ITP 120	Fingerspelling I	2
ITP 131	Deaf Culture	4	ITP 131	Deaf Culture	4
ITP 270	Interp. Process I	4			
	<b>Total</b>	<b>15</b>			<b>11</b>
<b>Second Term (Winter)</b>					
ITP 112	ASL II	5	ITP 112	ASL II	5
ITP 230	ASL Linguistics I	3	ITP 230	ASL Linguistics I	3
ITP 260	Interp. Theory I	3	ITP 260	Interp. Theory I	3
ITP 271	Interp. Process II	4			
ITP 180	Field Experience	1	ITP 180	Field Experience	1
	<b>Total</b>	<b>16</b>		<b>Total</b>	<b>12</b>
<b>Third Term (Spring)</b>					
ITP 113	ASL III	5	ITP 113	ASL III	5
ITP 121	Fingerspelling II	2	ITP 121	Fingerspelling II	2
ITP 276	Spec. Discourse I	3			
ITP 231	ASL Linguistics	2	ITP 231	ASL Linguistics	2
ITP 272	Interp. Process III	4			
ITP 279	Mock Interp. I	1			
	<b>Total</b>	<b>17</b>		<b>Total</b>	<b>9</b>

Interpretation			Deaf Studies		
Fourth Term (Fall)					
ITP 211	ASL IV	3	ITP 211	ASL IV	3
ITP 261	Interp. Theory III: Community	3	ITP 261	Interp. Theory III: Community	3
ITP 274	Interp. Process IV	6			
ITP 281	Mock Interp. II	2			
ITP 277	Spec. Discourse II	3			
	Total	17		Total	6
Fifth Term (Winter)					
ITP 212	ASL V	3	ITP 212	ASL V	3
ITP 261	Interp. Theory II: Educational	3	ITP 261	Interp. Theory II: Educational	3
ITP 274	Interp. Process IV	6			
<i>ITP 283/4/5</i>	<i>Internship: Interp. With Adults/Children; Deaf Community</i>	3	<i>ITP 283/4/5</i>	<i>Internship: Interp. With Adults/Children; Deaf Community</i>	3
HEC 226 or PSY 215	Child/Human Dev.	3	HEC 226 or PSY 215	Child/Human Dev.	3
	Total	18		Total	12
Sixth Term (Spring)					
ITP 275	Interp. Process VI	4			
<i>ITP 283/4/5</i>	<i>Internship: Interp. With Adults/Children; Deaf Community</i>	3			
	Total	7			
PROGRAM TOTAL		90	PROGRAM TOTAL		50

# SLIP Program Review

## Appendix F

### Student Survey Results

#### 1. Before entering PCC to take program prerequisites, when did you last attend school?

First year:

1= 1974

11 = 2000-2008

Second year:

Less than one year – 2

1-2 yrs = 2

2001, 2004 = 2

1996 = 1

Third year

1998

2001

2003

2006

#### 2. Where did you last attend school:

1 <sup>st</sup> yr	2 <sup>nd</sup> yr	3 <sup>rd</sup> yr	
4	1	1	High school
3	4	3	Other community college
4	2		4 year university or college
0	0		Military
1	2		Other (1-1 <sup>st</sup> yr said "PCC;" 2 -2 <sup>nd</sup> yr attended a two-year private college)

**3. What is your current age?**

Age	1 <sup>st</sup> yr	2 <sup>nd</sup> yr	3 <sup>rd</sup> yr
19-21	2	2	
22-31	11	5	3
35			1
38		1	
54	1		
Not answered = 1			

**4. Are you first year, second year, or third year?**

11= first year

1 = repeating first year classes

8 = second year

4 = third year

**5. If you currently have a job, how many hours per week do you work?**

1 <sup>st</sup> yr	2 <sup>nd</sup> yr	3 <sup>rd</sup> yr
4	5	1= not working
2		2=10 or fewer
2	1	1= 11-20
1	2 = 20-30	
2	= 30 or more	
1 did not respond		

**6. Which best describes your educational goals:** (many gave more than one answer, some responded that they would go on to a BA at both Marylhurst and another college)

1 <sup>st</sup> yr	2 <sup>nd</sup> yr	3 <sup>rd</sup> yr	
5	1	1	Earn two year Interpreting certificate at PCC
0			Earn a Deaf Studies certificate
0	2	2	Earn AAS degree at PCC
8	2	1	Earn AAS degree at PCC and continue on to a BA at Marylhurst
6	3		Earn AAS degree at PCC and continue on to a BA at another college

**7. Were the prerequisites sufficient to prepare you for the program?**

First year responses:

Recommend more ASL grammar. The teachers should show better ways to set up things in space and subject and object set up.

Nothing prepares you fully, however I feel my knowledge of the program and sign skills were sufficient to enter.

No! There needs to be a specific class for vocabulary (especially sign families) and grammar!

I don't feel as though I had enough vocabulary along with proper ASL structure. The majority of my growth came from a private tutor.

Not sufficient; recommend English grammar understanding, more Deaf events involvement for ASL classes, more English classes, more vocabulary of ASL needed

I think they were sufficient enough (sic).

I think they were sufficient enough (sic). If the ASL classes would have touched on linguistics a little more, the first year of the program may have been easier.

Higher level of ASL; should have been stronger in grammar.

Not enough focus on English as our first language. A grammar course would be a good idea before entering.

No because my knowledge of ASL is only barely enough. I wish the prerequisites had been more focused on vocabulary building, or that there was a 350 class or something. (It's also very possible that I should have paid more attention in those classes, but my grades were good; it's not like I was slacking.)

The ASL classes are not adequate in preparing for the program. There needs to be consistency in the teaching of grammar. We can't have teachers asking us, "Who taught you that?!" The homework is entirely too light and not a good preparation for the amount in the program or for the expectations of accuracy. Great teachers, very supportive and understanding, but I could have done so much better my first term if the ASL classes had gradually increased in homework, reading and material covered in class.

Second year responses:

Yes, the prerequisites were sufficient to prepare me for the program.

They were sufficient but only in combination with a lot of socializing in the Deaf community. Maybe there could be a required number of hours with a Deaf community organization.

Yes they were sufficient. Changes need to be made within the program, not before it.

I would recommend a variety of signing styles to be exposed to students not just strong ASL.

Yes. (2)

No. I had 20 years previous ASL experience. I would recommend more ASL courses before the program. They should focus on vocabulary and conversation fluency.

No. I think that we should have ore ASL classes available and required before entering the program.

Third year responses:

I felt the leap from ASL 203 to the first year in the program was huge. My language skills were for adequate for interpreting. I'd like to see more advanced ASL classes offered for interpreter-track students.

No. I would recommend a higher level of ASL proficiency upon entry to the program. While this is tough to do at a two year school it would help students be more ready for the high expectations the program has for skill level (rather than having to lower the expectations). One idea would be a pre-ITP track, consisting of a year of intense ASL instruction and even an intro to interpreting (similar to process 1 and 2)

They met my needs because I was already conversationally fluent when I entered the program.

(1=no answer)

### **8. How satisfied are you with the overall quality of instruction provided by the SLIP?**

First year responses:

I am fairly satisfied. I would like more time on certain things. It's very rushed.

We have quality instructors. I am satisfied with their competence and respect them.

I feel the quality is great. It would have been nice to have a larger variety of instructors.

I'm fairly satisfied. I know that a lot of the reasoning behind is to prepare us for the Deaf community so even if it seems harsh or unfair – I get it.

Very satisfied, though opinions of what is the right sign for something is varied. Not that there are any right or wrong answers but some signs have been “too English” but teachers and tutors use them.

Overall I think the quality is rather good.

For the most part, all of the teachers will do everything they can to help you understand difficult subjects. This even includes office visits.

Very. Teachers are very qualified.

Most of the time I'm 80-90% satisfied. However there are moments that satisfaction drops low, not often though.

Mostly. I know by the time we graduate, we'll be prepared to work, but I wish there was more time because there's so much to learn.

I am satisfied by the instructions (sic) and their experience. I realize that there is a ton of knowledge to learn from by just asking but it has taken a bit of adjustment on my part to access this information.

Satisfied that I've learned SO MUCH and that the classes incorporate material from other classes. There are other areas that need improvement such as not having enough time in the term to cover all material and the general feeling that we're being rushed. The expectations do not meet the amount of time we are given to learn how to meet those expectations.

Second year responses:

Overall, I am moderately satisfied with the quality of instruction provided by the SLIP.

I am generally satisfied, although I felt like our class was often a "guinea pig" for testing out new, inexperienced teachers.

Not really satisfied.

I got a DP on the QE and would have liked to be able to participate in interpreter tutoring.

I am very satisfied with the quality of instruction.

Good. Being guinea pig for some things was less than pleasant (new teacher, CyberASL).

I was not satisfied with the two instructors who had no teaching experience.

Mostly satisfied. There have been a few instructors that I feel should not have been allowed to teach our classes especially since they had no prior experience not credentials for teaching.

Third year responses:

Overall I am unsatisfied. Some of the teachers were very discouraging and unapproachable and did not teach some of the material well.

I feel that I received a lot of very valuable theoretical knowledge about interpreting, and was taught a lot about ethical standards and Deaf culture. I was not satisfied with the specific instruction on how to interpret. It felt like a “sink or swim” philosophy without a lot of modeling or scaffolding.

I feel that the program has prepared me for the profession. I wish I had met Heather White and Renee earlier in the program. They created the bridge between theory and reality and really helped my self-esteem. They also provide visual examples of what we had studied by interpreting for us.

I am pretty satisfied with the program. I was happy to see the addition of summer tutoring and I think it made a big difference for the QE. There could be more emphasis on live interpreting. Now that I finally have passed the QE I am well prepared to start working.

**9. Thinking of the classes that you found most satisfying, what about the class made it most satisfying?**

First year responses:

Showing different ways to set up things. Being very encouraging. Not saying, “You’re wrong.” But rather different ways of signing something so we can choose for ourselves.

I am enjoying both ASL and its various topics and activities like DCL (?) stories. Also specialized discourse to really analyze sign families.

Less bookwork! More signing! The classes that included ASL text analysis were the best!

The amount of practical useful information that was learned, even without knowing that we’re learning.

Process is satisfying when we are required to interpret outside of class; maybe start that earlier. ASL having subject areas we focus on and presentations in class and feedback after presentations is great!

The classes that I have enjoyed the most would have to be ASL because of the different topics we get to learn about and become more proficient in signing.

\_\_\_\_\_ is a fun teacher to have and very clear when signing. His class has taught us how to use classifiers far more than any other class has.

After a presentation there is instant feedback from both peers and teacher.

Feedback! I love it, I need it, and when there is not as much the class is not as satisfying. Also doing more hands on ASL homework not focusing on one lecture and perfecting it. Having more lectures with more feedback.

Well... I enjoy learning, so pretty much all my classes have been satisfying. I really like getting immediate feedback on my work from my teachers. The chance to correct mistakes before they become habits is a very good thing.

Receiving instant feedback on a presentation. Doing more frequent presentation to help with the video camera anxiety.

I have found it most satisfying to see how the material applies to things I need to work on and when I'm given the proper guidance to see my own improvements. I also enjoyed Deaf Culture very much because it explained so much about why we have to respect the culture, not just learning a language.

#### Second year responses:

Enthusiastic teachers who provided many different approaches to learning the material.

In depth feedback, challenging interpreting assignments, and a lot of in-class interpreting are characteristics of my favorite classes.

Always the teacher. People that are passionate about teaching.

I liked the classes which were more hands on than bookwork. I liked actually discussing, signing and interpreting rather than time wasted.

Being able to practice interpreting for a wide variety of people. I think it was great to be able to interpret (real) deaf and hearing people and having the opportunity to have both the signing and voicing skills.

Mock: Lots of feedback, real experience. Good feedback.

Process: Also great feedback on how to improve.

The teacher was knowledgeable, gave examples and gave specific feedback for my improvement.

The instructors, material and knowledge I learned from the classes.

#### Third year responses:

I enjoyed the theory classes the most. I think because we were able to discuss in length so many helpful topics like ethics and client learning styles. In-class guest presenters were helpful too.

All of the theory classes were engaging and relevant. I felt like the material and class discussions in those classes were very helpful in preparing for possible interpreting situation that might come up. In particular, the Demand-Control Schema helped prepare me for decisions I have to make while interpreting in internship.

Fingerspelling class: extremely useful skill and learning Deaf culture acronyms

Process Classes: provided the meat of the program for me. I was also thankful for the structured practice.

Seeing real improvement in my skills, acquiring new vocabulary, learning the reasons behind what we do.

#### **10. Thinking of the classes that you found least satisfying, what about the class made it least satisfying?**

#### First year responses:

Very rushed! I have received some feedback that was negative without being constructive. I would prefer more constructive criticism.

Fingerspelling. General nate (sic) for spelling and it feels like practice not improvement (particularly last term)

Too much detail! Some of it didn't relate to what we are really doing.

I'm not an analytical thinker, so some are just more difficult and I would rather spend more time with the teacher lecturing than answering 400 million questions about the same thing.

Field experience I think should be more credits for the time spent on outside community hours need (sic), also thing fingerspelling should be longer time span or more credits with amount of work teachers want.

The classes that I find the least satisfying would have to be the ones that include tons of reading/book work. I understand there really isn't a way around that but it is still daunting.

A few classes have been full of interesting information but feel sleepy because we sit and listen/watch. It could be better with more interaction like all of the other classes. Activities would help.

There was new information presented yet it was up to the students to take on all the responsibility to learn and understand. It should be a partnership.

Not having feedback. Not getting through course material on time. Students asking too many questions and ending up behind on homework/material because of it.

The spelling classes have been unsatisfying because I feel like we only have enough time to learn without practice or to practice without leaning. It's like everyday we just get started on something and then class is over so we touch briefly on things.

Figuring out what an instructor is looking for when the directions/instructions vary. Inconsistencies in due dates.

The classes that are least satisfying are the ones where I don't feel my skills improved or I learned anything new. Certain classes have felt like they were either too easy or too above my head that I was lost all term.

Second year responses:

Inexperienced teachers.

The least satisfying class provided redundant information.

The teacher's lack of passion, not actually teaching but using the curriculum to teach us, as a crutch.

There weren't new approaches or techniques. It was the same activity everyday.

In one class there was no definitive feedback from the teacher which was very, very frustrating. I didn't know what to change, where I could improve.

Ethics in educational interpreting class. Felt that it was just read straight from a book. Specialized discourse: too repetitive, needed faster pace and variety.

The course material was regurgitated instead of taught. Learning was mostly through peer evaluation. (You don't know what you don't know.)

There have been a few instructors that I feel should not have been allowed to teach our classes especially since they had no prior experience or credentials for teaching.

#### Third year responses:

Process classes were the most discouraging because we were often belittled, blown out, and told we were terrible interpreters. Especially the second year, we were given very little instruction and help, and were expected to figure it out on our own. In the 3 years I was in process class, I was only given examples of a good sign-to-voice interpretation on two occasions.

The process classes were helpful in introducing us to the concept of simultaneous interpreting. The material selected for in class practice was very fast paced. It would have been helpful to have some assignments that were challenging but closer/at our level enough that we could feel successful and have confidence to gradually move on to more challenging material.

Classes that relied heavily on peer feedback.

I feel there was a lack of interpreting for live Deaf people prior to the internship. I think more live experiences may have helped me improve faster and also would help theory sink in.

**11. Which parts of the curriculum did you find most challenging?**

1<sup>st</sup> yr   2<sup>nd</sup> yr   3<sup>rd</sup> yr

8	5	2	Developing ASL skills sufficient for interpreting
9	3	4	Developing the ability to “dual task,” that is, to process and interpret simultaneously
1	1		Developing English skills sufficient for interpreting
1	3		Theoretical courses such as Theory I and II and <u>Linguistics I and II</u>

**12. How helpful was the tutoring PCC provides for SLIP students for you?**

**What changes would you recommend to make tutoring more successful?**

First year responses:

I would like there to be more tutoring hours and to have everyone talk about something that they would like to work on. There have been several times I have gone down and only fingerspelling is being worked on.

Very helpful! Thanks, James and Roxane. Sometimes one person or two dominates the time.

I love it! There really needs to be an interpreter tutor for the first year students' summer support. That is where the most relevant feedback on the process of interpreting comes from.

Not very. Only because the one time we can access them is during our break on a really long day (spring term). My brain needs a break. Often I wish we had one on one time scheduled so we could not have to share the tutor and all go over something that isn't what I wanted to work on.

Tutoring is awesome, always helpful but I notice not all students use it. The tutoring itself is good, but students aren't using it, so I would say change needs to be in the students not the tutors.

I think the tutoring is rather helpful. If there was more than one tutor available at the same time so there wouldn't be a group limit. That would be helpful.

A better mix of fingerspelling practice and open questions is needed.

I will be honest. I don't go to the tutors much. After hearing from several students who had gone to the tutors for help that the teachers had said what they learned from the tutors was wrong I decided not to go.

I've had mixed experience going to the tutor. Yes it is a great resource however there have been several times I have been told that my ASL is beautiful and I now concepts are unclear. The tutors are great – keep them!

Tutoring seems to be a little hit-and-miss. Sometimes I get excellent help; sometimes it's a little irrelevant. Part of that is because it's hard to accomplish much when the table is full, and part of that is that I don't use them often enough. Unfortunately, I don't know how I'd improve things.

The tutoring is good in theory but it would be helpful to have them available at a different time of day. Right now, they are available to us during our lunch break on our 3 busiest (8-4:30) days. I'm trying to fit too many things into this time and not utilizing them enough.

Some of it has been, but not every time I go and when I do go, many times I am told that everything is fine and beautiful instead of giving me feedback on improvements.

#### Second year responses:

ASL tutoring is very helpful for SLIP students. One change I would recommend is having only tutors familiar with the interpreting process. It also may be helpful if the tutors had exercises prepared for those who show up.

ASL tutoring is okay. I made use of it minimally because I did not enjoy the social environment.

It's a great new addition. I think it would be better if it was worth one or two credits. Helps with financial aid, etc. It should be part of the program.

I think the tutoring should be an environment which fosters learning. A professional demeanor should be required by all participants. Varied times would also be nice. Maybe during periods in which students don't have questions, tutor can interpret something and discuss choices.

I loved the interpreting tutoring second year, but did not like the general tutoring first year. I think if it is focused on specific tasks and skills (or one/one) that would be best but too often it became simply chatting and I really did not need to know what people did on the weekend with whom.

Sessions felt uncomfortable. Felt that whatever I asked would be looked down upon by tutor and certain students at the tutoring. I suggest strict limits on time (so the more criticizing students could not stay for the full time every day.) Make sure the tutor stays in tutor role.

Great for first year if people take advantage of it. My second year I had private tutoring with James. He was a great resource for me. I wouldn't have passed without him.

It's helpful when it's scheduled at a time that allows us to attend.

#### Third year responses:

Very helpful, especially the advanced tutoring by Heather, Renee, et al. During the general tutoring, I think having chatting when there aren't specific questions is healthy and helps develop ASL skills, but the tutors could be encouraged to try to minimize inappropriate topics.

Very helpful. I would recommend separate group tutoring times for first and second years. Often the second years have specific questions related to mock, internships, etc. that can take up a lot of time. While it's good receptive practice for first years, their questions and needs are much different. They could benefit from their own tutoring time.

It made a huge difference for me when we started working with Renee and Heather. Quite honestly, James' feedback is really helpful and detailed. Roxane's feedback has always been, "that's good," or "that's fine." Her tutoring is more conversational.

Tutoring was very helpful, particularly when started with other hearing interpreters. I would recommend more voicing practice in tutoring. It seems most students wanted to work on signing when I wanted to work on voicing

**13. How helpful is the interpreter tutoring PCC provides for second and third year SLIP students?  
What changes would you recommend to make this tutoring more successful?**

Second year responses:

I never attended interpreter tutoring.

I loved the interpreter tutoring. I loved that it happened during the summer.

It's great (same answer as before: I think it would be better if it was worth one or two credits. Helps with financial aid, etc. It should be part of the program. )

I got a DP on the QE and would have liked to be able to participate in interpreter tutoring.

I loved it! I think I would have loved the possibility of setting up a time with the tutors (1:1) to go over the QE so they could see what we could improve.

Time availability. Never was able to go.

I chose not to attend these.

It's helpful when it's scheduled at a time that allows us to attend.

Third year responses:

I believe it was because of this tutoring that I was able to pass the QE. It would be helpful to start it up sooner each term and definitely continue through the summer. This tutoring is vital to the program.

Very helpful.

I found this to be extremely helpful. This was one of my favorite parts of the program.

Tutoring for third years was vital to my success!

**14. How often did you use the lab (CT 235) provided for SLIP students?**

First year responses:

For videotaping and recording voice and signing skills for interpreting.

For typing homework.

Occasionally to get homework done from mini-dvds that don't fit in my computer.

3-4 times a week for taping myself and watching videos

Homework, tests, printing, research. Not used often, but sometimes

Fairly often to do research and print important papers.

Often for in class projects, research and printing.

A few times a month for recording and research for class.

Every day that I'm at school. Videotape myself, use internet for research. Am required to do videotaped homework there.

Print there when I can. Used it a lot first semester before I got my computer. Go twice a week to study in the evenings and for all homework that requires a DVD left in lab.

Almost everyday I am here. Record homework, research presentation topics, printing paper assignments.

Printing and videorecording text.

Second year responses:

Once a month to practice, do homework, print class materials.

I use the lab a lot. When I was here full time I used it every day.

A lot! For homework, tests, printing, etc.

I use the lab every time I come to campus. I do work for SLIP classes as well as practice interpreting. I also prep for internships. I like practicing while there are distractions (? Part illegible)

Very often. Mostly for the video work. But it's hard to grab a time when there isn't a class in there.

Before often: everything – practice, typing, homework, prep.

Weekly: viewing videos, doing homework, recording, research

Often! Writing papers, interpreting practice, receptive skills building.

#### Third year responses:

I use it frequently to write papers and journals, do research, and practice interpreting, as well as video or voice recording. When I was here full-time I used it everyday, and still use it several times a week.

On average I used it 2-3 times/week for SLIP homework assignments – recording process homework, typing journals, etc.

Now, once a month. Practice voicing. (I'm not on campus often because of internship.)

Two-three times a week during second year. Used for research/prep, watching vlogs.

### **15. What changes would you recommend to make using the lab more successful?**

#### First year responses:

Have a separate area for when classes need the lab instead of having the lab unavailable for half a day because is in there. And if the lab says "open at 8:00, have someone there at 8:00.

A longer period of time open on Fridays. Have it actually open at 8:00. It feels as though that never happens. (I just want to print my work.)

Have more resources in the lab to work with such as DVDs to voice or sign interpret.

Open by 7:30 am.

Open at 7:45 for the "last minute things."

Because classes start at 8:00 am, having the lab open prior to that would be immensely helpful.

Have teachers spend more class time there doing recording of ourselves or homework there.

More awareness of our program. We can be interpreting and other students interrupt us and bump our chairs and everything. Sometimes we're recording a one-shot deal and it's frustrating.

More signs when classes are in there to indicate class is in session. I think there should also be a class list so we know when it's okay to enter.

No changes or left blank=1

Second year responses:

Hire more qualified lab technicians.

More informed lab assistants.

I think SLIP students should still be allowed in when there is a sign on the doo that (says) "class in session."

More space between the computers. It's difficult to sign when you're crammed next to someone. Maybe little dividers would be nice.

Scheduling some time solely for interpreting students to do video interpreting work.

Having people working in the lab that have knowledge/skills to help us when we have issues with computers/technology.

Better posted hours so we would not be kicked out in the middle of homework/test.

Third year responses:

My first year in the program there were classes with 1 or 2 CDs in the lab that had required homework. There was often a long line waiting for it. Lately that seems improved.

The hours it was open were very unpredictable. It would have been more convenient if it was open later and also if it stayed open until the posted time. I would recommend having a current SLIP student work at the front desk so that they could be available to help other students with programs.

Adding suggested practice materials.

1= no response.

**16. Any other comments?**

First year responses:

Teachers need to work on being more about “do everything to help student succeed” instead of like boot camp to “get rid of the failures.”

Understand that we have just started doing this. Expecting things that we haven’t had time to learn and having it count so much for the grade just isn’t fair.

I really enjoyed volunteering during Field Experience class and was saddened when our schedule didn’t allow me to continue this term. Especially when Deaf events is still an expectation. I really wish our schedules would accommodate this.

ASL vocabulary improvement. I’m not quite sure how to do this yet, but I till don’t feel I have a vocabulary adequate to interpreting.

A mentorship with the 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup> year students. It would be nice to check in with someone every now and then and know that what I’m going through is normal.

Again, more time or more prerequisite courses. I realize I’m impatient to become an interpreter, but there ate times when I feel it’s humanly impossible to absorb all the information in just two years without drowning, forgetting things, or going insane.

It would be good if teachers were aware of how much time it actually takes to do the homework they have assigned. So I guess making the workload not lighter but more organized and structured. There is a lack of organization.

Throw CyberASL out. It is confusing and hard to see and didn't aid in learning.

More interpreting in first term.

More communication and consistency between what the tutors say is right and what the teachers say is right.

More communication between teachers. This includes homework loads and where the DVD goes.

One thing I think that should be improved is the opinions on how things should be taught amongst the teachers. Having something be acceptable by one teacher but not another is rather frustrating and can get confusing.

More class time for fingerspelling. More credits for fingerspelling and field experience. Teachers not to have the same answer but similar answers and communicate with each other.

Communication in advance: for this term we have Deaf event every week to go to. This is hard to balance with work. Had I known the term before, I could have worked things out sooner vs. the middle of the term.

Consistency of teachers. We go from class to class and are told conflicting information. That can be frustrating. I know it happens in community but in school it's frustrating.

A prerequisite for vocabulary and grammar or a "lab" class for vocabulary and grammar. We really need a lot more singing before second year. The first and second terms don't have enough and we have a lot of difficulty finding appropriate materials.

Flexibility: classes only offered one time; no options, not part time.

Materials available option at home (as DVDs exc on BB)

A bit longer break in spring: my brain needs to recover.

Midterm schedules.

Weak areas to be focused or within interpreting such as interpreting music, things in space.

I really enjoy all the teachers!

Please focus more on constructive criticism.

It's a wonderful program.

Love the program. Wish it went through the summer.

Overall I really love the program and am having the best time of my life. Definitely the hardest and with the most tears. However I am learning and moving forward toward a passion of my: interpreting (sic) so it's all worth it.

This is a great program here in Portland. I want it to continue. I think if students have a better understanding of what the program requires then they might succeed better.

Support and empathy from the teachers is important. We are learning a new skill and how to make our brains process language in a new way. There were times when the whole class was told we were way below the level we should be at. Yet we were all in the same boat so it wasn't all on the students. Third term is much better and it helps with morale which helps with confidence which helps with learning.

Second year responses:

Higher requirements for entrance into the SLIP

More of a variation of teachers

Class time used more efficiently (not spent doing the same interpretation or preparing for the same presentation over and over again)

More experienced teachers (excluding the regulars)

Better desks/chairs

Enforce tutoring time limits to prevent ongoing negative conversations

The QE needs to be changed, Period.

There should be no limit to the number of times someone is allowed to take the QE because they paid for the program. I passed it but still this is unfair.

The program should be more encouraging in general, and should foster success and positive attitudes instead of negativity and failure. The graduation rate should be much higher. Not passing the QE should not prevent people from getting their Associates degree. I think a lot of people invest a lot of money, time, and credits and then have no degree. It's too bad.

I would like the DPer's to be re-tested the following semester. I think they shouldn't follow the same track as those who pass fully. I DPed and did very well, but the thought of being thrust in front of a client who thinks I passed when I didn't is scary. All PCC SLIP graduates should have to pass the QE regardless of their grades for internships.

Requirements for respect amongst instructors/tutors and students.

More education on K-12 interpreting before the end of the program.

Tutoring (would like 1:1 tutoring to go over the QE)

Mock: I think we should have at least one additional quarter that had the same format as that first mock class.

Teaching how to match client: we only had one quarter on this and I think it's important to start teaching this at least at the beginning of second year.

I think that we need to have more ASL advanced classes available in order to improve our ASL skills. Also, more focus in the existing classes on ASL structure and grammar skills.

Specialized discourse: more variety, faster pace.

Tutoring “ethics” (tutor stays in tutor role and limits student times)

More variety of teachers would be good, not because ours were bad, but to see many different signing styles.

Teacher variety.

Teacher quality.

More requirements to get into the program.

Longer program (two years not enough for most).

The SLIP worked well for me and I feel it prepared me well for becoming a professional interpreter.

I feel like I got a lot of quality, inspiring instruction here and I’m thankful for my experience at PCC.

I really do love this program. There is just a lot that needs to change. I’m excited to see what changes it makes in the coming years.

I have really benefited so much from this program. I have enjoyed my classes and feel ready to enter the interpreting world.

Thought the program was good overall.

Third year responses:

I would like to see a focus on strengthening ASL language skills the first two terms of the program – helping students bridge the gap between ASL 203 and SLIP ASL I. I’d also like more encouragement and to see skilled interpreting shown in the classroom. I also found some of the work overload overwhelming and would like to see some of the reading shuffled around so it isn’t all at once. (Second year winter term is crazy).

Ideally it would be great to have another year of transition before the program, with more advanced ASL and some of the reading from Process I and theory done then, so more of the students’ focus could be on interpreting later.

Standardize the scoring of the Qualifying Exam. I felt that the QE was an accurate and fair assessment tool for a prerequisite to the internship. However the scoring of the QE is too subjective. On one of the sections of my QE that I passed, the three scores ranged 30 points from the lowest score to the highest. I know that it is difficult to have a completely objective way of scoring, but with the exam being such an important part of the program, I feel that it should be more standardized in how it is scored. It would also be helpful to have more than a half hour of feedback after taking the exam.

A more positive learning environment: The SLIP has very high expectations for the skill level of interpreters who graduate. I think this is a very important aspect of the program and should continue. Having challenging assignments and exams throughout the program forced me to work hard and motivated me to work on improving my interpreting skills outside of class as well. However, I received very little encouragement or positive feedback throughout the entire program. This made it difficult to know how I was improving and made it very challenging to stay motivated. The program would benefit from retaining high standards while incorporating positive feedback along with the negative.

More of an emphasis on interpreting skills earlier on: It would be great if there was a one year pre-interpreting track in which students had the opportunity to begin basic interpreting (similar to what the first few terms of the program currently entail.) This way SLIP students would be better prepared to interpret more challenging material and will have had more interpreting experience before taking the first QE.

During the very first term, I highly recommend teaching students how to analyze an interpretation and how to give feedback. I really struggled with this part of the program (peer feedback).

I really would have benefited by seeing more interpretations of passages. I know there are many ways to interpret material and wouldn't have taken them to be the only way to interpret. I'm a visual learner; my brain craved more.

More live interpreting.

More emphasis on voicing in tutoring.

## SLIP Program Review

Appendix G  
Graduate Survey Results

Survey Results are available online at

<https://survey.pcc.edu:8443/survey/viewResults.jsp?id=1274134109328>

SLIP Program Review  
Appendix H  
Employer Survey Results

1. Has your agency hired graduates of Portland Community College's Sign Language Interpretation Program (SLIP) or Deaf Studies Program (Deaf Studies) in the last five years?

Yes = 7

"We have hired PCC graduates in the past five years, however we have not hired anyone who graduated within the last five years." =1

2. If not, would you consider employing PCC SLIP or Deaf Studies graduates in future?

"We would absolutely consider PCC graduates. Our agency mostly uses certified interpreters, so it sometimes takes a bit of time for people to gain the necessary skills to work with us...."

3. In what positions have PCC graduates been hired?

Video relay interpreters (if certified)

Community interpreters

Interpreters and aides

Part-time hourly sign language interpreters

PCC grads are in these positions: Director of Disability Support Services, interpreter coordinator, staff interpreters, part-time hourly interpreters

Educational Interpreters for grades K-12 (3-21 yrs)

4. Have the individuals performed satisfactorily?

Yes= 6

"Thus far yes – they have only just begun."

"Of the 66 interpreters I have working for me, 37 are graduates of the PCC SLIP/ITP. I am very pleased with the work they do and the competencies they hold upon graduation. The program has a low graduate rate but graduate students who can do the job well and with integrity."

“Yes, very much so.”

“Yes, They came to us with the requisite skills, and they brought eagerness and expectation to learn from the job as well.”

5. In general, how satisfied have you been with their:

	Very		Somewhat	Not Very	Not at all
Professionalism	4=5	3.5=2	3=2	2	1
Ethics	4 =5	3.5=1	3=2	2	1
ASL Skills	4=4	3.5=2	3=2	2	1
Interpreting Skills	4=6	3.5=1	3=1	2	1
General Knowledge	4=4	3.5=2	3=2	2	1

It really depends on the person. I have had some PCC grads who were EXTREMELY professional and had stronger ASL skills. I have had some who were less professional or had less ASL skill. Hard to generalize such disparate people on one scale.

6. How do you judge the overall quality of the PCC Sign Language Interpretation Program and its graduates?

High quality

In my experience, interpreters who graduate from PCC are ready for entry-level positions. They are committed to the profession and they are committed to the Deaf community. I believe that PCC’s QE and the challenges of the program instill a seriousness and a drive to succeed and to provide the best services for Deaf people.

I would rate this 3 ½ stars overall

I believe the graduates they put out are dependable and have a strong foundation for working immediately after graduation.

PCC's graduates are generally more ready to enter the workforce, as compared to WOU graduates; their sign skills tend to be better, as well as their interpreting readiness.

The program produces very strong entry-level interpreters.

When I interview a graduate from PCC's SLIP, I have always found them to meet the minimum requirement in interpreting. Those who have applied without completing the program or been eligible for their internship were not ready. This has led me to trust the process you use to determine readiness for internship. Applicants who enter or have completed internship do have, at least, entry level skills.

I believe PCC's Sign Language Interpretation Program has produced excellent entry level Educational Interpreters. SLIP students have moved to Portland in order to be trained by your program because of its reputation.

7. What is the greatest strength you have observed from PCC graduates you have hired? What is the greatest weakness?

Strengths: Collaboration, willingness to take on any interpreting job, willingness to tutor students

I think the longevity of the interpreters who have graduated from PCC is indicative of the dedication, professionalism and deeply ingrained respect for the Deaf community, American Sign Language and the profession of interpreting. PCC graduates know what it is to work hard and they know what it takes to hone their skills to meet the needs of their consumers.

Professionalism is what I noticed to be their strongest strengths

Their strength is their readiness to perform the job.

As above, strengths include more training in ASL skills, and more interpreting practice during the program.

The graduates are eager for work, and have fairly well developed ASL or PSE interpreting skills.

They have a good sense of appropriate ethical behavior in the classroom. I know I can trust PCC graduates to make correct decisions in the moment, and to come to me with difficulties to talk through.

PCC graduates seem to work well as team members, and are respectful of others.

I notice an increased level of confidence in one's ability to work in the interpreting field upon graduation. The graduates are more prepared, skill-wise.

Interpreting task, reliable and respectful. Ethical in terms of gathering information for assignment. Respectful of the profession and of a variety of views. Understanding the educational team. Skills in self-assessment and independent interpreting skill improvement.

Weaknesses: Communication between interpreters and teachers, understanding of cochlear implants and the impact they have on access

One weakness of PCC interpreters is a lack of confidence in their skills. The depth of self-analysis is a positive in the program, but has a lasting effect on interpreters as they enter the field. Usually, this is overcome with experience, but it can be a steep mountain for some interpreters.

Another weakness is English proficiency, both in written and spoken language. Interpreters cannot just be skilled in ASL – they need to be very proficient in English, as well.

Describing the interpreting process to non-interpreters and members of the educational team.

Lack of Business/Interpreting Ethics is a weak area I noticed with a majority of the students

Their weakness would be the doubt they have in themselves that they CAN do the job BUT this also makes them truly think about what they can handle before they take anything that is over their head. It makes them integral and ethical. If anything I would like them to have some kind of network with the established interpreting community such that they can seek the advice of others to help them determine what jobs they are ready to take and which they are not.

The greatest weaknesses are unfamiliarity with PSE and associated mouthing (to serve more hard-of-hearing and implanted kids who can access auditory information); knowing how to provide message equivalency to younger kids; how to clarify for understanding with students of all ages.

The biggest weakness I see is confidence. They seem doubtful of their skills. They seem to expect criticism of their work, and are surprised at positive feedback.

A second weakness is their transliteration skills, which coincides with an “ASL is better than English” attitude. This can be detrimental when they are working with clients whose first and preferred language is English and who use sign language as a support.

A suggestion of terminology – perhaps the “mock interpreting” task could be referred to as a practicum of sorts? “Mock” gives the impression that the interpreting is not real, while in reality the task is to produce real interpreting, albeit without a “real” client.

I fully understand the need to emphasize ASL, since that is the second language of most of the students in the program, and interpreting into a person’s non-native language is arguably the more difficult task. But there is a fine line between focusing on building students’ ASL interpreting skills, and developing an attitude of “ASL elitism.”

8. Based on your experiences with our graduates, what additions or changes to the program would you suggest?

Graduates now are much more professional and don’t seem to come to us with preconceived ideas about right ways to provide interpreting services for students or that all students should use ASL. You are doing a better job of giving them a balanced approach—definitely there is a much-improved understanding of the role of an educational interpreter rather than a freelance one. Perhaps you could include a bit more about the educational team—the understanding of the IEP process, and their role. Inclusion of the interpreter for IEP meetings is very dependent on the needs of the student. I wonder too, if you talk about how to assess students for their need for interpreting services or for the preferred mode (ASL, Signed English, SEE, etc)

I think some kind of public speaking or an improv class might benefit the students in speaking to hearing consumers, in representing themselves and their clients appropriately.

Students also need more general education – English skills are critical, world knowledge, history, etc.

Interpreters need to expose themselves to all manner of experiences, worldviews, historical information, religions of the world, etc.

Practicing more on Interpreting Ethics and Scenarios being out in the field working as a Freelance Interpreter

I suggest a larger first year class. The attrition rate is due to the specialized nature of the work. It comes down to some people can do it and others cannot. It does not matter what or how you teach it, some people can simply NOT process in the way necessary to do the job. Sadly the only way to find that out is to try.

I am appreciative of the added “track” in the program. The opportunity for students who cannot do the work to switch to the Deaf Studies program and continue in the field is a wonderful addition.

I do think the program needs support from the school. At the last review of the program the economy/budgets were such that asking for more staff was not feasible. This time the same situation is true. HOWEVER, I do not think this can be used as an excuse.

If PCC truly wants to continue this program and to support one of the best training programs in the Northwest then they need to think outside of the current constraints of budgets and look ahead to what could be possible.

I believe a larger first year class could be what is necessary to increase the graduation rate, add more classes to the Deaf Studies program and develop something unique and attractive to those scouting Sign Language Interpreter Training programs.

This program has made it many years with minimal support and the on-going concern of being discontinued. What would be possible if the staff and students no longer had to worry about meeting some arbitrary quota and fear losing their jobs and instead could focus more on the needs of the former, current, and future students?

Another possibility would be for the SLIP to be able to offer continuing credits for graduates who are seeking ongoing CEU's. Specialized courses for those with experience and want training in specialized areas such as performance interpreting, legal and video interpreting could go to strengthen this SLIP.

Instead of focusing on what this program cannot do, how about if the frame of reference is changed and the focus is on what this program could do with the right support!

I think all the interpreting students would benefit from an earlier introduction to transliterating, and practicing how to switch competently between that and ASL interpreting. I agree with PCC's philosophy of focusing on ASL for the majority of the program; however, many students do not get enough guided

practice with transliterating, and end up not producing grammatical utterances, as well as feeling like they are floundering during internships.

For the educational interpreting unit, a review of the Pledge of Allegiance and the Star Spangled Banner would be useful (I believe students are exposed to this early in their first year, but forget it due to..?) Also, some exposure to famous speeches that consistently come up (ie: “I have a dream”), as well as Shakespeare (esp. Romeo and Juliet.)

Exposure to interpreting a mock IEP would be good, and hearing the language specific to that setting. It would also be a good experience to differentiate between being an interpreter who is on the IEP team, as opposed to one who is interpreting for either a student or a Deaf adult.

Along the same lines – SLIP students need more practice being physically near the source of information to practice their “Vanna” skills, as well as experiencing how to ask for clarification. I know it may be hard to reproduce this situation in the classroom...

Continue to have a wide range of observations and internships. Require taking the EIPA performance test. (Required by ODE and many other states.)

Continued time taught (sic) regarding classroom interpreting vs. freelance

9. What changes or trends do you see coming in the future that we should prepare students to face upon graduation?

Graduates now are much more professional and don't seem to come to us with preconceived ideas about right ways to provide interpreting services for students or that all students should use ASL. You are doing a better job of giving them a balanced approach—definitely there is a much-improved understanding of the role of an educational interpreter rather than a freelance one. Perhaps you could include a bit more about the educational team—the understanding of the IEP process, and their role. Inclusion of the interpreter for IEP meetings is very dependent on the needs of the student. I wonder too, if you talk about how to assess students for their need for interpreting services or for the preferred mode (ASL, Signed English, SEE, etc)

Interpreting via video – video relay, video remote interpreting. Altering signs to be more visible on camera, phone skills, closure skills when the interpreter doesn't have visual access to one of the parties.

Good Question??

They will need to have some experience with Video Relay Interpreting. Most of the companies hire only certified interpreters, but the certification standards are such that they may be certified and not yet ready to take on the added challenges of Video Relay Interpreting.

The incidence of implanted kids is surely going to continue to increase. These kids can fall into one of two groups (or be somewhere in-between): those who can successfully access auditory information, including speech, and those who may only process environmental noise. Serving the needs of these two groups needs to be approached in very different ways. It is not unlike working with Deaf kids and those who are hard-of-hearing. It does require knowing more about speech goals on the IEP, and how to support those goals in the classroom. Not to mention the challenge of serving one student from each group in the same classroom! Even the “successfully” implanted student will benefit from information presented in a visual form, and will likely suffer from language delays and gaps like traditional Deaf students.

More and more of our clients are coming to us with English as their first language, or using interpreters as an augment to their cochlear implants or other ALDs. It is crucial that interpreters not carry any negative attitude towards deaf and hard of hearing individuals who do not use ASL as their primary mode of communication. This doesn't only mean not **SHOWING** a negative attitude – it means not **HAVING** a negative attitude at all. I know it is a difficult balance, in a two-year program when so much of the emphasis necessarily has to be on developing ASL skills and an understanding of the issues and needs of the culturally Deaf community.

Amplification is improving every year. Babies are amplified at a very young age and implanted at the age of one. Many early-identified children with multiple disabilities who will get implanted or amplified may go through a phasing in and out of the interpreter based on language development. The interpreter then may be a “tool” either full time or in transition to language learning

Requirement to pass the EIPA level 3.5 or higher

Increased education required by schools and other employers. BA/BS will be required in the future.

10. Looking at the next five years, what do you expect the job market for interpreters to be?

Difficult to predict, except there will definitely be a need to know how to work with students with cochlear implants. Perhaps more transcribing services—might it be beneficial for interpreters to learn transcribing skills as well???

Video interpreting is going to continue to be a huge portion of the market. The job market is already markedly different than it was five years ago. Interpreters may find more opportunities to work for agencies full-time, with benefits, depending on the size of the community where they reside. East coast agencies are more likely to hire interpreters on as staff due to significantly larger Deaf populations. West coast agencies are exploring opportunities.

Recent graduates are going to need self-analysis skills to help them navigate a field that is saturated with mediocre to average interpreters but sorely lacking in qualified, quality interpreters. Student loans and years of low paying jobs will make offers tempting even when the students know they are not necessarily qualified to do the work they are being hired to do.

Hopefully the work will continue to grow.

The job market will continue to remain strong. This is a federally protected job market in that the ADA requires access and interpreters are a type of access. Although WHERE interpreters are needed will always depend on demand in the job market, the amount of interpreters needed will remain consistent if not increase.

And former graduates who continue in the field of interpreting will ALWAYS need continuing education credits and training in specialized areas of the field.

Currently experiencing a decrease in student numbers; it's hard to foresee how/when that trend might change. Educational interpreters will need to have the additional flexibility to work with students with multiple disabilities, and in ways that do not fit the quintessential description of an interpreter.

This is difficult to say, but I would assume that the needs in Portland will continue to grow, particularly in the educational arena. The VRS pendulum has swung downward, but I would expect that it will level out in the near future and produce a smaller but steady source of work. K-12 will most likely remain the highest employer offering benefits. I would imagine more deaf professionals will be entering the job

market in Portland, as has happened in other areas of the country, requiring interpreting services. Higher education will remain a steady source of part-time jobs as well.

I expect that we will continue to hire at least 1-2 interpreters annually.

Regarding K-12 interpreters, the number of Deaf/HOH children currently enrolled in the pre-school program may indicate a greater need to hire more interpreters than we currently have on staff.

I do believe however, the job market has pushed a lot of college needs as the Deaf community goes back to school to learn a new trade.

There is also the FCC "issue" which may push a lot of already qualified interpreters into the job market who will be competing with the SLIP graduates for those jobs. It would work the best if our SLIP students have a realistic understanding of what educational interpreting really is.